



## **Recommendations to Dean Shapiro: Part I**

### **Submitted by the Interdisciplinary & Emerging Programs Sub-Committee:**

Faculty: Jocelyn Ahlers, Martha Stoddard Holmes,  
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Dean's Office: Theresa Aitchison and Dawn Formo

### 1. What was the charge from the Dean to the Interdisciplinary Programs Sub-Committee?

The Interdisciplinary Programs (IP) sub-committee (faculty members Jocelyn Ahlers, Martha Stoddard Holmes, Sheryl Lutjens, Karen Glover, Elizabeth Matthews, and Linda Shaw; support staff Theresa Aitchison and Associate Dean Dawn Formo) was formed during the spring 2012 semester with the support of the Interdisciplinary Coordinators who had met as a group with the Dean the previous fall. At this meeting, the Dean spoke with enthusiasm about the potential he saw in IP and noted that he thought these programs were deserving of focused attention. The coordinators appreciated the opportunity to meet and the Dean's interest in strengthening IP.

At the start of the 12/13 academic year (AY), the Dean charged the IP sub-committee with providing him with a list of recommendations to strengthen IP in the College.<sup>1</sup>

### 2. To determine which set of recommendations would best serve Interdisciplinary Programs, what did the sub-committee do?

To create a sense of community and to begin to identify the IP's needs, all of the IP coordinators met at least once per semester during the 11/12 and 12/13 academic years (AY) to discuss what was working well and to identify needs. These meetings also provided the sub-committee with the opportunity to provide updates on its work. During the fall 2011 semester, Theresa Aitchison surveyed the range of interdisciplinary programs across the CSU. She also inquired about the organizational design of these programs by identifying, if possible, where they were housed on campus ([Appendix A](#)). During the spring 2012 semester, the sub-committee designed and facilitated an IP self-assessment in which each coordinator was asked to identify strengths, weaknesses, and barriers and to identify a CSU IP from which we may learn to strengthen our CHABSS program, using Appendix A and any additional website information ([Appendix B](#)). These self-assessments proved useful as the sub-committee began to imagine next steps for IP in CHABSS.

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<sup>1</sup> As part of this process, the sub-committee noted that in CHABSS, we have a group of programs labeled as "Interdisciplinary and Emerging Programs." We agreed that, given our charge, our focus would be on the Interdisciplinary Programs, not the emerging programs. Small, emerging programs are not necessarily interdisciplinary and, therefore, should not be assumed to complement the anticipated mission/vision of IP as noted later in this document.

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In February 2012, Dean Shapiro provided the sub-committee with Richard Vengroff (Dean, College of Humanities and Social Sciences at Kennesaw State University, Kennesaw, GA) and Thierry Léger's (Associate Dean, College of Humanities and Social Sciences, Kennesaw State University, Kennesaw, GA) paper "Approaches to Managing and Sustaining Interdisciplinary Programs at Comprehensive Learning Centered Universities." This paper, presented at the 2009 Council of Colleges of Arts and Sciences (CCAS) conference, piqued our interest and has informed much of our thinking over the past three semesters.

Informed by our discussions with IP coordinators, our survey of interdisciplinary programs in the CSU, our self-assessments, and our review of Vengroff and Léger's paper, we started the process of reimagining the IP mission/vision statements by reviewing the mission statements for each of our programs (mtg notes, October and November 2012).<sup>2</sup> In our review of the mission statements, we identified the following shared IP values:

- Collaboration is at the center of what we do.
- Interdisciplinary inquiry should always be emerging.
- Our programs should represent the dynamic integration of multiple perspectives.
- Our programs could offer a way to explore big problems through multiple lenses.
- An interdisciplinary approach should allow for an holistic way of thinking. (mtg notes, Oct. 22, 2012)

In the course of this discussion, we also realized that the College would need to explore further what we mean by multi- and interdisciplinary. Might we prefer a label such as "integrative studies?" As we identified values and important questions about what name most accurately complements our mission/vision, we simultaneously identified a series of organizational or structural concerns unique to IP such as the following:

- Interdisciplinary Programs can feel threatening to the disciplines that are organized into departments.
- When an interdisciplinary field becomes formalized enough, it becomes a discipline and is funded as such.
- Several committee members recall the CoAS shift from programs to departments. They described this as the beginning of the wall-building in the College.

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<sup>2</sup> IEP meeting notes are available on Moodle.

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- Accreditation aligns more smoothly with disciplines and departments than with Interdisciplinary Programs. How can we deal with this so that our IPs are attractive to students?
- To the outside world, departments have stature, not programs.
- What about FTES and IPs?
- How can we ensure College and University recognition and respect within the retention, tenure, promotion (RTP) process?
- How can we create a college culture that respects and values IPs? Our interdisciplinary scholars need this culture to thrive.
- What about interdisciplinary publishing?
- How can a redesign of IP encourage departments to support interdisciplinary teacher-scholars? With the current structure, some departments feel as though they lose a departmental faculty member when they loan him/her to an interdisciplinary program to teach a class.
- How do we disrupt the impression that smaller programs are perceived as weak, bad, or less than larger programs? (mtg notes, October 22, 2012)

We then turned more specifically to our charge to offer recommendations for strengthening IP in the College. This conversation led us back to the Kennesaw model and to the feedback we had received from the IP coordinators in the self-assessment and in the semester meetings with all IP coordinators. Addressing the issues arising from these sources, as well as the concerns noted above, would likely lead to ideas for strengthening IP. As a next step, we asked this question, “What do Interdisciplinary Programs need?” And we responded with the following:

- A voice
- Resources (FTES is the “coin of the realm.”)
- Collective power
- Ability to change culture
- The Dean needs to say: “This is our commitment.”
- An AD in a position to lead the group (mtg notes, December 3, 2012)

Based on this work conducted during the fall 2012 semester, the committee requested that the Associate Dean contact the authors of the Kennesaw paper to ask the following questions (*see Appendix C for the responses from Kennesaw State University*):

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1. In your work to develop an organizational structure for developing and supporting interdisciplinarity in your College, what have you found to be most impactful from an administrative perspective? What do you believe faculty and/or students would identify as most impactful?
2. With regard to the Kennesaw Case, how did you phase in the changes that you led and facilitated? What constituted phase 1, 2, and 3?
3. What do you identify as the non-negotiable resources needed to support interdisciplinarity in your College?
4. Similarly, which features of the organizational structure that you describe are non-negotiable?
5. What has the faculty response been to the reorganization in support of interdisciplinarity?
  - a. How was the reorganization presented to the faculty? Was it openly vetted or simply presented as *a fait accompli*? How did the non-interdisciplinary faculty, if you will, respond?
  - b. How did your office handle any negative faculty response?
6. How have students responded?
7. How would you describe the quality of interdisciplinarity in your College now?
8. Based on your experience with this significant reorganization, what would you do differently in implementing this change, if anything, if you had to do it again? Said another way, what have the wanted and unwanted consequences of moving to department status been?
9. How has the University responded to this reorganization in your College?
10. Has the substantive variety in the range of programs within the department presented any issues?
11. To what extent does the department still function with a “consortium ethos?”
12. How will the department plan for growth of small programs?
13. What has your experience been with joint hires? What have you done to mitigate the challenges that joint hires often create for your faculty, especially junior faculty? Has it helped to diversify the faculty? Sample contracts?
14. We see that you are currently searching for a Chair of Interdisciplinary Studies. What lessons, if any, are you learning from this search? Why did you decide to move forward

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with a search for a chair? What needed to be in place before you moved forward with the decision to hire a chair?

15. Within the department of Interdisciplinary Studies are there any, or plans for, an interdisciplinary methods course that is open to, or required of, all Interdisciplinary Studies students?

We also agreed to contact each department and faculty governance committee within CHABSS with the following questions (*see Appendix D for their responses*):

### Questions asked of Departments/Programs

#### A Interest/experience of departments (chairs and faculty)

1. Have you worked with any of the college's IEPs before?
2. If so, in what capacity? Were there obstacles? Successes?
3. Can you identify benefits of working with IEPs?
4. Do you feel there are costs/negatives of working with IEPs?

#### B. Resources

1. If approached by a chair/director/coordinator of an IEP to assist that program, what would you need to support the request? For example, if asked to release a faculty member to teach a course in an IEP, what would you need to make that happen?
2. Do you feel a partnership with IEP or do you feel a competitive relationship exists?

### Questions of Faculty Governance

1. What role do you see for IEP's in the CHABSS mission?
2. What questions/concerns should the IEP subcommittee keep in mind as it develops recommendations for the Dean in light of the charge of CAPC's cmte?
3. Other questions/concerns/suggestions?

One of the structural ideas that emerged in our work was the idea of joint hires. In addition to reading the Kennesaw paper, we also read the Committee on Facilitating Interdisciplinary Research's "Toward New Interdisciplinary Structures." Interested to see if we might find ways to ensure a joint-hire process that serves faculty, students, and departments well, Sheryl Lutjens and Karen Glover took the lead in researching effective models for establishing joint hires within the College. Their research contributed greatly to this sub-

committee's collaboratively written "Joint Appointments to Reinforce/Build Interdisciplinarity," the second document in this two-document set of recommendations.

At the same time, Associate Dean Dawn Formo contacted Michelle Hunt, Interim Assistant Vice President for Faculty Affairs, to request her guidance regarding joint hires. She contacted her colleagues across the CSU for insight. In short order, two consistent CSU messages emerged, "Don't do it!" and "If you pursue joint hires, think carefully about the RTP process. It's all in the details." Over the course of our research within and outside of the CSU, campuses such as CSU Channel Islands, Kennesaw State University, and University of Michigan provided RTP guidelines and sample memorandum of understanding (MOU) documents. Our combined research contributed to discussions about joint hires as well as primary/secondary hires along with discussions about the role of faculty governance in moving forward with either joint hires or primary/secondary hires.

The sub-committee's final task was to review all of its meeting notes, assessment, interviews, and research from the year to draft the recommendations noted below ([please see Appendix E for a list of the committees resources, notes, and documents](#)). The recommendations below focus almost exclusively on suggestions for Phase I and fall into the following general categories:

- Organizational Structure and Leadership
- Resources
- Culture
- Pedagogy/Curriculum

We also briefly describe the leadership model that we believe will distinguish Phase I from Phase II. With these recommendations, the sub-committee looks forward to leading CHABSS' IP to an engaged, collaborative future for the College and the campus!

### 3. What do we recommend?

The sub-committee appreciates the charge set before us during the 2012/13 AY. Like the Dean, we see rich potential in CHABSS' IP. The content-knowledge and range of epistemologies the Interdisciplinary Programs provide enhance the 21<sup>st</sup> century liberal arts values that are at the core of our College. A thoughtfully designed and fiscally supported organizational structure for IP intentionally creates a community of teachers and learners committed to research and pedagogies that cross disciplinary boundaries. This community

necessarily engenders new ways of thinking, knowing, and being at the university and beyond. We see the development of this community as a process, one that has begun with the conversations and research about IP over the past two years. Based on this work, the sub-committee enthusiastically presents a series of recommendations. We propose a two-phase process for strengthening IP, with Phase I consisting of the following recommendations and Phase II focusing on a leadership model that likely includes a department chair. (The distinguishing factor between Phase I and Phase II is that in Phase II, faculty will lead IP, not an administrator from the Dean's Office.). Each general category listed above is expanded below with anticipated outcomes and recommendations. Based on our research and our interview with our Kennesaw State University colleagues, we anticipate that it will require at least two years to realize the recommendations outlined below.

### **I. *Organizational Structure and Leadership***

#### **A. Outcomes**

1. While initially benefitting from leadership provided by the Dean's Office (see below), faculty, in the end, will serve as the leaders of a consortium model for IP in CHABSS.
2. Communication within the IP community and across the College will be strengthened significantly.
3. There will be an enhanced sense of community and cooperation within IP and across the College.

#### **B. Recommendations**

1. **Consortium:** We recommend that a general call to department chairs and program coordinators be put out to invite departments and programs to participate in the consortium. The College website lists the following programs as IP: Cognitive Sciences, Ethnic Studies, Film Studies, Global Studies, Native Studies, and Social Sciences. We now know that this list is not complete. Some departments and programs in the College not listed here, do identify as interdisciplinary. At the same time, at least one of the programs currently included in the College list does not identify as interdisciplinary. With a general call to the College, departments and programs can make their own decisions

about identifying with IP. We believe no program should be required to participate.

2. **Associate Dean Leader:** To build a strong foundation from which faculty can confidently move IP forward as a consortium, we recommend that the Dean's Office provide leadership in the form of an Associate Dean who serves as the administrative leader of the steering committee. The Associate Dean should facilitate the goal of faculty leadership in the form of a Chair of IP.
3. **Steering Committee:** We recommend that a steering committee be comprised of a representative group of 3-5 IP coordinators or department chairs. They would serve as an over-arching steering committee of the IP consortium.

We believe that associate dean leadership in Phase I will help realize our goal of a faculty-led consortium while also helping us design a model that will strengthen lines of communication. With IP's current *ad hoc* structure, it is incumbent upon program coordinators to review the schedule each semester to identify and advertise to students across the College those courses that support their interdisciplinary minors and majors. Program coordinators are also responsible for anticipating competing classes so that potential course conflicts can be mitigated before they appear in the schedule. A consortium-based leadership model will necessarily facilitate a new communication model. Strengthened communication will facilitate an effective and efficient interdisciplinary course schedule and more.

## II. Culture

### A. Outcomes

1. Clarity within IP and across the College about terms such as "interdisciplinary," "cross-disciplinary," and "integrative" studies. Getting clarity on these terms may result in a name change for IP, could influence the development of curriculum, and more.
2. There will be an enhanced sense of community and cooperation within IP and across the College.

### B. Recommendations

1. **Define Interdisciplinary Studies at CSUSM:** With fiscal support from the Dean's Office, we recommend that the College invite a lead teacher/scholar in Interdisciplinary Studies, such as Mary Louise Pratt from New York University, to facilitate a discussion that results in a working definition for CHABSS of Interdisciplinary Studies. This conversation should help us clarify the relationship among cross-disciplinary, multi-disciplinary, interdisciplinary, and integrative studies programs.
2. **Write mission and vision statements for Interdisciplinary Studies Programs:** Once the College defines what it means by "interdisciplinary studies," we recommend that the consortium write mission and vision statements. These statements should make clear what we do, how we do it, and for whom. Notes from our Oct. 22, 2012, sub-committee meeting may provide additional guidance.

Together, these recommendations will strengthen IP's programmatic culture, help establish our programmatic identity, and clarify the relationship of IP to other programs and departments in CHABSS.

### III. Resources

#### A. Outcomes

1. The College will provide adequate resources (e.g., faculty, FTES, space, support staff, technology) to support IP's growth.
2. Support from the Dean's Office will help to mitigate structural impediments, including departmental concerns that partnering with IP is a "risk" to the departments.

#### B. Recommendations

1. **Joint-Hires:** Faculty with assignments in specific interdisciplinary programs will help to create a teacher/scholar home for faculty and students interested in these programs. We recommend joint-hire appointments that include both faculty new to the College who are hired with work assignments in two or more

program/departments and current faculty who request revised contracts as joint-hire appointments to two or more departments. It is important to note that based on our research, we do not believe that joint-hires comprised entirely of new faculty will be effective. Since it will be important to create a community of tenured and untenured faculty within IP, the untenured, jointly hired faculty will benefit from the mentorship and leadership of more senior faculty who also have joint-appointments as they navigate the University and College RTP processes. The tenured, jointly appointed faculty can also help to educate faculty peers across the College and University about Interdisciplinary Studies as well as about realistic expectations related to teaching, research, and service for joint hires.

We know that joint hires do not currently exist on our campus. We know it takes great care to create College communities that are open to and supportive of joint hires. We also firmly believe that new faculty with a joint appointment should not be expected to navigate this new path alone, hence our strong recommendation that a community of tenured and untenured joint-hire faculty be created. See the attached “Joint Appointments to Reinforce/Build Interdisciplinarity” for our detailed recommendations. Should you support our recommendation for joint hires, the curriculum across our College will be enriched.

2. **FTES:** We understand that FTES is the coin of the realm. Based on our conversations with departments and faculty governance, we understand these concerns to be based on realistic understandings of the distribution of resources within the College but also that part of the departmental resistance to supporting IP is connected to confusion about FTES. We recommend that the Dean’s Office work with the consortium to get clarity on these questions:
  - When a program or department cross-lists a course, where do the FTES go? We recommend that the program or department that pays for the course (i.e., the instructor) should get the FTES.
  - At what point does a minor receive its own FTES allocation?
  - If an interdisciplinary program is housed within a department, what is the role of the program coordinator vis à vis the department chair in determining which, if any, interdisciplinary courses are taught?

- In our conversations with departments, some faculty and chairs described working with IP as risky. If a course on the schedule associated with IP does not adequately enroll, but a faculty member has agreed to teach the course, who assesses the risk or accepts the risk? If a faculty member is willing to take a risk to teach a new interdisciplinary course, will the Dean's Office let a class go forward with an enrollment of 15? To support the growth of new IP, would the Dean's Office agree to accept the risk of two semesters of possible low-enrollment as a compromise?

We also recommend that the Dean's Office publish a statement that makes clear the response to these frequently asked questions.

3. **Space:** Creating a physical community for IP will create a home and contribute in important ways to program identity for faculty and students alike. We recommend that this space include the following:
  - Suite of offices for an AC, faculty, and students: Each coordinator should have an office. Each office should have a phone and a desktop computer that is connected to a printer and copier. This suite should also include a kiosk with computers for students; we want students to be able to have a space for working with their peers and professors. This suite should also include a bulletin board, refrigerator, and microwave.
  - Conference room for presentations: Interdisciplinary Studies tend to be highly collaborative between and among faculty and students. A designated conference room will facilitate the collaborative pedagogies and research methodologies that are at the heart of what we do.
4. **Symposia Funds:** In the spirit of the teacher/scholar model outlined in our College's new Strategic Plan, we look forward to hosting a teaching or research symposium each semester. We recommend that the Dean's Office partner with IP to secure IRA funds to support the symposia.

These resources, and the Dean's Office commitment they represent, are critical to the development and sustainability of IP. To ensure the success of IP, we believe it is important for the Dean's Office to demonstrate its support, in part, through dedicated resources. These resources will assist the consortium in developing leadership and management models that encourage cross-college support and participation in terms of teaching and research.

### IV. *Pedagogy/Curriculum*

#### A. **Outcome**

Create a transformative learning experience for students.

#### B. **Recommendations**

1. **College Conversation re: ID Pedagogy and Curriculum:** In our conversations with CHABSS departments and faculty governance committees, our colleagues made it clear that our College community values interdisciplinarity, especially with regard to the concept of intellectual collaboration that many of us associate with IP. It was also clear, however, that we do not necessarily have a shared definition of what Interdisciplinary Studies is or have a shared vision of what it looks like pedagogically and in our curriculum. Our interview with Kennesaw State reinforced this challenge. We recommend, therefore, that in addition to our earlier suggestion to define what “Interdisciplinary Studies” is (especially in relation to cross- and multidisciplinary and integrative studies) that the College facilitate a series of conversations with interested faculty about interdisciplinary pedagogies. These conversations should explore questions such as the following:
  - What are the values and hallmarks of interdisciplinary pedagogies?
  - How do these pedagogies manifest themselves in interdisciplinary curricula?
  - Why would a faculty member want to participate in an interdisciplinary program?
  - How can interdisciplinary pedagogies and/or curricula support the teacher/scholar model? The Career Readiness Initiative?
2. **Faculty Learning Community:** Since we expect faculty learning communities to emerge from the College conversations, we list them here, not so much as a recommendation, but, instead, as an intentional expectation that will require the support of the Dean’s Office. We recommend that a group of 4-5 faculty be supported with stipends, either through the College or the Faculty Center, to design pedagogical models for interdisciplinary teaching that would be shared and implemented within the College and possibly beyond during Phase II of what we see as a two-phase process.

This learning community might consider creating a list of topics (e.g., slavery, sustainable energy or food, immigration) from which they would then be able to show what interdisciplinary teaching looks like and how it works.

3. **Teaching Symposia:** As we noted in the “Resource” section, we recommend teaching symposia. The Faculty Learning Community could contribute richly to these events. These symposia would also create an opportunity to invite colleagues, whether part of the Faculty Learning Community or not, who engage in interdisciplinary teaching.
4. **Introductory Interdisciplinary and Capstone Curricula and More:** We believe that the organizational/leadership, culture, resource, and pedagogy recommendations we offer will contribute to a revision of Interdisciplinary Studies in CHABSS. At a curricular level, we recommend that the steering committee work in partnership with the Faculty Learning Community to explore the following:
  - Introductory Interdisciplinary Methodology Course
  - Pro-seminar IP Courses: How might faculty from across the College be incentivized to teach courses that support IP?
  - IP Capstone Courses
5. **Advising:** IP can finally only be successful if the program(s) attract students. Advising will play an important role in creating a student audience for the interdisciplinary pedagogies and curricula. We recommend that that the Dean’s Office support the steering committee in its exploration of questions such as the following:
  - Who is doing the work of advising re: IP in this College and at this University?
  - Are there models of advising that are unique to IP that our College should consider?
  - What does our College need in place to support advising for IP?

### ***V. Planning and Assessment***

#### **A. Outcomes**

1. The Steering Committee will develop a 3-5 year strategic plan for IP.

2. The Steering Committee will develop and launch an annual assessment plan.

### B. Recommendations

1. **Strategic Plan:** We recommend that the Dean charge the Steering Committee with developing a strategic plan for IP. One of the key decisions for the Steering Committee during the first two years is to recommend an IP leadership model for Phase II.
2. **Annual Assessment Plan:** We also recommend that the Steering Committee develop a plan for assessing its progress (accomplishments and on-going challenges) during Phase I. The annual assessment may help to inform the Strategic Plan, too. The Steering Committee may consider questions such as the following:
  - What's working? What's not working?
  - What did we not think about earlier?
  - What do we need to move to Phase II?

We have much to learn about interdisciplinary pedagogies and their implications for interdisciplinary curricula. We believe that interdisciplinary epistemologies have the potential to make transformative learning happen.

### Closing Comments

With the goals/recommendations of Phase I realized, we will be ready as a College to move to Phase II of our proposed process for strengthening IP. While we cannot fully anticipate the features of this second phase, we believe the beginning of Phase II will be marked by full faculty leadership in IP. An associate dean will no longer serve in a leadership role. We anticipate that in Phase II, IP will be led by a department chair, although the assessment and Strategic Plan may offer another model. With faculty leadership in place, IP will be an explicit part of our College's organizational structure.

CHABSS makes clear in its Strategic Plan that as a community we are committed both to interdisciplinarity and to transformative learning. We believe that we have much to learn about how interdisciplinary approaches to thinking inform what we come to know, and we are committed to doing just that. Interdisciplinary epistemologies are part of the CHABSS community, and they have the potential to be a hallmark of what it means to complete a

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degree in our College. To realize this potential, we must create an organizational leadership model that allows Interdisciplinary Studies to be central to the College rather than merely a serendipitous result of our curriculum. As long as interdisciplinarity happens on the margins without focused leadership and explicit resources, we cannot expect our College community, including our students, to know what it is or how to embrace it. But with support and development, interdisciplinary ways of knowing will most certainly enrich faculty research and teaching. Even more, by making these epistemologies explicit to CHABSS students, they will learn to ask important questions across disciplines. This intellectual skill will serve them beyond their time at the University, ensuring that they will be life-long learners.

### **Anticipated Costs to Dean's Office for Phase I**

1. Associate Dean Leader: the equivalent of a chair in terms of workload/time
2. Stipends for IP coordinators
3. Workshop leader to facilitate discussion "Defining Interdisciplinary Studies at CSUSM"
4. Costs associated with joint hire appointments
5. Operations costs to create an interdisciplinary suite
6. Symposia Funds
7. Faculty Learning Community in partnership with the Faculty Center
8. Funds to support the annual assessments.

## Appendix

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**Appendix A: Survey of Interdisciplinary Programs on CSU Campuses, & Survey Comments**

**Spreadsheet A: data set** [Go Back to Recommendations Report](#)

Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
Bakersfield	BA	Criminal Justice		Department	Heejong Jacob Joo	Chair	hjoo2@csub.edu	
Bakersfield	BS	Environmental Resource Management (Environmental Health) (General) (Land Use Planning and Policy) (Occupational Safety and Health)		Extended University	Dr. Hegde	n/a	shegde@csub.edu	General Comments: Overall, there is a higher incidence of establishing interdisciplinary programs in Social Sciences and Humanities than in the Sciences. Environmental Studies and Geography are standouts across the system of the kind of program that bridges science, humanities, and social science curricula. Many campuses have grown programs in separate ethnicity- or gender-focused programs/departments, and many of those have combined those into ethnic studies, gender studies, or gender and ethnic studies or multicultural studies departments. A more comprehensive examination of interdisciplinary programs across the CSUs might be able to trace the origins of such collaborations to compare whether cost, shared academic goals, the synergy of two disciplines working together, or other organizational forces are at work.
Bakersfield		Interdisciplinary Minors (Black Studies, Asian Studies, Chicano Studies, Ethics, Film and Modern Art, Latin-American Studies, social Gerontology, Women and Gender Studies)		Academic Programs	AVP, Academic Programs	Campus administration	ckemnitz@csub.edu	
Bakersfield	BA	Liberal Studies (General)		Program	n/a	n/a	n/a	
Bakersfield	BA	Liberal Studies (IBEST)		Program	n/a	n/a	n/a	
Bakersfield	BA	Liberal Studies (ISPED)		Program	n/a	n/a	n/a	
Bakersfield	BA	Liberal Studies (Subject Matter Equivalency) (Traditional Pre-Credential)		Program	n/a	n/a	n/a	
Bakersfield	BA	Philosophy (General/Pre-Law)		Department (w/ Rel Stds)	Jacquelyn Kegly	Chair	jkegley@csub.edu	
Bakersfield	BA	Religious Studies (General/Double Major)		Department (w/ Phil)	Jacquelyn Kegly	Chair	jkegley@csub.edu	
Bakersfield	BA, Soc w/conc	Sociology (Ethnic Studies)		Department	Vandana Kholi	Chair	vkholi@csub.edu	
Bakersfield	BA, Soc w/conc	Sociology (Urban Studies and Planning)		Department	Vandana Kholi	Chair	vkholi@csub.edu	
Bakersfield	BA	Special Major (Women and Gender Studies)		Program	Dr. Debra Jackson	Chair (aff, Philosophy)	djackson9@csub.edu	
Bakersfield	BA	Special Major (Chicano Studies)		Academic Programs	AVP, Academic Programs	Campus administration	ckemnitz@csub.edu	
Bakersfield	BA	Special Major (General)		Academic Programs	AVP, Academic Programs	Campus administration	ckemnitz@csub.edu	

**Appendix A: Survey of Interdisciplinary Programs on CSU Campuses, & Survey Comments**

Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
Channel Islands	BA	Chicano Studies		Program	Jose Alamillo	Coordinator/Assoc Prof, CS	jose.alamillo@csuci.edu	Channel Islands: Size of campus may be driving a comparatively flat organizational structure. One notable development is the Center for Integrative Studies, which fosters interdisciplinary study, teaching, research, and partnerships. It received a \$250,000 grant from the Keck Foundation. Potential interdisciplinary opportunities exist in Religious Studies programs and Philosophy programs, but those tend to be "stand-alone" programs across the system, though several, particularly Religious Studies, note their interdisciplinary focus.
Channel Islands		Center for Integrative Studies		Center	Brad Monsma (English)	Director	Brad.Monsma@csuci.edu	The mission of the Center for Integrative and Interdisciplinary Studies is to serve as an organized source of information and support for integrative and interdisciplinary approaches to the creation, discovery, transmission and application of knowledge. Center for Integrative Studies funded by a \$250,000 grant from the Keck Foundation
Channel Islands	BA	Communication (Environmental Communication)		Program	Terry Ballman	Chair (aff, spanish)	terry.ballman@csuci.edu	
Channel Islands	BA	Early Childhood Studies		School of Education	Elizabeth Quintero	Coordinator, ECS	elizabeth.quintero@csuci.edu	
Channel Islands	BS	Environmental Science and Resource Management		Program	Don Rodriguez	Chair, ESRM Prg	donald.rodriguez@csuci.edu	
Channel Islands	minor	Global Studies		Program	Terry Ballman	Coordinator	terry.ballman@csuci.edu	
Channel Islands	BA	Liberal Studies (Accelerated Multiple Subject Program (Pending CCTC approval) (Concentrated Studies) (Teaching and Learning)		Program?	no faculty listed on website	Advising Center	liberalstudies@csusm.edu	
Channel Islands	BA	Sociology (Social Processes)		Department?	Elizabeth Hartung	Prof of Sociology	elizabeth.hartung@csuci.edu	
Chico	BA	Asian Studies		see Multicultural & Gender Studies				CSU Chico has developed the Multicultural and Gender Studies Department which has concentrations in African American Studies, American Indian Studies, Asian American Studies, Chicano Studies, Managing Diversity in Organizations, Multicultural Studies, Sexual Diversity Studies, and Women's Studies. CSU Chico may have done some reorganization in several disciplinary areas to bring smaller, emerging programs into context with other programs that share interdisciplinary curriculum and research areas such as Geography
Chico	BA	Child Development	Clg/Bhvrl&SocSci	Program	Cynthia Ratekin	Program Coordinator	chld@csuchico.edu	
Chico	BA	Criminal Justice		Political Science Dept	Charles Turner, Chair Ryan Patten, CJ Coordinator	Dept Chair & Prog, Coordinators	saparker@csuchico.edu rpatten@csuchico.edu	
Chico	BA	Economics (Environmental Economics)		Department	Frederica Shockley	Department Chair	econ@csuchico.edu	

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Chico	BS	Environmental Science (Applied Ecology) (Atmospheric Science) (Earth Resource Science) (Environmental Chemistry)	Clg of Nat Sci	Geological and Environmental Sciences Department	David L. Brown	Department Chair	geos@csuchico.edu	
Chico	BA	Geography (Human Geography and Planning) (Physical and Environmental Geography)		Geography and Planning Department	Jacquelyn Chase	Department Chair	geop@csuchico.edu	BA, Geography, Minor, Environmental Studies, Geography, Planning and Development, Cert in GIS, Cert in Rural and Town Planning, MA Geography CSU Chico may have done some reorganization in several disciplinary areas to bring smaller, emerging programs into context with other programs that share interdisciplinary curriculum and research areas
Chico	BS	Health Science (Environmental Health)	Clg/Bhvrl&SocSci	Health and Community Services Department	Mary Portis	Department Chair	hcsv@csuchico.edu	BS Health Science; Minors: gerontology, health science, health svcs admin; Cert: EMS, Gerontology; Single Subj Matter Prep in Hlth Sci
Chico	BA	International Studies	Clg of Hum & Fine Arts	Program	Stephen Lewis	Program Director	educ@csuchico.edu	BA: Asian Stds, Latin American Stds; Minor: African Stds, Asian Stds, Euro Stds, Latin Am Stds, Mid Eastn Stds
Chico	BA	Liberal Studies	Clg/Comm&Ed	Program	Esther Larocco	Program Coordinator	lbst1@csuchico.edu	
Chico	BA	Multicultural and Gender Studies (General) (Women's Studies)  Minor options: African American Studies, American Indian Studies, Asian American Studies, Chicano Studies, Managing Diversity in Organizations, Multicultural Studies, Sexual Diversity Studies, Women's Studies		Program	Tracy Butts	Professor, English	tbutts@csuchico.edu	The BA in Multicultural and Gender Studies provides an interdisciplinary approach to cultural analysis within and across cultural groups in the United States, with emphasis on the role of class, race, and gender in shaping cultural identities. The general option in Multicultural and Gender Studies includes work in the theory and practice of cultural analysis; cross-cultural and interethnic study; the study of the role of gender in culture; and close analysis of a particular ethnic group through courses in one of the MCGS minors.
Chico	BA	Religious Studies		Department	Jed Wyrick	Department Chair	rs@csuchico.edu	
Chico	BA	Social Science	Clge of Hum & Fine Arts	Program	Eugenie Rovai	Program Coordinator	sosc@csuchico.edu	BA, Soc Sci; Minors: Calif Stds, Career and Life Plng, Family Relations
Dominguez Hills	BA	Africana Studies (General Africana Studies) (Historical and Political Development) (Language and Literary Traditions) (Socio-Psychological Behavior)	Division of World Cultural Studies	Department	Rudy Vanterpool	Department Chair and Director, Division of World Cultural studies	rvanterpool@csudh.edu	CSU Dominguez Hills has created the Division of World Cultural Studies, which encompasses similar subject matter as Chico's Multicultural and Gender Studies Department. Also notable is the IDS/PACE program: Interdisciplinary Studies (American Studies) (Comparative Cultures) (Environmental Studies) (Global Studies), which is targeted towards students who are working.
Dominguez Hills	BA	Chicana/o Studies	Division of World Cultural Studies	Department	José López Morín	Acting Chair	jmorin@csudh.edu	
Dominguez Hills	minor	Asian Pacific Studies	Division of World Cultural Studies	Program	Susan Nakaoka	Acting Coordinator	snakaoka@csudh.edu	
Dominguez Hills	minor	Womens' Studies	Division of World Cultural Studies	Program	Ivonne Heinze-Balcazar	Program Coordinator	ibalcazar@csudh.edu	
Dominguez Hills	BA	Geography (Earth and Environment)						

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Dominguez Hills	BA	Administered under IDS/PACE program: Interdisciplinary Studies (American Studies) (Comparative Cultures) (Environmental Studies) (Global Studies)		Program for Adult College Education	Patricia Larson Kalayjian	Chair, IDS/PACE and Weekend College	pkalayjian@csudh.edu	PACE is designed to assist students who must work full time while trying to complete their college educations. The program, which exists in various forms at several colleges and universities throughout the country, recognizes that increasing numbers of adults are returning to school for intellectual growth, personal development and enhanced career opportunities. PACE students at California State University, Dominguez Hills usually have completed most of their lower division requirements when they enter the program. They are highly motivated people with limited amounts of time to allocate to their educations and thus want to make the best use of that time.
Dominguez Hills	BA	Labor Studies		Department	Vivian Price	PACE Coordinator, Labor Studies	vprice@csudh.edu	Listed separately from other PACE programs
Dominguez Hills	BA	Liberal Studies		Department in School of Education	Pamela Robinson	Assistant Chair	probinson@csudh.edu	Anthropology, Art, Dance, Early Teaching & Learning, English Lang and Linguistics, English Lit, Hum Dev, Integrated major, Spanish, Theater Arts
Dominguez Hills	BA	Philosophy (options: Philosophy/Religious Studies)		Department	Rudy Vanterpool	Department Chair	rvanterpool@csudh.edu	
East Bay	BS	Environmental Studies (Human Environment, Physical Environment, Ecology and Life Sciences, Environmental Health, and Land Use Planning and Management)		Department of Geography and Environmental Studies	David Larson	Department Chair	david.larson@csueastbay.edu	Environment and Society Option (B.A.) Sustainable Resource Management Option (B.A.) Physical Environment Option (B.A.)
East Bay	BA	Ethnic Studies (African American Studies, American Indian Studies, Asian American Studies, Genders & Sexualities in Communities of Color, Latino/a Studies, Latin American Studies)		Department	Nicholas Baham, III	Department Chair	nicholas.baham@csueastbay.edu	
East Bay	BA	Interdisciplinary Studies		n/a	n/a	n/a	n/a	CSU East Bay's Interdisciplinary Studies program may be undergoing a reorganization. Several campuses have recently reorganized, with the result that interdisciplinary programs have chosen or been given a mandate to collaborate; website information is in development
East Bay	BA	International Studies		Program	Norman Bowen (Political Science)	Program Director	norman.bowen@csueastbay.edu	An interdisciplinary program preparing students for international careers through a personalized curriculum, language acquisition and meaningful internships.
East Bay	BA	Latin American Studies		Program	Carlos Salomon	Program Director	carlos.salomon@csueastbay.edu	Partnerships with Center ofr International Education and Modern Languages Dept

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East Bay	BA	Liberal Studies (Childhood Studies/Teacher Prep) (Organizational Leadership/Liberal Arts) (Special Education/Liberal Arts) (Special Education/Teacher Prep) (Studies in Education/Bachelor's Plus)		Program (within CLASS)	Dennis Chester	Program Director	dennis.chester@csueastbay.edu	Students in the major receive a rich educational experience through coursework in a broad range of academic disciplines. By introducing students to the key disciplines in the arts, sciences, and social sciences while simultaneously allowing opportunities for students to investigate a particular subject area or discipline in depth, the Liberal Studies Major provides students with a knowledge base and the communication and analytical skills appropriate to many careers and occupations. Moreover, the Liberal Studies Department plays a major role in carrying out the university's responsibility to train elementary school teachers.
East Bay	BA	Women's Studies		Program	Patricia Guthrie	Program Director	patricia.guthrie@csueastbay.edu	Not a part of Ethnic Studies Department; possibly paired with Human Development; students can minor in Women's Studies or major in Liberal Studies with a Women's Studies option
Fresno	BA	Africana Studies		Program	Malik Simba	Program Coordinator	maliks@csufresno.edu	The Africana Studies Program offers an interdisciplinary curriculum that contains cross-cultural courses about the experiences of African peoples all over the world, American Indians in the United States, and other ethnic groups in American society.
Fresno	BA	Chicano and Latin American Studies		Department	Victor Torres	Department Chair	victor_torres@csufresno.edu	website under development
Fresno	BA	Geography		Department	Aribilola Omolayo	Department Chair	samuolo@csufresno.edu	BA, Geography; minor in geography or urban studies
Fresno	BS	Health Science (Environmental/Occupational Health and Safety)		Department	Miguel Pérez	Department Chair	mperez@csufresno.edu	
Fresno		Interdisciplinary Special Major		Advising Services				
Fresno	BA	Liberal Studies		Program in Kremen Sch of Ed & Hum Dev	janell Tatsumura	Program Coordinator	janellt@csufresno.edu	
Fresno	BA	Women's Studies		Program	Loretta Kensinger	Program Director/Chair	loretta_kensinger@csufresno.edu	
Fullerton	BA	American Studies		Department	Jesse Battan	Department Chair	jbattan@fullerton.edu	American Studies at Cal State Fullerton is an independent department which takes as its primary subject American culture in its historical development. Courses cover a wide range of interdisciplinary topics, including gender studies, cultural diversity, popular culture, regionalism, law and society, expressive forms, and the history of ideas.
Fullerton	Grad	Environmental Studies		Program	John Bock	Program Coordinator, Prof of Anthropology		Grad program only

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Fullerton	BA	Ethnic Studies (Afro-Ethnic Studies)		Department	Julie Stokes	Department Chair	jstokes@fullerton.edu	<p>CSUF is an example (like SFSU for Ethnic Studies and SDSU for Women's Studies) of a department that very early responded to student populations in the early stages of gaining access to higher education and questioning the existing canon for liberal arts study, noting a lack of perspective or methodologies that could account for their lived experience.</p> <p>In early spring, 1968, Willard Rogers, then president of CSUF's small Black Student Union appeared before the president's cabinet and the faculty council to appeal for funding of a program that would bring financially disadvantaged students to the campus. Rogers was concerned that of a student body of 9,000, CSUF had only fifteen black students.</p> <p>The concept of an Ethnic Studies department was accepted by CSUF and the state college system by fall 1969 to provide a curriculum rendering the educational process more relevant and significant with historical substance strong to a culturally diverse student population. Subsequently, in the late 1980s, the Afro-Ethnic Studies department was established providing an interdisciplinary framework for examining the experiences of people of African heritage. The curriculum engages students in the critical examination of black diasporic cultural traditions and race relations in North America, Africa, and the Caribbean Basin. Afro-Ethnic studies regard black people and their cultures as essential, organic components of the societies in which they live. The major and minor in Afro-Ethnic studies draw on fields such as history, sociology, economics, anthropology, literature, music, drama, dance, film, and the visual arts.</p>
Fullerton	BA	Ethnic Studies (Asian-American Studies)		Program	Elizabeth Noh	Program Coordinator	enoh@fullerton.edu	Program est. 1996; BA option approved 1999
Fullerton	BA	Ethnic Studies (Chicano Studies)		Department	Alexandro Gradilla	Department Chair	agradilla@fullerton.edu	
Fullerton	BA	Latin American Studies		Program or Department with faculty affiliated from other departments	Sandra Perez-Linggi Robert Voeks	Chair & alt Chair	splinggi@fullerton.edu rvoeks@fullerton.edu	What is a Latin American Studies Major? Latin American Studies (LAS) is an interdisciplinary program, meaning you take courses from different departments including: Anthropology, Economics, Geography, Political Science, Foreign Languages and Literatures, History, and Chicana/o Studies.
Fullerton	BA	Liberal Studies (Elementary Education) (Liberal Studies)		Department	Jim Hofmann	Department Chair	jhofmann@fullerton.edu	Liberal Studies is an exciting and rigorously challenging interdisciplinary program that provides students with a unique opportunity to study and integrate concepts from the humanities and arts, the natural sciences, and the social sciences. Majors explore the methods, underlying assumptions, and forms of interaction within and between these disciplines. The capacity for critical thinking, comprehensive academic background, and communications skills that our majors develop provide them with the self-confidence that comes from being culturally sensitive, intellectually independent, creative, and well-rounded persons.
Fullerton	BA	Women & Gender Studies & Queer Studies		Program	William Haddad Rebecca Dolhinow	Interim Prog. Coord. Prog. Coordinator	whaddad@fullerton.edu rdolhinow@fullerton.edu	The Women & Gender Studies Program is proud to announce that the Queer Studies Minor was approved!

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Humboldt	BA	Geography		Department	Stephen Cunha	Department Chair	sc10@humboldt.edu	As an integrative discipline, geography provides the skills needed for leadership and success in a rapidly changing world. The HSU Geography Department offers an extensive undergraduate program, with both a major and minor, incorporating a wide range of courses in human and physical geography and geographic techniques.
Humboldt	BA	Interdisciplinary Studies (Critical Race, Gender & Sexuality Studies)		Department	Kim Berry	Department Chair	kim.berry@humboldt.edu	Humboldt has two standout interdisciplinary departments: the newly reorganized Department of Critical Race, Gender & Sexuality Studies and Interdisciplinary Studies for Theatre, Film, and Dance. Ethnic Studies, Women's Studies, and Multicultural Queer Studies at HSU have a history of collaboration emerging from our shared commitment to intersectional analysis, emancipatory education, and social justice. For years, faculty and students in ES, WS and MQS have worked to create an interdisciplinary, innovative, and rich program that builds on our shared commitments and approaches, while simultaneously retaining the important and unique identity of each academic field. In 2010, we combined our programs into the Department of Critical Race, Gender and Sexuality Studies (CRGS). Students will now be able to pursue a major with a common CRGS core and a focus of study in Ethnic Studies, Women's Studies or Multicultural Queer Studies. We are excited about the future before us and invite you to join our growing community. The new Interdisciplinary Studies arts program provides a "hands-on" education in theatre, film and dance with the unique opportunity to use these arts in combination. Native American Studies at Humboldt did not join the new CRGS Department.
Humboldt	BA	Interdisciplinary Studies (Interdisciplinary Studies (Theatre, Film, and Dance)		Department	Margaret Kelso	Department Chair	mtk3@humboldt.edu	Integrated study in the three disciplines with emphasis areas: Theatre, Film, Dance The Program: Do you want to be a person who can make connections quickly, communicate effectively, and approach life creatively- who can generate new ideas and implement them in a changing world? Then our integrated undergraduate program in theatre, film and dance may be for you!! Our new degree program provides a "hands-on" education in theatre, film and dance with the unique opportunity to use these arts in combination.
Humboldt	BA	Liberal Studies (Child Development) (Child Development/Elementary Education) (Elementary Education) (Recreation Administration)		Department in College of Professional Studies				
Humboldt	BA	Native American Studies		Program	Diana Ferris	Program Secretary	ferris@laurel.humboldt.edu	
Humboldt	BA	Religious Studies		Department	not indicated			not interdisciplinary

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Long Beach	BA	Africana Studies		Department	Maulana Karenga	Department Chair	mkarenga@csulb.edu	
Long Beach	Cert/Minor	American Indian Studies		Program	Troy Johnson	Program Director	trj@csulb.edu	
Long Beach	BA	American Studies		Program	Brett Miselle (History)	Director	dmizelle@csulb.edu	
Long Beach	BA	Asian and Asian American Studies		Department	John Tsuchida	Department Chair	jtsuchid@csulb.edu	
Long Beach	BS	Criminal Justice		Department in College of Health and Human Services	Henry Fradella	Department Chair	hfradell@csulb.edu	Long Beach's Criminal Justice Department, while not alone among CJ degree programs in declaring itself "interdisciplinary", notably does so. The Department works collaboratively to investigate, understand, and solve social problems related to crime. The program offers bachelor's and master's degrees in criminal justice, an undergraduate minor in criminal justice, an undergraduate minor in forensic studies, certificate programs in applied forensics and in high-tech crime, and a master's degree in Emergency Services Administration. All of these programs are interdisciplinary in nature, drawing on the fields of criminology, law, sociology, psychology, political science, philosophy, and, when applicable, the natural sciences as well. Long Beach also features Geography and International Studies as interdisciplinary programs and has an Environmental Science and Policy program that is administered jointly by the College of Liberal Arts and the College of Natural Science and Math.
Long Beach	BA	Environmental Science and Policy		Program	Christine Rodrigue (Geography)	Director	rodrigue@csulb.edu	Jointly offered by Clg of Lib Arts and Clg of Nat Sci & Math
Long Beach	BA	Geography		Department	Paul Laris	Department Chair	plaris@csulb.edu	Geography focuses on the spatial organization of human and physical landscapes, the interactions between human society and the physical environment, as well as on the meanings that people bring to their place in the world. Geography sits at the nexus of the social and physical sciences, drawing from a range of theoretical and methodological approaches for understanding the world around us.
Long Beach	BA	International Studies		Program	Richard Marcus	Program Director	rmarcus@csulb.edu	The Bachelor of Arts in International Studies is an interdisciplinary degree program designed to provide a rigorous introduction to the complex interrelationships that exist among societies in the modern world. The program provides a broad understanding of international issues and world cultures through exposure to the various methodologies of the social sciences and liberal arts.
Long Beach		Latin American Studies		Program				
Long Beach	BA	Liberal Studies		Department in College of Education	Dan O'Connor	Department Chair	oconnor@csulb.edu	Credential track program
Long Beach	BA	Religious Studies		Department	Peter Lowentrout	Department Chair	plowentr@csulb.edu	
Long Beach	BA	Women's, Gender and Sexuality Studies		Department	Pamela Roberts	Department Chair	pamela.roberts@csulb.edu	This Department is committed to developing a strong intersectional and transnational focus throughout the curriculum

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Los Angeles	BA	African American Studies		Dept of Pan-African Studies	Melvin Donalson	Acting Chair	pas@calstatela.edu	
Los Angeles	BA	Asian and Asian American Studies		Program (est 2005-6)	Ping Yao (History)	Program Director	pyao@calstatela.edu	It is an interdisciplinary program with an emphasis on the connections between Asian and Asian American Studies. The program is built on a solid foundation of languages, literature, cultures and histories of Asia while emphasizing both the global and the local dimensions of social, cultural, economic and political connections between Asia and Asian America.
Los Angeles	BA	Chicano Studies		Department	Bianca Guzmán	Acting Chair	bguzman@calstatela.edu	The Department of Chicano Studies at California State University, Los Angeles offers a dynamic, innovative program that emphasizes an interdisciplinary, comparative, and transnational approach to understanding the historical experiences and contemporary social status of Latin American-origin populations in the United States.
Los Angeles	BA	Communication (Communication for Social Change and Rhetoric) (Interpersonal Communication/Language and Social Interaction)		Department	Dept Chair not indicated; Suzanne Galyean, ASC	Admin Support Coord.	sgalyea@calstatela.edu	<p>The Communication major at Cal State LA offers opportunities for a comprehensive study of human communication as it pertains to the dynamics of individual, social, and civic life. We offer an undergraduate program leading to a Bachelor of Arts (B.A.) degree in Communication, with options to concentrate in Interpersonal Communication, Organizational Communication and Public Relations, Social Change and Rhetoric, or Performance Studies.</p> <p>Performance Studies -- Students interested in pursuing this option will examine the ways in which each of us performs various roles and "identities" that intersect categories such as race, ethnicity, religiosity, culture, gender, age, ability, and sexual orientation. This interdisciplinary option focuses on critical theory and how notions of power influence expectations and discourse among individuals and in society.</p> <p>Communication for Social Change and Rhetoric – This option is ideally suited for students who are interested in critically analyzing current events, actively engaging in public discourse, and developing strategies for implementing social change through communication. Within this option, students explore concepts and theories related to social movements, cultural studies, feminism, ecology, political campaigns, rhetoric, public argumentation and opinion formation, human rights, and the process of governmental elections.</p>
Los Angeles	BS	Criminal Justice		School of Criminal Justice and Criminalistics	Joseph Peterson	Director	jpeters@calstatela.edu	more of a professional/career focus?
Los Angeles	BA/BS	Geography (General) (Geographic Information Systems) (Urban Analysis)		Department of Geosciences and Environment (in College of Natural and Social Sciences)	Ali Modarres	Department Chair	amodarr@calstatela.edu	Newly re-organized
Los Angeles	BA	Latin American Studies		Program	Beth Baker-Cristales (Anthropology)	Acting Director	bbakerc@calstatela.edu	Latin American Studies is an integrative, transdisciplinary field that bridges the social sciences, natural sciences, and humanities in its study of the Americas.

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Los Angeles	BA	Liberal Studies (Interdisciplinary Studies in Culture and Society) (Elementary Subject Matter Teacher Preparation) Mexican-American Studies (Elementary Subject Matter Teacher Preparation)		Department in College of Arts and Letters	Patrick Sharp	Department Chair	psharp@calstatela.edu	The faculty members in Liberal Studies are outstanding teachers and scholars whose interdisciplinary work spans across fields such as American Studies, art history, communication studies, cultural studies, English, ethnic studies, history, science studies, sociology, and women's and gender studies.
Los Angeles	BA, Lib Stds w/ concentration	Women's and Gender Studies		Program within Liberal Studies	Dionne Espinoza (Liberal Studies and Chicano Studies)	Chair, Advisory Committee for Women's and Gender Studies	despino@calstatela.edu	Women's and Gender Studies is a thriving field of study at CSULA. Our location in the diverse metropolis of Los Angeles grounds our understanding of genders and sexualities as it intersects with races/ethnicities, nations, and classes in local, national, and global contexts.
Monterey Bay	BA	Collaborative Health and Human Services (Collaborative Health and Human Services, Public Health, Social Work)		Department of Health, Human Services and Public Policy			hhspp@csumb.edu	Monterey Bay has organized an innovative interdisciplinary Environmental Science, Technology & Policy (ESTP) program. "Unique in its commitment to linking earth systems science to environmental economics and social policy, ESTP provides students with active learning and applied research in marine, coastal, and watershed systems." The major integrates science and social science to prepare students for a wide range of possible careers. CSUMB also has a very interdisciplinary Global Studies program. Across the CSUs, Environmental Studies programs leverage their interdisciplinarity, and Anthropology and Geography programs often collaborate or administer them as well -- they're more often situated in the Social Sciences than the Sciences, though Environmental Science, Earth Science, and Soil Science programs are not as collaborative in reaching across to the social sciences.
Monterey Bay	BS	Environmental Science, Technology, and Policy (Environmental Policy) (Marine and Coastal Ecology) (Science and Social Justice) (Watershed Systems)		Division of Science and Environmental Policy	Daniel Fernandez	Chair	dfernandez@csumb.edu	The Environmental Science, Technology & Policy (ESTP) program offers an innovative interdisciplinary B.S. degree program linking natural science, physical science, technology, economics, and policy. The program emphasizes the critical thinking and technical skills necessary to develop workable solutions to complex environmental problems. Unique in its commitment to linking earth systems science to environmental economics and social policy, ESTP provides students with active learning and applied research in marine, coastal, and watershed systems.
Monterey Bay	BA	Environmental Studies (Environmental Education) (Environmental Science for Sustainable Communities)		Division of Science and Environmental Policy	Daniel Fernandez	Chair	dfernandez@csumb.edu	The B.A. in Environmental Studies is designed for students who are interested in understanding environmental issues and the interactions of people with their environment, or in educating others about the environment. The major integrates science and social science to prepare students for a wide range of possible careers. The Environmental Education concentration provides a combination of natural history expertise, technical skills, and educational theory and practice. The Environmental Science for Sustainable Communities concentration offers flexibility for students to develop expertise in within a range of diverse disciplines such as disciplines Environmental Science, Geospatial Analysis, Natural History, Ethics, Social Sciences, Community Leadership, and Environmental History. More information can be found at <a href="http://sep.csumb.edu/es/">http://sep.csumb.edu/es/</a>

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Monterey Bay	BA	Global Studies		Department in Division of Social, Behavioral and Global Studies	Some faculty are assigned to Global Studies; others to Division; Chair assignment not indicated		social_behavioral@csumb.edu	The three majors in the division provide an integrative approach to the fields of anthropology, history, economics, political science, international law, international studies, psychology, archaeology, geography, sociology, and religious studies.
Monterey Bay	BA	Human Communication (Pathways: Africana Studies, Chicana/o-Latina/o Studies, Comparative American Studies, Creative Writing and Social Action, "General", History Oral History & New Media, Journalism and Media, Literary and Film Studies, Peace Studies, Practical and Professional Ethics, Pre-Law, SSWE, Women's Studies, Writing and Rhetoric)		Departments of: New Humanities for Social Justice; Philosophy, Pre-Law & Peace Studies; English, Communication, and Journalism; Division of Humanities and Communciation	Specific leadership not clearly indicated on website		humanities_communication@csumb.edu	
Monterey Bay	BA	Integrated Studies/Special Major		Program	Barbara Mossberg, Ph.D.	Integrated Studies Program Director	bmosberg@csumb.edu	<p>You identify two or three appropriate CSUMB faculty members from academic fields that have essential relevance to your major to serve on your advisory committee along with the Integrated Studies Program Director, who is also your major advisor. The members of this individualized team work with you on the development of your Individual Learning Plan, Senior Capstone, and bibliography.</p> <p>You also participate in fall and spring symposiums which convene faculty members who contribute expertise to the program, and you are exposed to a broad array of faculty across the disciplines who model and promote integrated studies theory and practice.</p>
Monterey Bay	BA	Liberal Studies		Department	Chair not indicated; possibly Kimberly Sevey?		liberal_studies@csumb.edu	Teaching credential focus
Monterey Bay	BA	Social and Behavioral Sciences (Anthropology) (Archaeology) (Geographic Information Systems) (Native American Studies) (Political Economy) (Social History) (Sociology)		Major sponsored by Division of Social, Behavioral and Global Studies			social_behavioral@csumb.edu	The major specializations listed were all found via the CSU search engine; the organization of CSU Monterey Bay appears to be very flat. The website does not generally indicate who is the Chair, and it is not always clear where faculty are assigned. There may be a very collaborative and interdisciplinary culture throughout the campus. Global Studies seems to be the only "department" within this division.

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Northridge	BA	African-American Studies (African and African-American Cultural Studies) (African-American Arts and Literature) (African-American Social Sciences) (African-American Urban Education)		Department situated in College of Social and Behavioral Sciences	Karin Stanford	Department Chair	panafricanstudies@csun.edu	The course of study and the requirements for the undergraduate (B.A.) degree in African American Studies provide an opportunity for students (a) who desire to extend their education in the social/behavioral sciences with an emphasis in Pan-African Studies  The CSU Northridge website is replete with the presence of interdisciplinarity in many academic disciplines. The campus as a whole seems to have embraced the ideas of interdisciplinarity as an element of responsible scholarship.
Northridge	minor	American Indian Studies Program		Program, college of Humanities	Scott Andrews	Program Coordinator	scott.andrews@csun.edu	The interdisciplinary minor in American Indian Studies offers courses in contemporary and historical cultures of First Nations. Topics that are examined include American Indian contemporary social issues, American Indian law and policy, literature, music, art, and spirituality.
Northridge	BA	Asian American Studies (General) (Standard Major Option)		Department, College of Humanities	Sandra Stanley	Interim Chair	sandra.stanley@csun.edu	Founded in 1990, AAS is a vibrant interdisciplinary department that offers a major/double major and minor in Asian American Studies.
Northridge	BA	Central American Studies (General) (Double Major)		Program, College of Humanities	Douglas Carranza Mena	Program Coordinator	douglas.carranza@csun.edu	
Northridge		Chicana/Chicano Studies		Department, College of Humanities	David Rodriguez	Chair	david.rodriguez@csun.edu	Chicana and Chicano Studies is an Area Studies field that advances a critical understanding of the Chicana/o and Latina/o experience in the United States. Courses reflect a multidisciplinary approach to the understanding of Chicana/o and Latina/o histories, politics, culture, language and education. Chicana/o Studies was established in 1969 in response to the educational needs of Chicana/o students.
Northridge	BA	Geography (General)		Department, College of Social and Behavioral Sciences	Shawna Dark	Department Chair	shawna.dark@csun.edu	At CSUN, students of geography can specialize in environmental geography, geomorphology, climatology, cartography, geographic information systems (GIS), cultural, and human geography.
Northridge		Humanities Interdisciplinary Program (one of Liberal Studies' General Studies Options)		Program hosted by Liberal Studies in College of Humanities	Michael Neubauer	Program Coordinator	michael.neubauer@csun.edu	Humanities involves the study of the human condition, a way of thinking about and responding to human experience through a broad array of subject matters including cultural studies, languages, linguistics, literature, history, philosophy, mythology, religion, visual and performing arts, and women's studies.
Northridge	BA	Liberal Studies (Pre-Credential Program) (Integrated Teacher Education Program (ITEP) Junior Option) (Integrated Teacher Education Program (ITEP) Freshman Option) Liberal Studies (General Studies Option)		Program, College of Humanities	Michael Neubauer	Program Director	michael.neubauer@csun.edu	The Liberal Studies Program is an interdisciplinary major which offers a degree program under the College of Humanities leading to a Bachelor of Arts in Liberal Studies. The Liberal Studies major is designed to provide a broad, undergraduate liberal arts education, with a balance among the language arts, natural sciences and mathematics, humanities, visual and performing arts, and social sciences.
Northridge	minor	Queer Studies Program		Program, College of Humanities	Sheena Malhotra	Program Coordinator	sheena.malhotra@csun.edu	Housed in the College of Humanities, QS is an interdisciplinary minor that questions normative constructions of sexuality and gender.

**Appendix A: Survey of Interdisciplinary Programs on CSU Campuses, & Survey Comments**

Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
Northridge	BA	Religious Studies (General)		Department, College of Humanities	Rick Talbott	Department Chair	rick.talbott@csun.edu	Our faculty approach the subject of Religious Studies across many contexts and disciplines including philosophy, history, sociology, psychology, anthropology, literary, and scientific. The program is cross-cultural and interdisciplinary and emphasizes the woven ties of religion to other areas of culture.
Northridge	BA	Sociology (Sociology, Work and Society, Criminology and Criminal Justice, Social Welfare)		Department	Herman DeBose	Department Chair	hdebose@csun.edu	The department also participates in the following interdisciplinary programs: Child Development, American Indian Studies Program, Gerontology, Jewish Studies, Liberal Studies, Urban Studies, Women's Studies
Northridge	minor	Sustainability Program (one of Liberal Studies' General Studies Options)		Program hosted by Liberal Studies in College of Humanities	Curriculum Committee drawn from departments in science, math, engineering humanities, and social sciences	New program, Fall 11	sustainability@csun.edu	A new university Minor in Sustainability will begin in Fall 2011. The goal of the new program is to broadly educate students about the fundamental concepts of sustainability including economic, environmental, and social aspects. It is designed to supplement education in other disciplines and to provide knowledge of the considerations necessary to make decisions in a world where resources are limited.
Northridge	BA	Urban Studies and Planning (General)		Department	Robert B. Kent	Department Chair	rob.kent@csun.edu	Urban Studies and Planning is an interdisciplinary program providing an undergraduate course of study which focuses on solutions to the major problems stemming from the complexities of contemporary urban life.
Northridge	BA	Gender and Women's Studies		Department, College of Humanities	Sheena Malhotra	Chair	gws@csun.edu	The Gender and Women's Studies Department teaches students to view the world with a critical analytical approach grounded in a social justice framework. The department adheres to a disciplinary practice that centers on an integrative, intersectional framing of issues concerning gender, race, class, sexuality, nationality, ethnicity, age and the differently abled.
Pomona	BA	Gender, Ethnicity, and Multicultural Studies (Gender, Ethnicity, and Multicultural Studies Pre-Credential) (Gender, Ethnicity, and Multicultural Studies) (Integrated BA/Credential) (Integrated Bilingual Authorization BA/Credential)		Ethnic & Women's Studies Department / College of Education and Integrative Studies	Patricia de Freitas	Department Chair	pade Freitas@csupomona.edu	The Ethnic and Women's Studies Department promotes interdisciplinary study, research, learning, and teaching about the many groups of people in society who are socially and/or self identified through the constructs of ethnicity, culture, class, race, religion, nationality, affectional/sexual orientation and gender...Understanding the intersections, practice and effects of class, ethnicity, gender, nationality, race, religion, and sex is imperative for learning to live in a modern, multicultural, diversified society.
Pomona	BS	Geography (Environmental Geography) (Geographic Information Systems) (Geography)		Department of Geography and Anthropology	Dorothy Wills	Department Chair	ddwills@csupomona.edu	The Anthropology program aims at the scientific study of the peoples of the world, past and present, in the broadest possible sense: their total biological and cultural heritage. The program includes two tracks: General and Cultural Resource Management.

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Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
Pomona		Interdisciplinary General Education Department		Department	Stephen Bryant	Department Chair	shbryant@csupomona.edu	Founded in 1983, the Interdisciplinary General Education Department (IGE) offers students a unique and stimulating choice to fulfill their general education requirements. At the heart of IGE lies the concept of an integrated core: a curriculum that explores human experience across the multiple perspectives of different disciplines. The IGE Program introduces participants to different ways of examining concepts and ideas, fostering a connective ability--a power to see all knowledge as interrelated. Ernest Boyer explains: "As students see how the content of one course relates to that of others, they begin to make connections, and in so doing gain not only a more integrated view of knowledge, but also a more authentic view of life." IGE provides an interdisciplinary undergraduate general education that prepares students to lead globally conscious, socially responsible, productive, satisfying, and ethical lives in a changing diverse world.
Pomona	BA	Liberal Studies (BA/Credential) (Bilingual Authorization BA/Credential) (Bilingual Authorization Pre-Credential) (Pre-Credential) (General Studies)		Department	Stephen Bryant	Department Chair	shbryant@csupomona.edu	The major in Liberal Studies offers a diversified curriculum for those who are attracted to an interdisciplinary program of study. The purposes of Liberal Studies are twofold: 1) To prepare students for graduate work in such fields as law and ministry; or for work in business, human services, government, and public relations; or to pursue intellectual fulfillment for its own sake; 2) To provide the undergraduate preparation for students to teach in the public schools of California.
Pomona	BS	Social Sciences		Program in Dept of Geography and Anthropology				The department curriculum, multidisciplinary in nature, is especially suitable for students with broad and varied interests who understand that a liberal education is often the best background for many careers.
Pomona	BA	Sociology -BA's, Sociology, Psychology; minors in Psychology, Sociology, and Criminal Justice		Psychology and Sociology Department	David Horner	Acting Chair	dhorner@csupomona.edu	
Sacramento	BA	Asian Studies (Asian American) (Chinese) (Japanese) (South and Southeast Asian)		Program, College of Social Sciences and Interdisciplinary Studies	Pattaratorn Chirapravati (Art faculty)	Program Director	pchirapravati@csus.edu	The Asian Studies Program at California State University, Sacramento is an interdisciplinary program that seeks to prepare our students for a future in an economically and politically important and inter-connected Pacific Basin by providing an in-depth understanding of Asia from a political, cultural, and historical perspective.
Sacramento	BA	Environmental Studies		Department, College of Social Sciences and Interdisciplinary Studies	Dudley Burton	Department Chair	burtond@csus.edu	The Environmental Studies program can help students use the resources of the entire University to gain an interdisciplinary understanding of such increasingly serious issues as pollution, wildlife and wilderness preservation, land use, biodiversity loss, resource depletion, energy conservation, and a generally healthful relationship between nature and society.
Sacramento	BA	BA, Ethnic Studies; minors: Ethnic Studies, Asian American Studies, Chicana/o Latino Studies, African Studies, Native American Studies, certificate in Pan-African Studies		Department, College of Social Sciences and Interdisciplinary Studies	Timothy Fong	Department Chair	tfong01@csus.edu	Ethnic Studies at California State University, Sacramento has been in existence for over 40 years! The Department is comprised of four programs: Asian American Studies; Chicano Studies; Native American Studies; and Pan African Studies. Ethnic Studies is a degree-granting interdisciplinary program offering course work in the study of the histories, cultures, and contemporary issues which define and shape ethnic group experiences in the United States.

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Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
Sacramento	BA	BA, Ethnic Studies; minors: Ethnic Studies, Asian American Studies, Chicana/o Latino Studies, African Studies, Native American Studies, certificate in Pan-African Studies		Department, College of Social Sciences and Interdisciplinary Studies	Timothy Fong	Department Chair	tfong01@csus.edu	Ethnic Studies at California State University, Sacramento has been in existence for over 40 years! The Department is comprised of four programs: Asian American Studies; Chicano Studies; Native American Studies; and Pan African Studies. Ethnic Studies is a degree-granting interdisciplinary program offering course work in the study of the histories, cultures, and contemporary issues which define and shape ethnic group experiences in the United States.
Sacramento	BA	Film (Film Studies)		Program / College of Arts and Letters	Jenny Stark	Program Coordinator	jenstark@csus.edu	The Film Program offers interdisciplinary course work in the areas of film production, history, theory, criticism and writing. The film major aims at developing a deeper understanding of the art and practice of film, its complex components, and the artists whose vision have inspired generations of filmmakers. All students are required to take a common core that provides a foundation for film criticism and production. After completing the core, students select either the film studies or film production track.
Sacramento	BA	Geography (Geographic Information Systems and Analysis) (Human Geography) (Metropolitan Area Planning) (Physical Geography)		Department, College of Natural Sciences and Mathematics	Robin Datel	Department Chair	geography@csus.edu	Geography students at Sacramento State explore Earth's natural and cultural landscapes using methods from the natural sciences and the social sciences. Students study climate, weather, landforms, water resources, plants and animals, and at the same time, peoples, societies, economies, and cities.
Sacramento	BA	Humanities and Religious Studies (Humanities) (Religious Studies)		Department / College of Arts and Letters	Jeffrey Brodd	Department Chair	jbrodd@csus.edu	The Department of Humanities and Religious Studies offers an integrated approach to the study of world cultures. In courses on Western European, Asian, and American cultures, students explore ideas, ideals and values as they are expressed in art, music, drama, history, literature, philosophy and religion. The Humanities concentration provides a strong interdisciplinary foundation while also allowing students the opportunity to focus their studies. For example, students can concentrate on a specific era, such as the Ancient World, the Middle Ages and Renaissance, or the Modern World. Students may also concentrate on a single cultural field such as American Studies or Asian Cultures.
Sacramento	BA	Liberal Studies: American Studies; Art; California Studies; Foreign Languages; Human Development; Linguistics; Literature; Multicultural Studies; Music; Theatre; US History; World History		Program, College of Social Sciences and Interdisciplinary Studies	David Lang	Program Director	lang@csus.edu	Liberal Studies is an interdisciplinary major designed primarily for students who intend to become elementary school teachers or teach in a multiple subject environment.
Sacramento	BA	Social Sciences		Program	Possibly administered through Liberal Studies			The Social Science major is an interdisciplinary program that includes the Departments of Anthropology, Economics, Ethnic Studies, Geography, Government, History, and Sociology.

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Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
Sacramento	BS	Women's Studies		Department (new development?),	Rita Cameron-Wedding (Ethnic Studies)	Department Chair	cameronwedding@csus.edu	One of the oldest feminist academic programs in the country, the Women's Studies Program at California State University, Sacramento was founded over thirty-five years ago. The Women's Studies Program provides students with a disciplinary model of the study of women's contributions to culture, knowledge, and society. A critique of social conditions creating women's oppression is integral to the program. Women's Studies promotes teaching and research in the service of eliminating sexism, racism, and other forms of oppression. The program is committed to change and to integrating community activism and academic study.
San Bernardino	minor	Ethnic Studies (ES minor, Chicano Studies minor)		Program, College of Social and Behavioral Sciences	Elsa Valdez	Program Coordinator	evaldez@csusb.edu	Our Ethnic Studies Minor offers an interdisciplinary study of the major ethnic groups in the U.S. Our curriculum offers courses in African American, Asian American, Latino, and Native American Studies. In addition, our faculty pursue research in fields such as Latino and Latin American Studies, Middle Eastern studies, and Gender studies.
San Bernardino	BA	Geography (General) (Geographic Information Systems) (Urban Analysis) Environmental Studies (Track A) (Track B)		Department of Geography and Environmental Studies, College of Social and Behavioral Sciences	Norman Meek	Department Chair	nmeek@csusb.edu	The Environmental Studies program is designed for students who desire either to focus on a study of the environment as part of a broader liberal arts curriculum or to prepare for an environmentally related career or graduate school. As an approach to knowledge, geography forms an interdisciplinary bridge between the physical and cultural worlds, examining both humans and their environment. As a synthesizing discipline, geography is an especially attractive major for liberal arts and science students. Its body of theory and methodologies provides an analytic technique applicable to a wide range of questions.
San Bernardino	BA	Liberal Studies (Arts and Letters) (General) (Integrated Track) (Spanish Studies)		Department, College of Arts and Letters	Katherine Thomerson	Program Coordinator	kthomers@csusb.edu	Credential focus
San Diego	BA	Africana Studies		Department, College of Arts and Letters	Shirley Weber, Prof. Emeritus	Department Chair	weber2@mail.sdsu.edu	San Diego State is home of the nation's oldest Women's Studies department. It also has an Africana Studies Department, an American Indian Studies Program, an Asian Studies Program, a Chican@ Studies Department, a Lesbian, Gay, Bisexual, Transgender Studies program that are all stand-alone programs, though each embraces interdisciplinarity as a strong feature of their approaches to scholarship. SDSU is typical of several of the older campuses that have programs of long standing. San Diego's Urban Studies Program is, organizationally speaking, shared by the College of Arts and Letters, the School of Public Affairs, and the College of Professional Studies & Fine Arts. Africana Studies offers a broad, interdisciplinary program. The curriculum covers a variety of subjects pertaining to Africa and the African Diaspora. The major establishes a strong academic foundation that can lead directly into a career or into graduate study in a variety of fields.

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Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
San Diego	BA	Africana Studies		Department, College of Arts and Letters	Shirley Weber, Prof. Emeritus	Department Chair	weber2@mail.sdsu.edu	<p>San Diego State is home of the nation's oldest Women's Studies department. It also has an Africana Studies Department, an American Indian Studies Program, an Asian Studies Program, a Chican@ Studies Department, a Lesbian, Gay, Bisexual, Transgender Studies program that are all stand-alone programs, though each embraces interdisciplinarity as a strong feature of their approaches to scholarship. SDSU is typical of several of the older campuses that have programs of long standing. San Diego's Urban Studies Program is, organizationally speaking, shared by the College of Arts and Letters, the School of Public affairs, and the College of Professional Studies &amp; Fine Arts.</p> <p>Africana Studies offers a broad, interdisciplinary program. The curriculum covers a variety of subjects pertaining to Africa and the African Diaspora. The major establishes a strong academic foundation that can lead directly into a career or into graduate study in a variety of fields.</p>
San Diego	BA	American Indian Studies		Program, College of Arts and Letters	David Kamper	Department Chair	dkamper@mail.sdsu.edu	
San Diego	BA	Asian Studies (Chinese Language) (Chinese Studies)		Program, College of Arts and Letters	Lei Guang (Political Science)	Program Director	lguang@mail.sdsu.edu	The major in Asian Studies is multidisciplinary. Students can enroll in classes offered by the CAPS and by a wide range of departments and programs, such as anthropology, art, Chinese, comparative literature, economics, history, Japanese, Korean, philosophy, political science, religious studies, sociology, and women's studies.
San Diego	BA	Chicana and Chicano Studies		Department, College of Arts and Letters	Norma Iglesias-Prieto	Department Chair	niglesia@mail.sdsu.edu	The Chicana and Chicano studies degree provides the student with a timely, interdisciplinary education regarding the nation's fast-growing ethnic group, the Chicano/Latino, and the interplay of culture, politics, economics and society in the dynamic United States-Mexican border region.
San Diego	BA, BS	Geography/Geographic Information Science: Methods of Geographical Analysis; Natural Resource & Environmental Policy; Natural Resource & Environmental Geography; Environmental Analysis; Physical Geography; Urban & Regional Analysis		Department, College of Arts and Letters	Stuart Aitken	Department Chair	saitken@mail.sdsu.edu	Geographers study the physical and human features of the earth, concentrating especially on explaining the location of these features and on the environmental relationships among them. In doing such studies, geographers integrate the theories of the physical sciences, biological sciences, social sciences, and the humanities.
San Diego	BA	Interdisciplinary Studies		Division of Undergraduate Studies			(619) 594-5841	The Interdisciplinary Studies in Three Departments major provides students with the opportunity to create their own unique programs by combining courses from three participating departments in a cohesive plan. This is not a collection of various minors, but an in-depth, interdisciplinary study. Students are asked to defend their major plan orally and in writing, and must be able to show that it has been carefully designed. (note: impacted program)

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Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
San Diego	BA	International Security and Conflict Resolution (Environment and Security)		Program located in three colleges within San Diego State University: The Colleges of Arts and Letters, Professional Studies and Fine Arts, and Sciences	Jonathan Graubart	Program Director	graubart@mail.sdsu.edu	The International Security and Conflict Resolution (ISCOR) major at San Diego State University is an innovative and comprehensive program designed to provide students with a sophisticated understanding of the political, moral, socio-economic, and cultural dimensions to global conflict. Its interdisciplinary program educates students on the multifaceted dimensions of global conflicts and the variety of top-down and bottom-up efforts to promote peaceful resolution of conflicts and a more just global order. In the course of their studies, ISCOR majors will develop a rich appreciation of both increased global interconnections (sometimes known as globalization) and enduring diversity in cultural practices, political systems, and economic systems.
San Diego	BA	Latin American Studies		Center for Latin American Studies (program)	Ramona Pérez	Program Director	perez@mail.sdsu.edu	Both the undergraduate and graduate degrees are multidisciplinary programs providing a wide range of courses and a large number of potential career opportunities, including education, business, foreign service, law enforcement, and public health, among others. Many MA recipients go on to Ph.D. programs and careers in higher education and research.
San Diego	BA, minor	Lesbian, Gay, Bisexual, and Transgender Studies		Program	Esther Rothblum (Women's Studies)	Program Advisor	erothblu@mail.sdsu.edu	LGBT Studies is an interdisciplinary program, not affiliated with any one department. Courses offered include LGBT literature, history of sexuality, media and sexuality, psychology of human sexual behavior, sexuality in modern society, valuing human diversity, lesbian lives and cultures, among many others. There are also over a dozen internships in LGBT organizations.
San Diego	BA	Liberal Studies		Program	Dr. Roeder		libst@mail.sdsu.edu	At SDSU, Liberal Studies is the major for future teachers.
San Diego	BA	Philosophy		Department	Mark Wheeler	Department Chair	mark.wheeler@sdsu.edu	Our curriculum includes historical, topical, systematic, and applied approaches to philosophy. Together, through coursework and joint research, faculty and students investigate perennial philosophical problems: Does human life have meaning? What ought we do? What is the best form of society? What is the ultimate nature of reality? Can we know anything, and if we can, how do we acquire knowledge?
San Diego	BA	Religious Studies		Department, College of Arts and Letters	Risa Levitt Kohn	Department Chair (and Director of Jewish Studies)	rkohn@mail.sdsu.edu	In addition to investigating religious symbols, texts, practices, and belief systems, the study of religion examines the relationship of religion to ethics, contemporary social issues, politics, history, psychology, science, literature, and the arts.
San Diego	BA	Social Science (Environmental Studies)		Program within Social Science, College of Arts and Letters	Trent Briggs, Matthew Lauer	Co-Directors	tbiggs@mail.sdsu.edu mlauer@mail.sdsu.edu	The Environmental Studies (ENVST) emphasis within the Social Science major includes courses from across the university for students interested in a broad, sophisticated understanding of the many serious environmental issues facing the nation and the world today. Because the interrelations between humans and nature are so complex, the ENVST major emphasizes interdisciplinary course work, and humanities, social science and scientific perspectives.
San Diego	BA	Social Science (Islamic & Arabic Stds)						
San Diego	BA	Social Science (Single Subject Teaching)						

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Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
San Diego	BA	Speech, Language and Hearing Sciences (American Sign Language and Deaf Studies)						
San Diego	BA	Urban Studies (Anthropology, Economics, Geography, Mexican American Border Studies, Political Science, Public Administration, Sociology)		Interdisciplinary Program in Urban Studies, College of Arts and Letters, School of Public affairs, College of Prof. Studies & Fine Arts	Fernando Bosco, Pascale Joassart Marcelli (both Geography)	Program Co-Chairs	fbosco@mail.sdsu.edu pmarcell@mail.sdsu.edu	At graduation, students majoring in Urban Studies will obtain a B.A. degree in liberal arts and sciences. This interdisciplinary major focuses on cities and urban communities, with particular emphasis on their environments, peoples and cultures, economies and politics, and urban spaces and places. The program draws upon courses offered by the faculty in the Departments of Anthropology, Economics, Geography, Mexican American Studies, Political Science, and Sociology (all in the College of Arts and Letters) and the School of Public Affairs in the College of Professional Studies and Fine Arts.
San Diego	BA	Women's Studies		Department, College of Arts and Letters	Huma Ahmed-Ghosh	Department Chair	ghosh@mail.sdsu.edu	SDSU established a department of Women's Studies in 1970, making it the oldest program in the United States. Women's Studies is a rigorous interdisciplinary, cross-cultural, and transnational discipline rooted in feminist theory and shaped by the social sciences, humanities and natural sciences, as well as movements for social justice.
San Francisco	BA	American Studies		Program	Cristina Ruotolo	Program Coordinator	ruotolo@sfsu.edu	American Studies is a multi-disciplinary program that gives students the opportunity to create an individualized major. Its purpose is to study the unity and diversity, the consensus and conflict, and the continuity and change that characterize the many cultures and social structures of past and present United States.  One thing that may come to be considered in an examination of interdisciplinarity is the way programs and departments overlap areas of interest, research, and teaching. For instance, Environmental Studies and Urban Studies; Urban Studies and Criminal Justice Studies; American Studies and Ethnic Studies; Women's Studies and Sexuality Studies. There could be academic, pedagogical, and political reasons for what may sometimes seem a duplication of effort. SFSU has a number of programs that intersect in this way, which provides a potential for both enrichment of scholarship and confusion of students. A couple of unique organizational features: its Ethnic Studies departments and programs are organized into the College of Ethnic Studies; and SFSU has one of the very few Labor and Employment Studies programs in California.
San Francisco	BA	Criminal Justice Studies		Department, College of Health and Human Services	Jeff Snipes	Department Chair	cj@sfsu.edu	Positioned within a rich urban atmosphere, the multidisciplinary Department of Criminal Justice Studies explores the connections between law, crime and justice. The curriculum emphasizes critical thinking about criminal justice systems, the administration of justice, legal studies, and the political economy.

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San Francisco	BS	Environmental Studies (Earth System Science) (Environmental Sustainability & Social Justice) (Humanities & the Environment) (Natural Resource Management & Conservation) (Urban Environment)		Program, College of Health and Human Services	Barbara Holzman	Program Director	envs@sfsu.edu	Environmental Studies is a field that crosses the boundaries of traditional disciplines, challenging faculty and students to look at environmental issues from a variety of perspectives. Our students have the opportunity to integrate coursework in the physical and life sciences, social sciences, humanities, business, and ethnic studies.
San Francisco		Ethnic Studies: Africana Studies American Indian Studies Asian American Studies Raza Studies		College of Ethnic Studies	Kenneth P. Monteiro Laureen Chew	Dean and Associate Dean	ethnicst@sfsu.edu	The College of Ethnic Studies was established in Fall 1969 through the efforts of a number of dedicated students, faculty and community members. The four departments - Asian American Studies, Africana Studies, Raza Studies, and American Indian Studies - offer over 175 courses each semester to meet the needs of 6000 students. Our curriculum assists students complete their general education, pursue a personal interest in ethnic studies, teach Ethnic Studies subjects in elementary, secondary, community and college level institutions: or combine this with professional and vocational skills such as business, social welfare, law, and medicine.
San Francisco	BA	Geography and Human Environmental Studies		Department, College of Science and Engineering	Jerry Davis	Department Chair	geog@sfsu.edu	Geographers study, map, and analyze our changing natural and social environments at a variety of scales from local to global. Programs leading to the B.A. in Geography include: Resource Management, Physical Geography, Environmental Studies, Techniques in Geographic Analysis, Human Geography, and Urban and Land Use Planning.
San Francisco	BA	Humanities		Department	Saul Steier	Department Chair	sauls@sfsu.edu	The Humanities Department is an interdisciplinary, multicultural program that emphasizes the study of society, ideas, and the arts, with special concern for questions of values -moral, intellectual, cultural, and aesthetic- that are inherent in major human expressions.
San Francisco	BA	Labor and Employment Studies		Program, College of Business	John Logan	Program Director	jlogan@sfsu.edu	Labor Studies courses combine broad perspectives with specific skills. Introductory courses provide a general knowledge about work, workers, and their organizations. Electives enable students to examine areas in greater depth.
San Francisco	BA	Liberal Studies		Program	Cristina Ruotolo	Program Director	ruotolo@sfsu.edu	Liberal Studies is an interdisciplinary major encompassing areas of knowledge in the arts, sciences, social sciences, and language. The program provides the broad academic background necessary for future teachers and is an excellent preparation for advanced studies in graduate school. The major may be planned with a particular career in mind, such as government or public service, business, counseling, law, librarianship, teaching, medicine and health, non-profit service, management, or work in multicultural communities.
San Francisco	minor	Religious Studies minor		Program (in Dept of Philosophy)	Anita Silvers	Chair, Philosophy	phlsphr@sfsu.edu	The religious studies minor offers students the opportunity to study the full spectrum of humankind's religious heritage from an interdisciplinary perspective.

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Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
San Francisco		Sexuality Studies		Department, College of Health and Human Services	Rita Melendez	Department Chair	sxsdept@sfsu.edu	The mission of the Department of Sexuality Studies is to " advance multidisciplinary teaching, research, and advocacy in sexuality studies, sexual literacy, well being and social justice."...The department has a long commitment to community building and focuses on issues of social justice and sexuality, including the impact of factors of social inequality - such as poverty, racism,marriage equality and homophobia - upon sexual well-being and sexual health across the lifespan.
San Francisco	BA	Urban Studies and Planning		Department, College of Health and Human Services	Raquel Rivera Pinderhughes	Department Chair	dusp@sfsu.edu	Bachelor of Arts in Urban Studies and Planning. The Urban Studies and Planning major offers an interdisciplinary curriculum in urban planning and policy. The major reflects a social science education with an applied, problem-solving focus, training in research methods, and practical hands-on experience in a carefully supervised internship and a practicum (senior seminar).
San Francisco	BA	Women and Gender Studies		Department in College of Arts and Humanities	Jillian Sandell	Department Chair	wgsdept@sfsu.edu	identity-based studies of women and men in transnational and multicultural contexts alongside deconstructive approaches to the categories of analysis (gender, race, nation, sexuality, class, ethnicity, and able-bodiedness) that frame our teaching and scholarship.
San Jose	BA	African-American Studies		Department, College of Social Sciences	Ruth Wilson	Department Chair	Ruth.Wilson@sjsu.edu	African-American Studies is building an interdisciplinary policy focus that includes technology that reflects our location in the heart of Silicon Valley.
San Jose	minor	African Studies		Program: Interdepartmental minor Administered by Student Services Center?	Cobie Kwasi Harris (Political Science)	Program Coordinator	Cobie.Harris@sjsu.edu	The Interdepartmental minor in African Studies consists of courses from anthropology, art, African American studies, history and political science. The interdepartmental structure of this minor will enable students, while pursuing degrees in specific disciplines, to concentrate their efforts more efficiently upon the African continent.
San Jose	BA	Anthropology		Dept (in Col of SS) administers Anthropology BA, Native American Studies, & Behavioral Sciences BA	Chuck Darrah	Department Chair	Chuck.Darrah@sjsu.edu	
San Jose	BA	Behavioral Science		Major program withing Dept of Anthropology	Chuck Darrah	Department Chair	Chuck.Darrah@sjsu.edu	SJSU offers a Behavioral Science major which allows students to develop an inter-disciplinary perspective on human behavior. In addition, there are three Behavioral Science double majors that allow students to develop a deeper understanding of anthropology, psychology, or sociology.
San Jose	BA	Environmental Studies (Energy) (Environmental Impact Assessment) (Environmental Restoration and Resource Management) (Preparation for Teaching)		Department, College of Social Science	Lynne Trulio	Department Chair	envstdys@email.sjsu.edu	The Environmental Studies Department provides rigorous, systematic and integrated approach to the study and management of environmental problems and issues. Upon completion of the degree program, students have a solid theoretical and applied preparation for making substantive contributions to promoting a sustainable society.

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San Jose	BA	Global Studies		Program	Michael Conniff	Program Director	michael.conniff@sjsu.edu	Global Studies is an interdisciplinary, inter-collegiate unit that promotes and coordinates research, curriculum enhancement, and faculty development in the area of international education and global studies.
San Jose		Humanities		Department, College of Humanities and the Arts	Christian Jochim (Comparative Religious Studies)	Department Chair	<a href="mailto:christian.jochim@sjsu.edu">christian.jochim@sjsu.edu</a>	BA, Humanities BA, Creative Arts BA, Creative Arts, Preparation for Teaching BA, Liberal Studies (Liberal Arts) BA, Liberal Studies, Concentration in Cross-Cultural Studies in Mexican and American Education BA, Liberal Studies, Preparation for Teaching BA, Religious Studies Minor, American Studies Minor, Asian Studies Minor, Creative Arts Minor, Humanities Minor, Middle East Studies Minor, Religious Studies
San Jose	BS	Justice Studies		Department, College of Applied Sciences and Arts	Mark Correia	Department Chair	mark.correia@sjsu.edu	The Justice Studies Department provides a broad, research based interdisciplinary curriculum that addresses issues of justice and injustice in our rapidly changing world.
San Jose	minor	Mexican American Studies (M.A. degree and minor; BA is available in Liberal Studies with concentration in Mexican American Education -- see Humanities Dept.)		Department, College of Social Sciences	Marcos Pizarro	Department Chair	marcos.pizarro@sjsu.edu	The minor in Mexican American studies is a unique interdisciplinary program of study that supplements any undergraduate major by providing a well-rounded introduction to the Chicana/o-Latina/o community, including its history, culture and social, political and economic context. The coursework supports major programs in economics, business, politics, culture, education, personnel management, marketing, psychology/counseling, community development, public administration and fine arts. Undergraduate students may combine a minor in Mexican American Studies with any major to enhance their educational experience. You may want to meet with our undergraduate advisor about your options and ideas to determine how a MAS minor will fit into your program of study.
San Jose	BA	Religious Studies		Program		Student Svcs Ctr?		Religions and Cultures concentration somewhat interdisciplinary
San Jose	minor	Women's Studies	College of Social Sciences	concentration in Interdisciplinary Social Sciences				

**Appendix A: Survey of Interdisciplinary Programs on CSU Campuses, & Survey Comments**

Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
San Luis Obispo	BA	Comparative Ethnic Studies	College of Liberal Arts	Department	Donald Ryujin	Acting Department Head	ethnicstudies@calpoly.edu	Ethnic Studies at Cal Poly uses inter- and multidisciplinary approaches to study the lives of Indigenous, African, Latino/a, and Asian peoples in the United States within a global and postcolonial context. It is an important and valuable area of study that is indispensable to the academic experience of all students.
San Luis Obispo		Humanities Program	College of Liberal Arts	Program	Debra Valencia-Laver	Acting Director and Associate Dean, CLA	dvalenc@calpoly.edu	The Humanities Program offers interdisciplinary and international classes in a wide variety of subject areas, from the ethical issues involved in technology, to the cultures of China, Japan, and Spain. We also offer a minor in Values, Technology, and Society. Most humanities classes satisfy University general education requirements.
San Luis Obispo		Liberal Arts and Engineering Studies	Colleges of Liberal Arts and Engineering	Program	David Gillette (English) Michael Haungs (Computer Science)	Program Directors	laes@calpoly.edu	<p>The BA degree program in Liberal Arts and Engineering Studies is jointly offered by the colleges of Liberal Arts and Engineering. This program prepares students for a wide range of innovative careers in emerging professional fields that combine skills and interests in engineering, the arts, technology, and culture, and also prepares them for further study in graduate school. This program is open to all students at Cal Poly.</p> <p>The curriculum allows Liberal Arts and Engineering Studies students, in collaboration with students from all other Cal Poly majors, to participate in development teams working on national and international technology and cultural projects.</p> <p>The LAES program is a hybrid study of engineering and technology components enriched with the appropriate features of culture, arts and the humanities. This program encourages students to see engineering, the sciences and humanistic study as interconnected and equally valid methods of asking the same essential questions about the world around us. This is not, however, an engineering degree; it is a new interdisciplinary degree program (.pdf) split between the colleges of Engineering and Liberal Arts.</p>
San Luis Obispo		Liberal Studies		Department, College of Science & Mathematics	Dolores Berber-Jiménez	Department Chair	lberberj@calpoly.edu	
San Luis Obispo		Natural Resources Management and Environmental Sciences Environmental Management and Protection (Environmental Impact Mitigation Strategies) (Environmental Policy and Management) (Individualized Course of Study) Earth Sciences (Environmental Interpretation and Assessment)	College of Agriculture, Food and Environmental Sciences	Department	Douglas Piirto	Department Head	dpiirto@calpoly.edu	Newly merged from Earth and Soil Sciences and Natural Resources Management

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San Luis Obispo		Social Science Department Administers: Anthropology-Geography (Cross-Cultural Studies and International Development) (Environmental Studies and Sustainability) (Human Ecology) (Individualized Course of Study) (Teaching) (Criminal Justice) (Social Services) (Sociology) (Latin American Studies minor)	College of Liberal Arts	Department	Terry Jones, Chair	Department Chair	tljones@calpoly.edu Advisors: Criminal Justice: James Coleman Cross Cultural Studies and International Development: Benjamin Timms Environmental Studies and Sustainability: William Preston Human Ecology: Dawn Neill Organizations: Leo Pinard Social Services: Maliha Zulfacar Teaching: James Keese	The Social Sciences Department provides a broadly based, multicultural and multidisciplinary perspective on humanity, society, the environment and development. Beginning in 2010-2011 the department will no longer accept students for the BS program in Social Sciences. Instead, the department will offer separate degrees in Anthropology-Geography (BS) and Sociology (BA). The Anthropology and Geography major provides students with the skills for understanding and examining patterns of human activity and resource utilization across space and time, as well as the interactions between humans and the natural environment. Interdisciplinary in nature, this program focuses on the applied areas of cross-cultural studies, international development, ecological research design and method, the evolution of humans, environmental assessment, and sustainability.
San Luis Obispo		Women's & Gender Studies	College of Liberal Arts	Department	Tom Trice (appointed in History Dept)	Department Chair	ttrice@calpoly.edu	Women's and Gender Studies (WGS) is an interdisciplinary academic department that promotes a critical understanding of how genders and sexualities shape and are shaped by social, political, ethical, economic, legal, and cultural institutions in historical and contemporary contexts.
San Marcos		Arts & Technology Option Designed for students who wish to work with digital arts, multimedia, video, and/or web design. This interdisciplinary track emphasizes various digital media including music, video and the visual arts.	CHABSS	VPA Department	Merryl Goldberg	Department Chair	mgoldberg@csusm.edu	The Visual and Performing Arts Department at CSUSM provides an exciting multidisciplinary approach to the arts which embraces the cultural richness of southern California. A degree in Visual and Performing Arts consists of a sequence of courses that illuminates and emphasizes the benefits of our cross-cultural heritage, presented in the framework of a dynamic experiential, theoretical and technological environment. The curriculum encourages interdisciplinary work, collaboration, and student self-direction.
San Marcos	minor	Cognitive Science	CHABSS/CSM	Program	Mtafiti Imara	Program Coordinator	mimara@csusm.edu	The Minor in Cognitive Science at CSUSM offers students the opportunity to broaden their academic experience through systematic study of the interdisciplinary field of Cognitive Science. Cognitive science has a variety of definitions, but one simple one is that it is the interdisciplinary scientific study of the mind. The field involves contributions from the disciplines of psychology, computer science, linguistics, communication, biology, neuroscience, philosophy, anthropology, music, mathematics, and social science.
San Marcos	minor	Cognitive Science	CHABSS/CSM	Program	Mtafiti Imara	Program Coordinator	mimara@csusm.edu	The Minor in Cognitive Science at CSUSM offers students the opportunity to broaden their academic experience through systematic study of the interdisciplinary field of Cognitive Science. Cognitive science has a variety of definitions, but one simple one is that it is the interdisciplinary scientific study of the mind. The field involves contributions from the disciplines of psychology, computer science, linguistics, communication, biology, neuroscience, philosophy, anthropology, music, mathematics, and social science.

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San Marcos	BA	Criminology and Criminal Justice	CHABSS	Major offered through Sociology	Linda Shaw	Sociology department Chair	lshaw@csusm.edu	Though interdisciplinarity is not implicitly stated, and major requirements can be nearly entirely satisfied with sociology courses, majors in criminology and criminal justice have a high rate of double majoring and minoring.
San Marcos	minor	Ethnic Studies	CHABSS	Program	Karen Glover	Program Coordinator	kglover@csusm.edu	The Ethnic Studies Minor at Cal State San Marcos offers students majoring in another discipline the opportunity to study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. It analyzes how these groups have been integrated or not into societ(ies) and how race/ethnicity has shaped identity.
San Marcos	BA	Global Studies	CHABSS	Program	Elizabeth Matthews	Program Co-Directors	ematthew@csusm.edu	The Global Studies Program provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Whether pursuing the Major or the Minor, students can choose from an approved list of courses from Economics, History, Liberal Studies, Literature and Writing, Philosophy, Political Science, Sociology, Modern Language Studies, and Women Studies.
San Marcos	BA	Liberal Studies (Border Studies)	CHABSS	Program in Liberal Studies	Jocelyn Ahlers	Department Chair	jahlers@csusm.edu	Border Studies offers an interdisciplinary exploration of communities and territories which emerge in border regions worldwide. The courses offered in the Border Studies programs examine human interactions that shape and are shaped by borders that divide people and places. The curriculum provides an understanding of how border communities are formed and sustained, and explores the interrelationships of diverse groups across the cultural, geopolitical, linguistic and social frontiers that exist in communities.
San Marcos	BA	Social Sciences	CHABSS	Program	Katherine Brown Robert Rider Jeffrey Charles Staci Beavers Spencer McWilliams Darlene Piña Andres Favela	Program Coordinators		The Social Sciences Major is a multidisciplinary program which aims to provide students with a broad understanding and appreciation of the social sciences.
San Marcos	BA	Women's Studies	CHABSS	Department	Sheryl Lutjens	Department Chair	slutjens@csusm.edu	[Students] learn about a wide range of academic approaches that have arisen from such diverse areas as sociology, literature, psychology, economics, history, anthropology, the arts, communication, the sciences, and many others.
Sonoma	BA	American Multicultural Studies	School of Arts and Humanities	Department	Leny Strobel	Department Chair	strobel@sonoma.edu	AMCS is devoted to the interdisciplinary study of diversity and multiculturalism, with a primary focus on ethnic and racial minority groups in the United States.
Sonoma		Chicano and Latino Studies	School of Arts and Humanities	Department	Patricia Kim-Rajal	Department Chair	kimaral@sonoma.edu	Programs in Chicano and Latino Studies (CALs) offer an interdisciplinary approach to the study of the issues that affect the fastest growing population in the United States today. Students are trained to critically examine the effect of race, gender, class, and nation on the opportunities and experiences available to different individuals by exploring issues such as political representation, linguistic policy, educational inequality, poverty, immigration, and symbolic struggles in media, literature, and the arts.

**Appendix A: Survey of Interdisciplinary Programs on CSU Campuses, & Survey Comments**

Campus	Degree Type	Major / Option	College	Administration Type	Leadership	Title	Contact	Notes
Sonoma	BA	Criminology and Criminal Justice Studies	School of Social Sciences	Department	Barbara Bloom	Department Chair	barbara.bloom@sonoma.edu	The criminology and criminal justice studies major offers a liberal arts curriculum concerned with the changing nature and content of law, the shifting public expectations of criminal and civil justice agencies, the implications of diversity along the lines of race, gender and class, and the reactions of agencies to social perceptions and political pressures. The student is offered an interdisciplinary, multi-methodological academic approach to the understanding of the mechanisms of social control, resolutions of criminal justice problems, and a knowledge of accepted procedures and alternatives.
Sonoma	BA	Environmental Studies & Planning (Education & the Environment) (Energy Management & Design) (Environmental Conservation & Restoration) (Outdoor Leadership) (Planning) (Water Quality & Hazardous Materials Management)	School of Social Sciences	Department	Rocky Rohwedder	Department Chair	rocky.rohwedder@sonoma.edu	Environmental Studies and Planning (ENSP). In support of a more sustainable world, we have offered a distinctive, interdisciplinary and applied curriculum to our students for almost forty years.
Sonoma	BA	Geography (Biophysical Environment) (Environment & Society) (Geospatial Techniques) (Globalization & Cultural Identity) Global Studies (Asia) (Europe) (Latin America) (Global Environmental Policy) (Intl Economic Development)	School of Social Sciences	Geography and Global Studies Department	Rheyna Laney	Department Chair	laney@sonoma.edu	The Department of Geography and Global Studies at Sonoma State explores social and environmental issues through an interdisciplinary perspective and multiple spatial scales. It pulls together the political, economic, historical, cultural and environmental context of a particular place, and relates it to the broader regional, national and global context.
Sonoma	BA	Human Development	School of Social Sciences	Program	Rita Butterfield	Program Coordinator	butterfr@sonoma.edu	Human Development (HD) is an interdisciplinary liberal arts program that focuses on human growth and development across the life span, the underlying processes and structures that support that development, and the relationships between the individual and the complex familial, social, and cultural environments in which development is situated.
Sonoma		Hutchins School of Liberal Studies	School of Arts and Humanities	"Cluster School"	Heidi LaMoreaux	Director	lamoreau@sonoma.edu	The Hutchins School of Liberal Studies is a cluster school within the larger institution of Sonoma State University. For lower division students, Hutchins offers an integrated General Education Program which provides a basic foundation for most majors at SSU. We offer seminar-based learning in which students form a learning community dedicated to asking probing questions and exploring multiple ways of approaching them
Sonoma	BA	Interdisciplinary Studies		Institute for Interdisciplinary Studies (ITDS)	John Kornfeld	Coordinator	john.kornfeld@sonoma.edu	The purpose of the Interdisciplinary Major and the Special Major is to make available to students who satisfy the prerequisites for the program the opportunity to design, with faculty approval, a flexible interdisciplinary undergraduate curriculum.

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Sonoma	BA	Liberal Studies	School of Social Sciences	Ukiah campus program	Sandra Feldman	Ukiah Program Coordinator	sandra.feldman@sonoma.edu	Sonoma State University offers an upper-division program in Ukiah, California leading to a Bachelor of Arts in Liberal Studies, with an emphasis on American Studies. The Ukiah Liberal Studies program offers a wide variety of courses from the social sciences, humanities, and natural sciences while providing a flexible major through which students may also take courses in other areas of interest.
Sonoma		Native American Studies	School of Arts and Humanities	Program	Edward Castillo	Program Coordinator	ed.castillo@sonoma.edu	The Native American Studies program is designed to provide a minor with a multidisciplinary approach to Native Americans through ethnography, history, sociology, and the humanities.
Sonoma	BA	Women's and Gender Studies	School of Social Sciences	Department	Charlene Tung	Department Chair	charlene.tung@sonoma.edu	Women's and Gender Studies (WGS) is an interdisciplinary major that examines the experiences and opportunities of women and men in relation to race, ethnicity, class and sexuality.
Stanislaus	BA	Ethnic Studies (Socio-cultural Emphasis in Ethnic Minority Families) (Socio-cultural Focus on Ethnic Experiences)	College of Humanities and Social Science	Department of Ethnic and Gender Studies	Lilia DeKatzew	Program Director	lgray@csustan.edu	Ethnic Studies is an interdisciplinary program that enhances student understanding of the experiences and perspectives of U.S. racial and ethnic groups. Courses explore the cultural production, socioeconomic conditions, educational patterns, and political experiences of Asian Americans, Chicanos, and African Americans.
Stanislaus	BA	Gender Studies (Culture, Ideology, and Representation) (Ethnicity, Nationality, and Sexuality) (History, Society, and Inequality)	College of Humanities and Social Science	Sociology and Gender Studies Dept	Betsy Eudey	Program Director	lgray@csustan.edu	Gender Studies is an interdisciplinary field that examines how ideologies regarding biological sex, gender, sexual orientation, gender identity, and expression have influenced and been influenced by institutions, political and cultural practices, scientific and technological advancements, artistic expressions, belief systems, and work and social environments.
Stanislaus	BA	Geography (Cultural/Social Geography) (Geospatial Technology) (Global Studies & Development) (Physical Geography & Environmental Stds) (California Stds)	College of Humanities and Social Science	Department	Jennifer Helzer	Geography Chair	jhelzer@csustan.edu	Geography is one of the few disciplines that comfortably bridge the liberal arts and sciences. Geography is the ideal major for students interested in solving real-world environmental and social problems.
Stanislaus	BA	Liberal Studies (Anthropology) (Applied Philosophy) (Art) (Biling/Crosscultural: Southeast Asian) (Biling/Crosscultural: Spanish) (Biological Sciences) (Chemistry) (Child Development) (Civics) (Communication Studies) (Earth Sciences) (Economics) (English) (Ethnic Studies) (Exceptional Children and Youth) (Geography) (History) (Music) (Sociology) (Spanish) (TESOL) (Theatre)	College of Education	Department	Christy Gonzales	Department Chair	cgonzales@csustan.edu liberalstudies@csustan.edu	credential prep
Stanislaus	BA	Social Sciences (Interdepartmental Studies) (International Studies) (Urban and Community Studies)	College of Humanities and Social Science	Program	Sheila Younkin	Program Coordinator	syounkin@csustan.edu	The BA in Social Sciences program is an interdepartmental degree program consisting of courses in: anthropology, communication studies, criminal justice, economics, ethnic studies, gender studies, geography, history, political science, psychology, and sociology.

**Comments on the Survey of Interdisciplinary Programs on CSU Campuses     January 11, 2012**

Overall, there is a higher incidence of establishing interdisciplinary programs in Social Sciences and Humanities than in the Sciences. Environmental Studies and Geography are standouts across the system of the kind of program that bridges science, humanities, and social science curricula. Many campuses have grown programs in separate ethnicity- or gender-focused programs/departments, and many of those have combined those into ethnic studies, gender studies, or gender and ethnic studies or multicultural studies departments. A more comprehensive examination of interdisciplinary programs across the CSUs might be able to trace the origins of such collaborations to compare whether cost, shared academic goals, the synergy of two disciplines working together, or other organizational forces are at work.

Following are some notes on some of the notable programs that have been developed across the CSU system:

Channel Islands: Size of campus may be driving a comparatively flat organizational structure. One notable development is the Center for Integrative Studies, which fosters interdisciplinary study, teaching, research, and partnerships. It received a \$250,000 grant from the Keck Foundation. Potential interdisciplinary opportunities exist in Religious Studies programs and Philosophy programs, but those tend to be "stand-alone" programs across the system, though several, particularly Religious Studies, note their interdisciplinary focus.

CSU Chico has developed the Multicultural and Gender Studies Department which has concentrations in African American Studies, American Indian Studies, Asian American Studies, Chicano Studies, Managing Diversity in Organizations, Multicultural Studies, Sexual Diversity Studies, and Women's Studies. CSU Chico may have done some reorganization in several disciplinary areas to bring smaller, emerging programs into context with other programs that share interdisciplinary curriculum and research areas such as Geography

CSU Dominguez Hills has created the Division of World Cultural Studies, which encompasses similar subject matter as Chico's Multicultural and Gender Studies Department. Also notable is the IDS/PACE program: Interdisciplinary Studies (American Studies) (Comparative Cultures) (Environmental Studies) (Global Studies), which is targeted towards students who are working.

CSU East Bay's Interdisciplinary Studies program may be undergoing a reorganization. In fact, several campuses have recently reorganized, with the result that interdisciplinary programs have chosen or been given a mandate to collaborate.

CSUF is an example (like SFSU for Ethnic Studies and SDSU for Women's Studies) of a department that very early responded to student populations in the early stages of gaining access to higher education and questioning the existing canon for liberal arts study, noting a lack of perspective or methodologies that could account for their lived experience.

## Appendix A: Survey of Interdisciplinary Programs on CSU Campuses, & Survey Comments

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"The concept of an Ethnic Studies department was accepted by CSUF and the state college system by fall 1969 to provide a curriculum rendering the educational process more relevant and significant with historical substance strong to a culturally diverse student population."

Humboldt has two standout interdisciplinary departments: the newly reorganized Department of Critical Race, Gender & Sexuality Studies and Interdisciplinary Studies for Theatre, Film, and Dance. "In 2010, combined Ethnic Studies, Women's Studies, and Multicultural Queer Studies into the Department of Critical Race, Gender and Sexuality Studies (CRGS). Students will now be able to pursue a major with a common CRGS core and a focus of study in Ethnic Studies, Women's Studies or Multicultural Queer Studies." The new Interdisciplinary Studies arts program provides a "hands-on" education in theatre, film and dance with the unique opportunity to use these arts in combination. Native American Studies at Humboldt did not join the new CRGS Department.

Long Beach's Criminal Justice Department, while not alone among CJ degree programs in declaring itself "interdisciplinary", notably does so. Long Beach also features Geography and International Studies as interdisciplinary programs and has an Environmental Science and Policy program that is administered jointly by the College of Liberal Arts and the College of Natural Science and Math.

Monterey Bay has organized an innovative interdisciplinary Environmental Science, Technology & Policy (ESTP) program. "Unique in its commitment to linking earth systems science to environmental economics and social policy, ESTP provides students with active learning and applied research in marine, coastal, and watershed systems." The major integrates science and social science to prepare students for a wide range of possible careers. CSUMB also has a very interdisciplinary Global Studies program. Across the CSUs, Environmental Studies programs leverage their interdisciplinarity, and Anthropology and Geography programs often collaborate or administer them as well – they're more often situated in the Social Sciences than the Sciences, though Environmental Science, Earth Science, and Soil Science programs are not as collaborative in reaching across to the social sciences.

The CSU Northridge website is replete with the presence of interdisciplinarity in many academic disciplines. The campus as a whole seems to have embraced the ideas of interdisciplinarity as an element of responsible scholarship.

San Diego State is home of the nation's oldest Women's Studies department. It also has an Africana Studies Department, an American Indian Studies Program, an Asian Studies Program, a Chican@ Studies Department, a Lesbian, Gay, Bisexual, Transgender Studies program that are all stand-alone programs, though each embraces interdisciplinarity as a strong feature of their approaches to scholarship. SDSU is typical of several of the older campuses that have programs of long standing. San Diego's Urban Studies Program is, organizationally speaking, shared by the College of Arts and Letters, the School of Public affairs, and the College of Professional

Studies & Fine Arts. At San Francisco State, the Urban Studies and Planning Program is situated in the College of Health and Human Services.

One thing that may come to be considered in an examination of interdisciplinarity is the way programs and departments overlap areas of interest, research, and teaching. For instance, Environmental Studies and Urban Studies; Urban Studies and Criminal Justice Studies; American Studies and Ethnic Studies; Women's Studies and Sexuality Studies. There could be academic, pedagogical, and political reasons for what may sometimes seem a duplication of effort. SFSU has a number of programs that intersect in this way, which provides a potential for both enrichment of scholarship and confusion of students. A couple of unique organizational features: its Ethnic Studies departments and programs are organized into the College of Ethnic Studies; and SFSU has one of the very few Labor and Employment Studies programs in California.

The CSUSM Arts and Technology Option stands out among the CSUs as a program in the arts that embraces interdisciplinarity. The Cognitive Science minor is also a rare bird that advertises its interdisciplinary potential. Though interdisciplinarity is not explicitly stated in CSUSM's Criminology and Criminal Justice major, and major requirements can be nearly entirely satisfied with sociology courses, majors in criminology and criminal justice have a particularly high rate of double majoring and minoring, which may speak to the students' awareness of the importance and value of an interdisciplinary approach.

Sonoma has the American Multicultural Studies Department with a primary focus on ethnic and racial minority groups in the United States; and there is also a Women's and Gender Studies Department, which has an interdisciplinary major that examines the experiences and opportunities of women and men in relation to race, ethnicity, class and sexuality.

An examination of how the traditional departmental organizational structure (with faculty assigned to a department that is responsible for growing its programs, thus eventually requiring more faculty) impacts interdisciplinary programs, and vice versa, could provide useful perspectives for organizing and supporting interdisciplinary programs. The economic strictures, incentives, or impediments that the department structure imposes (and the tools the organization uses to measure the work of the whole organization) will affect, and historically have affected, interdisciplinary collaboration and program development.

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**Cognitive Science Program Self-Assessment**

March 2012

Miriam Schustack, Program Coordinator

The Cognitive Science Program is an interdisciplinary minor that has been in operation for several years now, but is not very active or visible on campus, and has historically had very few students enrolled.

**Strengths:**

One major strength of the program is that it provides students with a lot of flexibility in choosing their specific courses, and has minimal scheduling obstacles to degree completion. There are only three specified courses, all of which are core courses in their disciplines that are offered every semester in multiple sections. All the other requirements of the minor provide students with menus: this allows students to give some weight to their preferences about content and some weight to course availability in completing the minor. This strength is used to build the program by highlighting the minor to students as an easy add-on to a related major. Students are encouraged to see the CogSci minor as one that can be added without increasing the number of semesters needed to graduate.

A second major strength of the minor is that it is very broad. Cognitive Science, as an interdisciplinary area, touches on many of the disciplines at CSUSM (Psychology, Computer Science, Communication, Linguistics, Philosophy, Liberal Studies, Anthropology, and Biology). We have faculty affiliated with the program from all of these areas, so students have the option of many points of entry, and many faculty with whom they can explore their interests on Cognitive Science. This helps to build the program because it gives the opportunity for students to find out about the minor through the students' involvement in any of the associated disciplines.

A third major strength is that the structure of the minor makes it very easy to administer. There are no courses that are only Cognitive Science, so there is no need to negotiate on when such courses should be offered and by whom. The three required courses are all ones that already occur every semester in multiple sections. The rest of the minor is made up of menus of courses from the constituent disciplines. There is minimal required sequencing of courses for students: The core course PSYC 362 has another core course PSYC 100 as a prerequisite, but both of these are offered in multiple sections every semester. Other than the three core

courses being prerequisites for some of the menu courses, there is no sequence mandated. This means that there is minimal need for the Program Coordinator to work on managing the offerings of the courses in the minor. In terms of courses, at least, the minor is not a burden on the departments offering the courses that are used by the minor.

### **Weaknesses:**

The weaknesses of the program are, to some extent, the flip side of the strengths. First, there is no central “hook” on which the program is hung. There are courses in relevant disciplines, but there is no core Cognitive Science experience in the major, at either the entry point or as a capstone. One could imagine a student who blundered into all these courses accidentally—and without any focal point where the connections are made clear, the students in the minor are in that situation, to some extent. This could potentially be addressed by creating a capstone course where the threads could be woven back together (or maybe an introductory course where the stage could be set to see the relationships that will emerge in the later courses).

A second weakness is that none of the affiliated faculty see themselves primarily as cognitive scientists. Such people exist in the world, with Ph.D.s in Cognitive Science, but (as far as I know) there are none of them here at CSUSM. That means all the affiliated faculty see themselves as members of their home disciplines (computer scientists, psychologists, linguists, anthropologists, etc.), and do not have a strong identity as cognitive scientists.

A third weakness is that there is no strong champion of the program on our campus. Interdisciplinary programs can be, for structural reasons, less visible and less resource-rich than disciplinary programs. When there is a strong advocate for the program, there is more likely to be some momentum to get it running at a sustainable level. (I don’t know whether ID programs ever outgrow their need of a champion—maybe when they reach critical mass, there is less need.) But, we have not had such a person at CSUSM, to my knowledge. Various people have taken on the leadership of the program over the years, and kept it running, but the program is not anybody’s baby, and it has not ever been the top item on anyone’s priority list. Somebody who really cares enough to work on this, rather than working on all the other legitimate demands on him/her, has not emerged.

### **Barriers:**

We might get lucky and have a departmental hire in one of the departments who turns out to become the CogSci champion. But I don’t see that role as being part of an upcoming search

process in any department. So, we don't have a champion and I don't know that we can expect that one will emerge or develop unless a real effort is made for that to happen.

Putting in a capstone course would be a wonderful way to create a more integrated experience for the students, and to allow them to see how all the pieces relate. But it would be a low-enrollment course, even if offered less than once a year, until we get more minors. The current climate makes it hard to justify a new course that will be, at least for a while, sparsely enrolled.

### **Similar Programs:**

The spreadsheet provided does not include any interdisciplinary cognitive science programs in the other CSUs. I did find two campuses with relevant degree programs, though, through the calstate.edu website. There is both a Cognitive Science major (B.S.) and minor at Fresno State. These look similar to ours, with courses from most of the same disciplines, but both the major and the minor require two core introductory courses that are in Cognitive Science (but no CogSci capstone). At CSU Stanislaus, there is a B.A. and a minor in Cognitive Studies—the major includes 5 required Cognitive Studies courses, and the minor requires 2 of them, with the rest of the program requiring courses in the associated disciplines. (Of their 5 courses listed with COGS prefixes, only 1 is cross-listed as a disciplinary course.) I don't have enrollment data from these programs, though, and I don't know whether they are struggling or thriving. But likely these programs began as minors, and then grew into majors because there was enough interest and enough resources to get them established. It might be the case that, in the absence of even one integrative CogSci course at CSUSM, there is not enough cohesiveness to grow the interdisciplinary program. I only found these programs as I was finishing up this self-assessment, so I need to get more information before we can make much use of the experiences of the other campuses.

## Ethnic Studies Self Assessment

Submitted by Marisol Clark-Ibáñez, Coordinator

### 1) Three Strengths

- The curricular content of the program is very much dedicated to CSUSM mission and values as related to “Inclusiveness: **individual and cultural diversity, and multiple perspectives**” and the recent institutionalization of the Diversity Officer position. Growing Ethnic Studies would indicate another form of commitment to diversity for our campus. Also, the programmatic scope and co-curricular events of ES is impressive and spans across many disciplines.
- Ethnic Studies is probably one of the most inter-disciplinary program available at CSUSM because of its breadth across humanities and social sciences. We are planning to reach out to our Science colleagues this year and see if we can add curriculum.
- The potential of the faculty affiliates is enormous. We currently have over 50 tenure track or tenured faculty supporting the Ethnic Studies program either by offering courses or indication of philosophical support of ES.

### 2) Three Challenges

- Resources.
  - Ethnic Studies would like to have funds to create a course or two for the minor but no FTES is designated for the minor.
  - Hard to “grow” a minor when faculty coordinator position is not given a course release. And, domain of coordination position is outside departmental duties.
- Students Interest.
  - Very few minors (currently 11)
  - The ES program has not had a lot of visibility on campus in terms of student outreach. However, my current intern for ES has the task of public relations and educational outreach for the minor. Also, I will be coordinating an information session about the minor later this Spring.

- The popularity of Sociology's Critical Race Concentration Major may be competing with potential ES students.
  - Currently, there is STRONG student interest for Chicano Studies, which could live and be nurtured in Ethnic Studies. However, I believe that students need to see a Chicano Studies class being offered in ES for there to be buy-in.
  - Students may not see the advantage of taking so many classes from the various departments – could delay graduation.
- Faculty Support.
    - With as many affiliates as we have, few have made a commitment to work on the minor, growth of the major, or other tasks related to the program.
    - I plan on redefining the meaning of "affiliate" to more clearly and accurately label those are part of the Advisory Group (working members), those who offer classes for the minor (Affiliates), and those who philosophically support the program (Allies).

### **3) Barriers**

Given the past history of coordinators and the waves of interest to grow ES from the faculty, it seems like giving the coordinator more support to do the work necessary and the Minor some FTES would help re-invigorate the program and connect it to exciting developments and interests in the region.

### **4) CSU Programs**

*All of these points that I make based on the spread sheet need more investigation to understand how they actual operate for the faculty and students.*

- San Bernardino has ES minor/program with ES minor and CS minor – this could work BUT need dedicated time to create!!!
- Sacramento has a college named Social Sciences and Interdisciplinary Studies. Love that!
- College of Ethnic Studies sounds great (SF State) but Sexuality Studies and Women and Gender Studies are both in two different colleges (Health and Human Services / Arts & Humanities)

- Bakersfield has ES embedded in Sociology, which would help with the delivery of an ES actual major. Our Sociology Department already delivers 2 healthy / big majors and the second largest MA program. So, not sure if this department would want to house yet another major without more dedicated resources.
- Chico's combination of Multi-Cultural and Gender Studies Department seems like a BIG shift for the current ES program. Love the idea of majoring in ES and minoring in an area study, such as Chicano Studies. Pomona and Stanislaus also has ES with gender/ women's studies in a combined department.
- Love all of Monterey's department and program formations but I know that they were specifically designed this way. Very cool context there. Faculty who work there love it but has drawbacks.
- Northridge has its African American Studies situated at a department in the Social Sciences college but then ES is situated in College of Humanities. Would want to know more about the relationships / history for these departments.
- Institute for Inter-disciplinary Studies (Sonoma) – curious about how this works!

## Film Studies

### Martha Stoddard Holmes/Jonathan Berman

Three strengths of the Film Minor are its **high degree of interdisciplinarity**, built on and inviting participation from faculty across the colleges; its **accessibility** to students because the minor accepts (through Alternative Course Approvals as well as courses listed in the catalogue) a wide range of courses across the disciplines, allowing students to tailor the minor to specific disciplinary interests while sharing core courses with other FMST minors; and its **flexibility**, which permits dynamism in content (based on strengths and interests of film faculty over the years) and corresponding responsiveness to student needs. A fourth strength that underlies and supports the rest is a very capable Administrative Coordinator who serves this and other interdisciplinary programs.

Three weaknesses of the program are **lack of predictability in curriculum** (with the exception of the core courses FMST 100 and FMST 300, the minor itself is not set up to dictate course offering patterns to departments or provide advance schedules to students), **lack of coordination** among departments offering electives that meet areas within the major (both to ensure access and to avoid unproductive overlap), and **lack of defined/announced identity** in relation to related programs on campus that are currently part of the FMST minor (i.e. Mass Media, Video Production Minor). A fourth weakness (which is also a barrier) is **limited production resources**; while a production element is required for FMST 100 and 300, unless students are VPA or COMM students, they do not have access to a range of equipment and lab space and must use the resources of IITS/Kellogg Library, resulting in intense competition for resources during key points of the semester.

Production resources continue to be an issue for students not affiliated with programs that have access to equipment outside of Kellogg. This could be resolved with a different pattern of access/sharing across programs and/or with redefining the production requirement in some way. Predictability in curriculum will continue to be a problem unless the course offerings/requirements are standardized to a greater degree. The issue of a defined identity, as well as coordination with other programs, may be limited by our existing curriculum for the minor and is already being addressed through discussions among film and video faculty and staff (who met on March 6 and will meet again).

Other models within the CSU are limited. In fact the very nature of moving image works in the 20<sup>th</sup> century has led to film and video production and studies programs being housed in a

variety of departments, majors, and programs. The cross-disciplinary nature of film analysis reflects the strength of the field as a canvas for learning history, theory and critique as well as its weakness in seeming somewhat diffuse. Cal State San Francisco has a graduate program in film studies, but nothing for undergrads. Fullerton has some courses through its Radio-TV-Film program. One could (and we are) look to Yale's Film Studies program for an orthodox version or better Brown University, for some enlightening paths in film and other media studies topics.

## CHABSS Interdisciplinary Program Self-Assessment

### Global Studies

Elizabeth Matthews, March 2012

**(1) Identify 3 strengths of your program. In what way(s) are you utilizing those programmatic strengths to build the program?**

Global Studies can boast three programmatic strengths:

First and foremost, the program is new and growing at a significant rate. As a new program—and, in fact, a relatively new field of study—we consider a major strength to be the potential to expand. The program has experienced a 1300% increase in the number of majors, from three (3) in September 2010 to twenty-four (24) in April 2011 to thirty-nine (39) in Spring of 2012. There are also currently 15 students with declared minors in Global Studies. To help serve the increasing number of majors/minors, as well as add to the GE offerings of the campus, the program increased the number of its course offerings from three (3) in AY 2009/2010 to nine (9) in AY 2010/2011, to twelve (12) in AY 2011/2012, with a corresponding increase in FTES. For example, in AY 2011/2012 Global Studies offered three sections of GBST 100, five sections of GBST 300, and bought four courses from other departments (History, Modern Language Studies, and Political Science). As a consequence, the FTES for Global Studies have far outstripped the projections in the CAMP report. For Fall 2011, GBST FTES was 40.6. In the CAMP projections, FTES were slated to be 20. In fact, GBST FTES have outstripped the projections for 2017/2018, which were set at 24.

Second, a Global Studies degree is extraordinarily varied, and relevant not only to the university mission, but to an increasingly diversifying 21<sup>st</sup> century world. The university mission, vision, and values underscore the place of Global Studies at CSU San Marcos. In particular, the university vision asserts that its curriculum “will emphasize a strong foundation in the liberal arts and sciences while it provides the knowledge, skills, competencies and experiences needed in a global society experiencing accelerated technological, social, and environmental change.” The Global Studies curriculum is aimed precisely at providing the knowledge, skills, competencies and experiences students need in an increasingly globalizing world. In this respect, we can—and do!—confidently guarantee the relevance of this multi-dimensional field of study as students prepare to make their own mark in an increasingly changing, multi-dimensional world. We are taking full advantage of this strength by continuing to offer a wide variety of courses from an assortment of

disciplines, as evidenced by the attached matrix of courses that qualify for the Global Studies Major and Minor.

Third, Global Studies affiliated faculty are dedicated to shaping and cultivating the program, in spite of limitations inherent in being both an interdisciplinary and relatively new program. We can boast robust monthly meetings, at which time a wide variety of ideas circulate around the table as to the larger objectives, curricular decisions, and programmatic challenges of Global Studies. We take full advantage of the existing expertise and talent by cross-listing courses (i.e. Dr. Alyssa Sepinwall's GBST 390, for example) and providing a venue for faculty to share their research with other faculty, who may or may not be associated with Global Studies. The wide variety of faculty interests provides a unique and rich opportunity for intellectual and inter-disciplinary "cross-fertilization." This inherent quality of the Global Studies Program has the potential to enrich and deepen the student experience—not to mention the experience shared by affiliated faculty seated around the GBST table—in innovative and exciting ways.

### **(2) Identify 3 weaknesses of your program.**

The Global Studies Program suffers from three primary, and closely related, weaknesses:

First, although we can claim dedicated faculty in heart and mind, unfortunately we cannot claim dedicated faculty in FTEF. This poses very real challenges with respect to curriculum development, which leads directly to challenge number two: In spite of creative and innovative ways to provide new courses (again, Dr. Sepinwall's class is a perfect example), the GBST steering committee continues to struggle to deliver curriculum to our growing number of majors and minors. For example, GBST 100 and GBST 300—two landmark courses for the major and minor—are currently being taught by adjunct faculty, as tenure-track faculty must rely on their home departments to secure release time. Third, we have yet to define and develop three significant courses of the Global Studies major—the methods course, the capstone course, and the internship experience. The methods course is currently qualified through methods courses offered in four different disciplines: Anthropology, History, Political Science, and Women Studies. The capstone is being delivered through independent study. And, although the internship course has yet to be offered, a subcommittee has been formed to consider the wider implications of such a course and how we might go about realizing it.

**(3) Identify any barriers that prevent you from utilizing your program’s strengths and/or improving your program’s weaknesses.**

Our barriers revolve around the fact that we are in dire need of dedicated faculty for the program. We do our utmost to mitigate this gap by proposing hiring alternatives. For example, in the most recent HAPC request put forward by Global Studies, we requested joint hires with amenable departments—in particular, History and Political Science. Even in this instance, however, it became very clear very quickly that although these departments had generously agreed to “explore options” with respect to a joint hire with GBST, the general sentiment was skeptical, at best. A serious barrier, from the point of view of Global Studies, then, is the lack of vision among established departments with respect to the benefits of interdisciplinary programs.

We have also experienced a barrier of communication/ information sharing with other departments. As we work to identify courses across disciplines that may qualify for the Global Studies Major or Minor we have found little support from relevant departments to keep us informed of new courses being offered, current offerings and/or course no longer offered. We have had to resort to manual selection of relevant courses in the PeopleSoft schedule semester-by-semester. Poor communication between other departments and the GBST program is a significant barrier toward fluency in the program, as well as toward advancing students to completion of the major or minor.

A third barrier is our effort to build community among our students. We have been as diligent as possible in this respect: we have held student receptions and informational meetings, and a few students are planning to launch a Global Studies Club this semester. We have also considered the application of digital networks (e.g., Facebook and/or an online resource repository in the Library). However, the fact that CSU San Marcos is a commuter campus, coupled with the lack of a central office or “gathering center” for the Global Studies program, poses obvious challenges. With the intention of building the GBST student community, our hope is to simultaneously increase community engagement with relevant organizations (especially as the internship experience rolls out).

**(4) Identify 1-2 programs similar to yours in the CSU or beyond that are successful. What aspects of these programs might be helpful to you in building your program at CSUSM?**

### **San Jose State University**

San Jose State University has a Global Studies B.A. and a Global Studies minor, and is situated similarly to ours. The program is not a department and is housed in the College of Social Sciences. They have six courses with the GLST prefix, including a few similar to ours: Introduction to Global Studies, Topics in Global Studies, and a capstone seminar. They have a Global Studies Faculty Advisory Committee and a Director. One place we may *consider* learning from them is in their course requirements. Our matrix has acceptable classes in each category and we find ourselves constantly trying to update the matrix to provide more courses for students. SJSU has avoided that problem by creating one section of required courses that are listed (major breadth courses) and one section that allows for the advisor and student to determine the classes that would count (area of emphasis) (See appendix A). We also spoke with Michael Conniff, who is the director of the program, and he informed us that they only include classes in the major that that are offered at least once a year. Every 3-4 years, they check with each department to see that the courses remain viable, continue to be appropriate, and are taught at least once a year.

The benefit of this approach is clearly the alleviation of the need to constantly be updating the GBST matrix (list of acceptable classes) and filing P-2 forms. Another positive of this approach is the interaction between the faculty advisor and the students. Since our students have complained about a lack of community, this could make them feel more tied to the program and certainly their advisor. The downsides, however, include the possibility that this would restrict the growth of the major because if students feel burdened by the need to consult the advisor, they may pick a major deemed to be less labor intensive. Also, this approach would necessitate the need for a core group of advisors – the director of GBST could not be expected to advise all our students in this way, especially as the major grows. Since the GBST Steering Committee at CSUSM is purely voluntary, without compensation, faculty members may feel burdened by an additional load of advising (added to the advising they do in their home department). Lastly, this approach would not negate the need to know what courses are offered in different departments that fill parts of our matrix – we would just be freed from filing P-2 forms.

### **University of North Florida**

Adam mentioned the success and growth of the International Studies program and University of North Florida. Their program is similar to ours, except less cumbersome. Students pick a concentration, from the following:

1. Asian Studies
2. European Studies
3. Latin American Studies
4. Middle East and African Studies
5. International Relations and Politics
6. Foreign Language and Culture

They then have requirements for the major, regardless of concentration, concentration specific courses (European Studies is in Appendix B), a language requirement, a capstone, an international experience, and free electives. The program at UNF would still have similar difficulties to ours in terms of keeping the concentration-specific classes updated, but it's more streamlined than ours which includes required courses, area specialty, culture options, issue areas, a language requirement, and a capstone. Thus, we might consider an approach like UNF to help make the major more accessible to students.

**Global Studies Assessment APPENDIX A**

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**The Global Studies Program at SJSU**

<i>Complete two courses in different departments in these four areas. GLST 187 may be substituted for one course with approval of advisor.</i>	
<i>Global Geography and Environment: BIOL 110, ENVS 159, GEOG 107, GEOL 111, METR 112, NUFS 139, PHIL 126</i>	<b>6</b>
<i>Global Business and Economics: BUS 145, BUS 156, BUS 162, BUS 187, ECON 117, GEOG 115, GEOG 121, POLS 155</i>	<b>6</b>
<i>Global History and Politics: POLS 147, POLS 148, POLS 150, POLS 152A, COMM 115P, HIST 130A, HIST 130B, HIST 132, HIST 145, HIST 155, HIST 172B, GEOG 112</i>	<b>6</b>
<i>Global Cultures and Society: ANTH 102, ANTH 115, ANTH 166, ARTH 193A, ARTH 193B, COMM 152I, COMM 173F, LING 122, MCOM 106, PHIL 120, SOCI 116, SOCI 160, SOCI 169, TECH 198</i>	<b>6</b>
<b>Areas of Emphasis</b>	<b>12</b>
Majors also select an area of emphasis, which will consist of four courses about a major region of the world, e.g. Europe, Asia, Latin America, or Africa. Students must consult with the GS advisor and several professors to define their region and determine that enough courses exist at SJSU to satisfy this requirement.	

**Global Studies Assessment APPENDIX B**

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**The Global Studies Program at University of North Florida**

Major Requirements (15 credits)

Requires grades of C or above.

ANT3212 3 CD-(FC)Peoples/Cultures World

ECO3701 3 CD-Contemporary Intl Eco

GEO3553 3 Cultural Dimensions of Eco Geo

SELECT 1 FROM THE FOLLOWING:

- CPO 4014 Comparative Politics: Frameworks for Analysis  
Prereq: CPO 2002
- INR 4603 International Relations: Frameworks of Analysis  
Prereq: INR 2002

SELECT 1 FROM THE FOLLOWING:

- ANT 4083 Quantitative Methods in Anthropology
- ANT 4497 Ethnographic Methods
- HIS 3051 The Craft of the Historian
- POS 3713 Political Inquiry & Analysis

**Major Electives (9 credits)**

Thematic or regional studies area.

For additional courses check the list in the COAS Advising Office each semester.

SELECT 3 COURSES FROM THE FOLLOWING:

- ARH 3434 Modern European Art II
- ARH 3930 British Art
- CPO 3123 Politics & Society in Britain & Ireland
- CPO 3151 Politics & Society in France
- CPO 3643 Politics & Society in Russia
- ECS 3303 Current Issues in the Econ of EU
- ENL 3134 British Novel II
- ENL 3503 Periods of Later British Lit
- EUH 3205 19th Century Europe
- EUH 3206 20th Century Europe
- EUH 3241 The Holocaust
- EUH 3312 History of Spain
- EUH 3320 Eastern Europe

- EUH 3451 France Since 1789
- EUH 3462 Modern Germany
- EUH 3466 Germany Today
- EUH 3502 Modern Britain
- EUH 3533 Making of Modern Ireland
- EUH 3575 Imperial Russia
- EUH 3576 Russia Since 1905
- EUH 3580 Russian Thought & Culture
- EUH 3932 Selected Topics: European History
- EUH 4294 Seminar: Modern Europe
- INR 4905 Directed Independent Study
- LIT 3184 Intro to Irish Literature & Culture
- LIT 4186 Studies in Irish Literature
- LIT 4935 Contemporary British Fiction
- PHH 4601 20th Century Continental Philosophy
- PHH 4620 20th Century Philosophy: Anglo-Amer Tradition
- SPN 3500 Peoples & Cultures of Spain

**Free Electives (4 credits)**

SELECT 4 HRS FREE ELECTIVES 3000/4000

This degree requires a minimum of 120 total hours with 48 upper (3000/4000) level hours. Free electives may be courses in any discipline (provided the required prerequisites are met) and they are the hours needed to satisfy the total hour requirement. These hours may vary (consult your advisor about free elective hours needed to graduate).

Global Studies Assessment APPENDIX C

CATALOG YEARS: 2009-2012

Global Studies Major

Geographic Area Matrix – Select One (1)		
<b>The Americas</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	MUSC 423
	GEOG 305	MUSC 425
	GEOG 340C	PSCI 338
	HIST 300*	PSCI 341
	HIST 352	PSCI 345
	HIST 355	PSCI 348*
	HIST 356	PSCI 449*
	HIST 359	SPAN 350B
	ID 406	WMST 300*
	MUSC 390 (2 units)	
*where course content is appropriate to the Americas		
<b>Asia</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	MUSC 395 (2 units)
	HIST 300*	PHIL 318
	HIST 360	PSCI 340
	HIST 362	PSCI 348*
	HIST 363	PSCI 449*
	HIST 364	VPA 320
*where course content is appropriate to Asia		
<b>Europe</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	HIST 326
	GRMN 315	LTWR 336-D
	GRMN 350	PSCI 335
	HIST 300*	PSCI 348*
	HIST 307	PSCI 449*
	HIST 308	PSCI 397
	HIST 322	SPAN 350A
	HIST 323	TA 421
	HIST 324	VSAR 307
	HIST 325	
*where course content is appropriate to Europe		
<b>Middle East &amp; North Africa</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	PSCI 364A
	HIST 300*	PSCI 364B
	HIST 384	PSCI 366
	HIST 385	PSCI 439
	LTWR 415	PSCI 449*
	PSCI 339	PSCI 449*
*where course content is appropriate to Middle East & North Africa		
<b>Sub-Saharan Africa</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	MUSC 424
	HIST 300*	PSCI 337
	HIST 371	PSCI 348*
	HIST 374	PSCI 449*
	HIST 375	PSCI 362*
	MUSC 391 (2 units)	
*where course content is appropriate to Sub-Saharan Africa		

Global Culture Options	
ANTH 330	LTWR 410
ANTH 370	LTWR 420
BRS 430	MASS 304
COMM 330	MLAN 331
DNCE 320	MUSC 392 (2 units)
DNCE 321	MUSC 395
FREN 315	MUSC 421
FREN 350	MUSC 425
GBST 390*	PSCI 390*
GRMN 380	SPAN 315
HIST 381	VPA 311
ID 410	MLAN 331
LTWR 320	MLAN 370
LTWR 336-D	
*Where course has appropriate global content.	

Global Issue Matrix – Select Two (2)		
<b>Foreign Policy</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	PSCI 350
	HIST 349	PSCI 356
	PSCI 355	PSCI 361
	PSCI 357	PSCI 455
	PSCI 358	
*where course has appropriate foreign policy content		
<b>Global Conflict &amp; Cooperation</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	PSCI 366
	BRS 453	PSCI 396
	GEOG 305	PSCI 450
	HIST 387	PSCI 461
	HIST 388	PSCI 463
	PSCI 358	PSCI 469
*where course has appropriate global conflict & cooperation content		
<b>International Law &amp; Human Rights<sup>^</sup></b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	PSCI 365
	HIST 306	SOC 353 (4 units)
	HIST 387	SOC 403
	LBST 307	SOC 449 (4 units)
*where course has appropriate international law & human rights content		
<sup>^</sup> Students who have completed two courses in this area but who are having difficulty completing the third required course may substitute another 3-4 unit course that has been approved by the program coordinator		
<b>Global Political Economy &amp; Development</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	GEOG 460
	BRS 300	GEOG 365
	BRS 364	HIST 381
	ECON 441**	PSCI 431
	ECON 442**	PSCI 460
	ECON 443**	PSCI 462
	ECON 444**	SOC 469 (2 units)
	ECON/PSCI/WMST 445	
*where course has appropriate global political economy & development content		
**Requires ECON 201 and 202 as prerequisites		
<b>Gender in Global Perspective</b>  <i>(3 classes in 2 different disciplines)</i>	GBST 390*	PSCI 390*
	ECON/PSCI/WMST 445	SOC 307
	HIST 316	SOC 315*
	HIST 327	WMST 300*
	HIST 355	WMST 375*
	HIST 383	WMST 416
	HIST 348	
	*where course has appropriate gender in global perspective content	

## CHABSS Interdisciplinary Program Self-Assessment

### Native Studies

Joely Proudfit, March 7, 2012

In an effort to improve our interdisciplinary programs, the Dean's Office is requesting that program directors and coordinators reflect upon their programs. We ask for an *honest* appraisal. In no more than 2-3 pages, we kindly request that you provide the following:

(1) Identify 3 strengths of your program.

Strengths:

- 1) Native Studies Expertise by Program Coordinator
- 2) CSUSM location and proximity to tribal nations and President Haynes commitment to tribal communities
- 3) Interests and Demand for the courses and program

In what way(s) are you utilizing those programmatic strengths to build the program?

Having expertise in American Indian Studies as well as previously serving as Department Chair of American Indian Studies at San Francisco State University affords me the understanding of what it takes to develop a strong Native Studies program. I have met with the President Hayne's Native American Council, CSUSM Tribal Task Force, CSUSM students and numerous tribal community members to assess what courses they would like to see included in a well-rounded Native Studies minor.

(2) Identify 3 weaknesses of your program.

- 1) Lack of resources
- 2) Native Studies does not yet have a budget line for hiring faculty to teach the courses.
- 3) Because there is no faculty line, it is rare that courses have the NAT prefix, making it difficult for students to find and market.

(3) Identify any barriers that prevent you from utilizing your program's strengths and/or improving your program's weaknesses.

Currently, Native Studies does not yet have a budget line for hiring faculty to teach the courses. Until that happens, it seems appropriate to offer Native Studies courses and new courses under development for the revised minor through the department that houses me and the dept's critical race studies concentration. This is not unlike the model used for other programs such as ethnic studies that draw on departmental courses. However, this model does have its limitations and therefore limits the growth of the program.

(4) Identify 1-2 programs similar to yours in the CSU or beyond that are successful. What aspects of these programs might be helpful to you in building your program at CSUSM?

- CSU Humboldt State
- CSU Long Beach
- San Francisco State University
- San Diego State University

Having a faculty line in Native Studies is critical to the growth and development of the program.

**CHABSS Interdisciplinary Program Self-Assessment**

March 2012

Spencer McWilliams

Psychology Coordinator

Social Sciences Major

(1) Identify 3 strengths of your program. In what way(s) are you utilizing those programmatic strengths to build the program?

- a. The Social Sciences Program provides an opportunity for students with credits in a variety of subjects to use them to create a major.
- b. The program offers a flexible major that students can tailor to their interests and goals.
- c. The program draws on several academic disciplines represented within CHABBS, thus supporting our interdisciplinary values.

(2) Identify 3 weaknesses of your program.

- a. The program may not always meet the intentions of an undergraduate major to provide integration and depth of study in a particular field or area.
- b. The program may lack coherence and scholarly integrity by drawing on very few courses from a variety of fields, with no specific opportunity for integrating the subject matter.
- c. The program lacks a sense of identity in which students experience being part of a community of faculty members and fellow students.

(3) Identify any barriers that prevent you from utilizing your program's strengths and/or improving your program's weaknesses.

- a. The program does not have a clear identity that parallels that of other majors. There is no physical location for it and no specific faculty members identified with the program; it's a "wandering orphan."
- b. The curriculum is so loosely defined as to not guarantee a clear focus or distinctive content or philosophy.

- c. There are currently no faculty members who identify strongly with the Social Sciences program, and few departmental coordinators who regularly participate in meetings.
- (4) Identify 1-2 programs similar to yours in the CSU or beyond that are successful. What aspects of these programs might be helpful to you in building your program at CSUSM?
- a. I found programs at Chico, Monterey Bay and Stanislaus that are structured somewhat similarly to ours.
  - b. Each of these programs requires courses specifically for Social Science majors, typically with Social Science designators, including one or more capstone courses.
- (5) My suggestions, to strengthen the program by providing integration, synthesis, comprehensive understanding, and a sense of community:
- a. Require that each student pursuing a Social Science major submit an application for the major describing a topic or theme for their major, why they wish to pursue the Social Sciences major as a way to address this theme, and demonstrate how each of the courses they will use for the major relate to this theme. The proposal would be reviewed, critiqued, and approved by a program director and at least 2 other faculty members associated with the program.
  - b. Implement an introductory, 300-level course required of all majors, in which students pursuing the major would address common interests and issues, discuss their programs, etc.
  - c. Implement a 400-level capstone seminar in Social Sciences that would be required for all SS majors, and would address an interdisciplinary issue or topic.
  - d. Institute a thesis requirement in which each student will write a senior paper that integrates and synthesizes the courses they have taken and how they address the chosen topic. (this could be a part of the 400-level capstone course)
  - e. Issues that would need to be addressed
    - i. This proposal would require that at least one faculty member be assigned as Social Sciences major coordinator, who would be responsible for reviewing applications, coordinating the approval process, teaching or

assigning the courses, etc. Thus, it would require a commitment of funding.

- ii. The ability to offer the courses described above would depend on the number of majors in each yearly cohort, and might require offering courses with fewer students than we usually establish as a minimum for a course to run.
- iii. This proposal would also require a stronger level of commitment from other faculty “members” of the SS program to review program proposals and theses.

[Go Back to Recommendations Report](#)

**Appendix C: Kennesaw State University Interview about Managing and Sustaining Interdisciplinary Programs at Comprehensive Learning Centered Universities: Two Phones Mtgs between Dawn Formo and Thierry Leger in January 2013**

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1. In your work to develop an organizational structure for developing and supporting interdisciplinarity in your college, what have you found **most impactful from an administrative perspective**? What do you **believe faculty and/or students would identify as most impactful**?

**Response:** Moving embryonic ID from departments to the Dean's office was key. When ID is housed in the department, there appeared to a struggle between the marginal programs and the major. Having the DO as the home for ID has been our model for 3 years. What are we doing next/now? We now have created an ID department. When we created the department, we very much involved faculty. We invited Mary Louise Pratt to lead a two-day workshop about what they did re: ID at NYU open to faculty interested in ID. She focused on what worked and didn't work. She also explained why it took two years to make it happen.

We also created joint appointments. We have 20 appointments between home department and ID; 5 faculty moved their lines to the new ID department. Tenure resides in ID for these 5 faculty. There has been some concern about the details. Cooperation of the department chair key. This year we have a faculty performance agreement that is linked to annual review. We just reviewed this for the whole department. Chairs agree that with a joint appointment. It includes in-put from all sides and is very much a work in progress. Most of Mary Louise Pratt's ID faculty were tenured; most of Kennesaw faculty are junior TT. Several KSU faculty asked for a change to their contracts to make them jointly appointed faculty. KSU hired about 4 people. Only 1 was hired as tenured. The one issue was the RTP process--especially the departmental review cmte. We are now suggesting joint cmtes from the 2 areas--of 3 and 2 faculty. The problem is whether two chairs will write a letter. It is with legal affairs now.

Having a department is a big deal. We can now hire folks with 100% lines in the department and have tenure in the ID.

2. With regard to the Kennesaw Case, how did you **phase in** the changes that you led and facilitated? What constituted phase 1, 2, and 3?

**Response:** Big issue--finances. We incentivized the Program coordinators with stipends. Approx \$5k per year, sometimes a summer stipend; two faculty converted to 12 month

**Appendix C: Kennesaw State University Interview about Managing and Sustaining Interdisciplinary Programs at Comprehensive Learning Centered Universities: Two Phones Mtgs between Dawn Formo and Thierry Leger in January 2013**

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faculty; we are reaching a point where we have too many administrators. Maybe best support is course reduction—over 2-3 years.

3. What do you identify as the **non-negotiable resources needed to** support interdisciplinarity in your college?

**Response:** Need an admin; faculty need to be at the heart of initiative; provide some start-up funds for guest lectures, travel funds for program coordinators, \$ for conferences; creation of stipends not a good idea, but maybe course releases instead. Stipends became an entitlement program/problem. Maybe a summer stipend for one year maybe.

4. Similarly, which features of the **organizational structure** that you describe are **non-negotiable**?

*See responses above.*

5. What has the **faculty response been to the reorganization** in support of interdisciplinarity?  
a. How was the **reorganization presented to the faculty**? Was it openly vetted or simply presented as a fait accompli? How **did the non-interdisciplinary, if you will, faculty respond**?

**Response:** Phase 1—moved ID to Dean’s Office

Cultural and Regional Studies program—developed within the Dean’s office; coordinators elected by the faculty; funds for the faculty

Then a Master’s in American Studies—that’s when they decided to move to a department.

After Mary Louise Pratt—there was a faculty vote about pursuing the idea of a department; in creating the department, faculty voted about which programs should be part of ID. .

One ID --Environmental Studies—joined the ID department and then decided to go back to their own department.

- b. How did your office handle any negative faculty response?

*See response above and #9.* Voting is key. Not every ID is part of the ID department, but most are.

6. How have students responded?

**Appendix C: Kennesaw State University Interview about Managing and Sustaining Interdisciplinary Programs at Comprehensive Learning Centered Universities: Two Phone Mtgs between Dawn Formo and Thierry Leger in January 2013**

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**Response:** Students felt it created more of an identity. The ID department created a place for students...and that is more important than an admin structure.

7. How would you describe **the quality of interdisciplinarity in your college now?**

**Response:** Little early to tell—only 18 months into this change; the quality in the programs is very good but varies depending upon the program. Some programs are clearly stronger than others.

Struggle—understanding of ID across programs; hoping the new chair can help bridge the gap. Workshops on ID—may need multiple workshops; we used a book that was good—*[he'll seed the name of the book]*; it helps bring people together; one goal—agree to strengthen each other

Learning Communities—useful tool; several programs have embraced this with their own ID program; departmental courses—develop **an intro course to ID—part of GE; 100-level very broad learning outcomes that multiple programs could teach**

8. Based on your experience with this significant reorganization, **what would you do differently in implementing this change**, if anything, if you had to do it again? Said another way, what have the wanted and unwanted consequences of moving to department status been?

**Response:** Finding the right chair; last year's search failed; this year much more successful—she's more senior as chair, experience in ID; scholar; good grasp of the big issues; can talk to folks from different backgrounds; all programs were represented at the table; 10 member search cmte.

9. How has the **university responded to this reorganization** in your college?

**Response:** Positive across the U; one faculty member rebelled against resources being spent in this way

10. Has **the substantive variety in the range of programs within the department presented any issues?**

**Response:** Main issue of what ID means; key is helping programs finding points of intersection and collaboration; depends upon the faculty member interest and expertise; find faculty with

**Appendix C: Kennesaw State University Interview about Managing and Sustaining Interdisciplinary Programs at Comprehensive Learning Centered Universities: Two Phones Mtgs between Dawn Formo and Thierry Leger in January 2013**

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interests in more than one program; if everyone is working in only one area, then the department is going to have a hard time.

11. To what extent does the department still function with a “**consortium ethos?**”

**Response:** One of the challenges of a vibrant ID program—maintaining a program identify and a department identify; challenge how to preserve program identify and department identify; the cross program identify—conferences, research, teaching

12. How will the **department plan for growth of small programs?**

**Response:** Learning communities, GE, developing minors; recruitment of faculty members with expertise in more than one area

13. What has your experience been with **joint hires?** What have you done to mitigate the challenges that join hires often create your faculty, especially junior faculty? Has it helped **to diversify the faculty? Sample contracts?**

**Response:** Draft MOU—one delicate issue of whether two chairs will write two letters or not; two documents. One issue is faculty service—the MOU has clearly defined; how is research received—KSU is not a research I; need senior faculty and new hires who are joint hires; the mistake we made was to expect new hires to play a leading role.

14. We see that you are currently **searching for a Chair of Interdisciplinary Studies.** **What lessons, if any, are you learning from this search? Why did you decide to move forward with a search for a chair? What needed to be in place before you moved forward with the decision to hire a chair?**

*See above.*

15. Within the department of Interdisciplinary Studies are there any or plans for them, say an interdisciplinary methods course that is open to or required of all **courses that are not program specific** interdisciplinary studies students?

*See response to #7.*

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### Tasks for the IEP Sub-Cmte:

1. To craft our mission and vision for interdisciplinary studies in CHABSS
2. To craft a recommended plan for fulfilling our mission and vision (aspirations) over the next 3-5 years

### Context for interviewers

I am working with a group of faculty from across the interdisciplinary programs in the college as together we are developing a proposal for strengthening interdisciplinary programs in the college. Upon his arrival, almost immediately Adam identified our interdisciplinary programs as an area with great potential but in need of attention.

The faculty on the Interdisciplinary and Emerging Programs (IEP) sub-cmte and I are reaching out to each department in the college and to each faculty governance cmte to gather feedback. IEP includes the following programs in the College:

- Cognitive Science
- Ethnic Studies
- Film Studies
- Global Studies
- Native Studies
- Social Sciences

Two interdisciplinary departments are also part of this conversation, namely Liberal Studies and Women's Studies.

### Questions asked of Programs

#### A. Interest/experience of departments (chairs and faculty)

6. Have you worked with any of the college's IEPs before?
7. If so, in what capacity? Were there obstacles? Successes?
8. Can you identify benefits of working with IEPs?
9. Do you feel there are costs/negatives of working with IEPs?

#### B. Resources

1. If approached by a chair/director/coordinator of an IEP to assist that program, what would you need to support the request? For example, if asked to release a faculty member to teach a course in an IEP, what would you need to make that happen?

2. Do you feel a partnership with IEP or do you feel a competitive relationship exists?

### **Questions of Faculty Governance**

1. What role do you see for IEP's in the CHABSS mission?
2. What questions/concerns should the IEP subcommittee keep in mind as it develops recommendations for the Dean in light of the charge of CAPC's cmte?
3. Other questions/concerns/suggestions?



### ***A. Interest/experience of departments (chairs and faculty)***

1. ***Have you worked with any of the college's IEPs before? If so, in what capacity? Were there obstacles? Successes?***

- Cognitive Science, Social Science, Women's Studies, Ethnic Studies, Film Studies, Global Studies, Border Studies, even a VPA connection with some dance students in independent study. Science is a core requirement. We serve a lot of other students as a big department. A lot of human development students -- business students too. No difficulties with it because you serve a lot of other people anyway in a big department. We haven't really looked for places where we could interject ourselves into IEP. It's not that we have avoided it because of obstacles, it is just that no one has looked into it. We haven't pursued but we'd be open to more. Ex. With neuroscience and biology, there is interest but there is not an official minor. Now, with biology in another college, getting the program would be more cumbersome, harder to do with the new college structures. Unlike smaller programs, Psych doesn't have to worry about FTES – we are too big for that worry. Miriam commented that she had an administrative fellowship at UC Irvine. Psych faculty are in different schools because when Irvine was getting started, folks wanted to avoid the boundaries of walls of disciplinarity. Structure does matter – the idea that some Psych faculty are in “School of Social Ecology” while others are in other schools provides opportunity for different kinds of thinking – this idea of multi/inter-discipline. However, this structure doesn't reflect the other academic world, the rest of the world which can cause issues as well (disciplinary-ness dominates).

- Social Science, Women’s Studies, Ethnic Studies, etc. Sharon was program director for all of these programs over the years. Also has worked with IEPs with advising. Sharon shared some history of IEPs at CSUSM. There was a sense from some founding faculty that our mission suggested these types of programs would be foundational. We always said we were going to be an ID campus. Also discussion in the early days that programs like Ethnic Studies should exist in all disciplines, not as stand-alone programs. The administrative leadership at the time was not firmly behind these programs, especially as newer administrators joined CSUSM. There was a sense that these types of programs are divisive. “The campus tolerated these programs.” For faculty who labor to establish/maintain these programs, their service is a result of their dedication to the programs – and takes away from other important areas they might focus on like research. There is a cost to faculty time in establishing/maintaining IEPs.
- VPA is involved in numerous formal and informal interdisciplinary programs. Certainly within our department we are essentially 5 programs who all work together. That being said, visual arts and dance have often partnered with women’s studies. Mtafiti in music has been with global studies and cognitive studies (? I think that’s the one). Judit is currently teaching an art/science class – and we’re looking toward a possible program/minor in art/science – working with our colleagues in CoSM on that. We’ve also started a dialogue with athletics...arts and athletics (we actually have a lot in common).
- MLS has tried to work with Global Studies and, in fact, has just turned down a request to offer a course (see d. below for reason). I would be interested in working with Ethnic Studies related to Spanish language classes but could see how this is sometimes frowned upon by first generation parents.
- Yes, we have offered courses that are taken by IEP students, in WST (Gender and Communication, Feminist Rhetoric) and Ethnic Studies (Whiteness course, Intercultural Communication, Asian and Chicano courses), and Film Studies
- *Our dept. contributes a course or two to some of the Interdisciplinary courses (Ethnic Studies, Global Studies) and cross-lists a course with Women’s Studies. We also "share" and AC with the IEPs (and ECON). Obstacles? None to speak of, in terms of class scheduling for and with the IEPs. Successes? Just over the past year, we have developed a course that*

*is cross-listed with WMST, and which (in some future version) may become a routine offering in that curriculum.*

- We have been indirectly involved with FMST (reviewed and signed-off on FMST courses). ECON has been involved a bit with Global Studies. Also, Bob Rider serves as the advisor to a small number of Social Science majors. Bob Brown has been very involved in the design of the Environmental Studies major.
- Yes. Two Women's Studies faculty created courses that count for Global Studies, sponsored by the Mini grant competition. I created a proposal for an Indigenous Feminisms course cross-listed with Native Studies (it was turned down). Women's Studies has also worked with LTWR and SOC to "buy out" faculty to teach WMST courses, and with SOC, LTWR, and PSCI to maintain cross-listed course offerings that are taught by faculty in these departments or by WMST faculty. Our experience with "buy outs" was quite positive. Given our ample pool of lecturers we don't always need to have other faculty teach WMST course lines. We have also had very good experiences with cross-listing courses. The Dean's Office has been very helpful in determining how the FTEs are allocated in these situations (and it has varied in the past). This is a crucial axis in the practice of interdisciplinarity and I believe that a good foundation has been laid for more regular cross-listing and perhaps, a return to co-teaching.
- The arrangements we have with FMST and WMST work well. We oversee the staffing of FMST...and the FTES come to us. In designing WMST 211/LTWR 211, we agreed to a turn-taking model. One semester WMST faculty teach the course and the FTES go to WMST, and the other semester LTWR faculty teach the course, and the FTES go to LTWR. Both of these arrangements have served LTWR well.

### **2. Can you identify benefits of working with IEPs?**

- As a department, Psych has enjoyed good collaborations with other programs and are happy to recognize how they connect to other disciplines.
- The benefit is the transformational impact they have on students – stretching of boundaries.
- Benefits – love it and it's wonderful for students to make the connections between and among disciplines.
- MLS is, in general, very much in favor of a cross disciplinary view of the world. It offers an opportunity to experiment with the curriculum and respond to changing

circumstances. Teaching classes for an IEP would also benefit junior faculty who could experience students in other departments. It would expand their teaching portfolios, and we would look positively on this in the RTP process. Teaching in IEP could help advertise our department and encourage a global outlook. The diversity of students from IEPs make MLS classes rich.

- Yes, we like having student from other disciplines--they enrich our courses
- *There might be some additional enrollment in our classes, given their role in IEPs.*
- The department does some interdisciplinary work; their work necessarily takes them in that area. They described themselves as a very agreeable group of faculty
- The benefits are the contribution it makes to community building, to keeping the curriculum lively and engaged, and to the growth of our small programs
- IEPs are seen as beneficial for students (students love these majors and they can get jobs), but also seen as taking away students (and thus resources) from departments (so, a competition for majors). On the other hand, the argument was made that Global Studies students can help fill History courses.

### **3. Do you feel there are costs/negatives of working with IEPs?**

- We need to better define what ID is – it is a junk pile now. Ours is not ID but rather multi-disciplinary (have students take a class here and there). ID is what happens when we bring things together – not side-by-side...but when they penetrate each other, impact each other's questions, how they explode. The questions all come together – not this plus this but something different that is wholistically different. Intersectional.
- When things (i.e., resources) are tight and IEP class could get cancelled if it doesn't get sufficiently high enrollment, I can't take that chance on an IEP course. I would rather schedule an undergrad course that will fill than take a chance on a course with a small enrollment that could get cancelled. So, the issue is that I don't know the effects on the schedule if the IEP class doesn't fill, and I don't want to have to cancel a tenure-track faculty member's class. So, offering an IEP is risky, and I'm trying to protect my faculty.
- Not that I can think of. COMM is actually an interdisciplinary major--one that draws on other disciplines, and you can see that from our faculty who are from multiple disciplines. Students should be able to come into our courses since they are

applicable to so many other disciplines. Demand isn't an issue--we welcome students from IEPs into our courses.

- None of any real significance; we wonder if all the enrollment for a cross-listed class is "returned" to the "home" program, for purposes of SFR calculations, etc.-but this is easily checked. (That is, when we cross-list a course with WMST, half the seats are listed in the schedule as WMST 3XX and half are listed as PHIL 3XX; thus, when the Dean's Office calculates SFR's, are the enrollments from the WMST seats included in the total for PHIL TT faculty, as part of the total numerator in calculating SFR? Or is that numerator equivalent to (x minus the number of WMST seats), in which case our dept. SFR would be artificially deflated. This is something to check on. On the other hand, it would also be nice if there were some way to show how many seats in "other" dept's courses are actually occupied as a function of IEP enrollment
- FTES is the issue for Environmental Studies. There are also RTP issues. IPs need enrollment. The big question is this: is there demand for a given program? As a small program, we often must ask ourselves, can we afford to lose a TT faculty member to an interdisciplinary program. Money alone won't solve the problem. If a given program hires away one of our faculty for a semester, can ECON hire someone that is equally, highly qualified?
- There should be no costs!

### **B. Resources**

**1. If approached by a chair/director/coordinator of an IEP to assist that program, what would you need to support the request? For example, if asked to release a faculty member to teach a course in an IEP, what would you need to make that happen?**

- We are so big we almost always offer all courses – if IEPs need certain courses offered, they are almost always available. Some concerns when other programs (for ex. Nursing) have cohort groups and ask for specific times for classes – that is difficult.
- Regarding releasing a faculty member, we are too thin in the classroom already. If someone wanted to buy-out TT faculty, we already have an issue of not enough TT faculty in the classroom. We would happily find an adjunct to do this but already

- thin with TT.
- With the specific example of Global Studies introduced – the problem is that GS has no dedicated faculty. There is the issue of hiring faculty in a particular area yet not having the courses in place yet for them to teach. It can be a good or a bad thing to replace a faculty – sometimes a matter of faculty needing work
  - We just pay for the position and that is ok – no problem with it. Bigger departments can give up space.
  - Resources?! What resources?!?!?! I'm supportive of faculty who teach cross-listed classes. I don't see any wiggle room whatsoever in establishing Course releases – there is simply no mechanism within the department to do anything like that. Your department might be the only one with such wiggle room as you have some solid funding from EL...
  - I would need the DO to guarantee that IEP courses could run even if they enrolled only 18-20 students to minimize the chances that they would be cancelled so that I wouldn't have to displace a TT faculty member.
  - I have never been approached by an IEP to offer a course--instead, they give credit for courses offered in COMM. If I were to be approached, I would need to see if the instructor who would teach the course is replaceable with a lecturer and be given replacement funds.
  - What sort of assistance? More courses? To run more courses, we need more WTU's in the dept. budget, or we need to identify courses we won't run instead, using the same amount of WTU's. We're not sure what "release" means here: Does it mean, the WTU's and correlated enrollment for that course will count as part of the other program's total? Then what's needed is some adjustment of our own FTES target and budgeted WTU's, consistent with the WTU's/enrollment devoted to the IEP's course. Otherwise, in order to release a faculty member to teach a course for any other dept or program, we need a course buyout: funded WTU's to replace those moved over to the other program. In other words: If IEP Program X wants one of us to teach a course for its curriculum, then either we need a **one-time** reduction in our FTES target/budgeted WTU's, so that the lost WTU's and enrollment don't count against us; or we need that enrollment and WTU's "returned" to us in the totaling up of dept FTES, WTU's, and SFR's; or we need a funded replacement course, especially if, by offering the course for Program X, we no

longer have the capacity to offer all the courses needed for our own program integrity...

- What we would need would be funds to hire a replacement faculty for the course that would have been taught by the “loaned” faculty.
- If the College wants to encourage faculty to involve themselves in IEPs, there must be joint credit. The distribution of FTES is a big concern; if History “buys” a course from GBST, the courses should be cross-listed and the FTES shared. Otherwise, that course is in competition with courses from which the FTES go to History.

**2. *Do you feel a partnership with IEP or do you feel a competitive relationship exists?***

- There is quite a lot of investment in setting up IEP. We need resources for it and to sustain it. Across colleges would be harder to consider “release” issues.
- Not competitive – if we were smaller, it would not serve our students. If small programs hire, they need to hire ID faculty – a Jill of all trades but someone who knows the ground of their home department.
- We don’t feel competitive, we want to be team players, but the structural barriers to offering IEP courses need to be dealt with
- We feel no competitive relationship with IEPs. When I came in 1998, I was excited about the talk about interdisciplinary programs and team teaching but it seemed to have faded. I am personally excited to hear of a revival of interest in interdisciplinary programs. The uniqueness of the idea was very attractive when I first came to San Marcos, especially since I come from a discipline that is, by its nature, interdisciplinary. So, I am glad that this conversation is being picked up. But, there are barriers like who gets FTES when interdisciplinary courses are offered that have to be overcome. If we could do that, it would be great to help us tap into one another’s strengths. We’ll need to be able to create programs that are flexible but also respond to administrative realities. How excited can we get when we might be told that it can’t happen because of administrative barriers. In the past, structure won. Will there now be enough structural support and flexibility in the system to allow interdisciplinary programs to thrive?
- Definitely not competition, and where our programs intersect, definitely some partnership. I think it would be interesting to try to devise some incentives for disciplinary dept's to develop and offer more courses for the IEP's, however those

courses are offered. (That is, whether they're offered as part of the home dept's "own" schedule, serving dual curricular purposes for "home" and IEP curricula; or whether they're cross-listed formally with the IEP curriculum; or whether the faculty time for the "borrowed" teaching is fully bought out with course replacement dollars...) (Such as: Every time a "home" disciplinary dept offers a cross-listed course, it banks one WTU against a future schedule. After three such courses, the "home" dept gets to build an extra three-WTU course, to count against an FTES target that is held stable (thus increasing dept's offerings and lowering SFR...?). Philosophy could develop all sorts of courses to serve IEPs, but we can do so only if we don't hamstring our capacity to serve existing curricular needs, and only if the IEPs identify areas of need and ask for our help. Thanks for asking for our input.

- I think that there is great willingness to support IEPs in the college, but that it is more personal than institutional. Large departments do not, it seems to me, demonstrate a commitment to making small and interdisciplinary programs “work.” A stronger policy at the college level can motivate a change in the college culture regarding IEPs (from resource allocation to support with scheduling of classes).

### **OTHER COMMENTS**

- There was an assumption that an IEP will eventually become a department. It was suggested that competition could be eased somewhat if the IEPs disavowed any desire to do so.
- Concern was raised about the college budget on two fronts: 1) the possibility of hiring; 2) the sustainability of existing programs and the feasibility of creating new ones.
- There was a suggestion that the College wants it both ways – faculty and departments should think creatively (thus IEP) but the department is then punished if the disciplinary major is static or in decline.
- There was significant concern about resources. Clearly we are in tough budget times and that creates a sense of competition. The concern over FTES was discussed. The consensus was that the FTES need to be divided between the department and the

- IEP. Otherwise, competition will increase and departments will be less likely to “sell” courses or cross list crosses with IEPs.
- It was suggested that to save resources, programs that are languishing should be cut.
  - The problem with allowing programs to “buy” courses was highlighted by the fact that if the department “sells” a course, they might have to hire a lecturer to teach an upper division or core course. That is not ideal.
  - FTES pits us against each other. We are in essence fighting for students/FTES. There was concern about a possible FTES turf war given the current organizational structure.
  - What is the problem really? Do students need the interdisciplinary courses? Or do we have programs that can’t pull their weight? Does the Dean think it will be necessary to close things down?
  - This seems like a management issue...HAPC could help to encourage joint hires thereby making it possible for one faculty member available to serve more than one department...it can be difficult for LTWR or other humanities departments finding ways to participate in social science ID programs
  - “We need to find a new architecture [for ID programs].”

### **COMMENTS FROM FACULTY DEVELOPMENT COMMITTEE:**

Some on the FDC did not know much about IEPs, so they had more questions than input. They did, however, raise several concerns.

- FTES – how smaller programs get FTES and how they are divided with departments is a key concern. Programs can’t grow without FTES, but departments need them as well. If they didn’t go to IEPs, they would go to departments so there is some competition.
- Allocation of resources – there was concern about small programs taking resources (not just money, but faculty who might teach in small programs – which of course goes back to money). The suggestion was made that it might be more cost-effective for the special major option to be utilized instead of maintaining a program.

## Appendix D: Feedback from CHABSS Departments. Programs, and Faculty Governance

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- There was recognition that there was student demand for these programs overall, in part because it is relevant to their lives.
- Consequences of smaller class sizes need to be addressed. There are equity and opportunity issues, in that some faculty could be teaching these smaller classes while other faculty teach larger.

Joint hires would allow for the filling of niche studies. A faculty hired in one department might not be able to teach 6 courses in their specialization, so a joint hire allows them to teach their specialty plus service courses in both the department and the IEP. The joint hire process must take into account the expectations of both units and be concerned about academic jealousies. The process must also take into account the issues associated with scholarship. Emerging fields must be addressed and there needs to be clear standards.

### **COMMENTS FROM HAPC CO-CHAIR SHERYL LUTJENS:**

...Interdisciplinary Studies of all sorts has had a presence within COAS and CHABSS (self-conceptions) since founding, though I have only been here for 5 years and do not have personal experience to know how self-conscious its presence in mission statements was and has been. I do not see there having been a conscientious strategy around interdisciplinarity, however, and as with other curricula, initiative has been left to the "grassroots"-- the faculty.

The present exercise of analyzing, planning, and strategizing is thus an excellent step forward with regard to prioritizing interdisciplinarity, providing support (resources and other) to existing interdisciplinary programs), and establishing the mechanisms and mindset that will allow initiative and creativity in the creation of new projects, relationships, and programs.

I believe that interdisciplinarity can be a distinguishing feature of CHABSS, but there must be a fit between the vague ideals of the past, the forward-looking acknowledgement of existing programs, and the possibilities for new models and modes of interdisciplinarity.

HAPC issues/questions/perspectives:

Key concerns, in my view, would include:

Acknowledging the small program/large program dilemmas of needs; Joint positions and their role in the future of interdisciplinarity; Understanding how diversity and interdisciplinarity are related;

Establishing the criteria for CHABSS program development priorities (who does this? On what basis? Does the Strategic Plan provide enough guidance?); And Clarifying HAPC's role and charge with regard to interpreting CHABSS priorities.

### **COMMENTS FROM CAPC:**

CAPC asked, “Who sets the agenda for new areas of study or new approaches to older areas of study?” They explained that they (CAPC) could play a clear role in shepherding new curriculum. CAPC also explained that departments have a much clearer organizational structure than interdisciplinary programs do. CAPC explained that the current institutional structure creates competition. The currency is the number of majors and FTES. CAPC expressed a clear desire to support IEP...and wondered how the institutional structures might be revised to help facilitate this desire.

### **Discussion about Interdisciplinary Programs with Dawn Formo**

- Interdisciplinary and emerging programs – way of supporting new areas of study and/or new methodologies.
- CAPC has a critical role to shepherd new programs
- What are support mechanisms for faculty who are charged with administration of new/emerging programs
- Battle for FTES
- There is a range of student involvement (e.g., Cognitive Science has 5 majors; Social Sciences has over 100
- What is meant by interdisciplinary? Definition/assumptions can vary
  - Interdisciplinary
  - Multidisciplinary
  - Methodologies that are discipline specific (or not)
- Is there an emphasis on lower division (or GE?) for interdisciplinary courses? (is this a more natural place to implement in the curriculum?)

- Even with money, it is hard to coordinate curricular needs with existing faculty expertise and scheduling.

### ***COMMENTS FROM BUDGET COMMITTEE:***

- What is interdisciplinary?
- Are any of our programs truly interdisciplinary? Or is it a grouping of multidisciplinary classes?
- Difficult to ensure funding for core classes.
- Need to include VPA as a pre-existing interdisciplinary department; it is interdisciplinary because it includes classes across the arts.
- Role of ID is to gestate emerging programs (unless they are obviously one discipline, like Geology). Another role is diversity.
- Environmental science/studies is ID; mostly in our college.
- One problem is that ID is fuzzy; there is a fear that we're all supposed to do it. College mission statement explicitly mentions ID, but not disciplinarity.
- Garry said he'd done Black Studies at his first job. Question: integrate, or do modular? Different way of doing courses, e.g., 2-unit courses. GESS 101 used to be modular.
- Who's the audience?
- Are minors a dead-end? Do we need to think about majors? Can we combine minors into majors? Need more bodies.
- Need a definition of interdisciplinarity. One option would be to have an introductory course and a capstone that are ID, then classes from multiple disciplines, then can cut some in and out.
- Can we use the ID course prefix more robustly?

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## Appendix E: How and what information was gathered for the recommendations in this report?

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### *Internal*

- 11/12 and 12/13 AY: Monthly meetings with the Interdisciplinary Program sub-committee and semesterly meetings with all Interdisciplinary and Emerging Program Coordinators
- Spring 2012: Interdisciplinary Program Self-Assessment Survey (Appendix B)
- Spring 2013: Face-to-face discussions and e-mail discussions in response to questions from IEP sub-cmte (Appendix D)
- Spring 2013: Shared the draft “Joint Appointments to Reinforce/Build Interdisciplinarity” with each department chair/director and faculty governance committee including the Council of Coordinating Chairs and requested their feedback.

### *External*

- 11/12 AY: CSU Survey of Interdisciplinary Programs (Appendix A)
- Spring 2013: Phone Interview with Associate Dean Thierry Léger at Kennesaw State University (Appendix C)
- Spring 2013: Review of scholarly research on Interdisciplinary Programs and joint hires (See Works Cited and Consulted in Recommendations—Part II: “Joint Appointments to Reinforce/Build Interdisciplinarity”)

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