Innovation and Interdisciplinarity in Graduate Education at Tulane

I. Summary
President Cowen has made a minimum of $4M in additional funding available over the next four years in order to improve the quality and visibility of doctoral education at Tulane. Approximately 20 new teaching assistantship/fellowship positions will be made available for each of three years beginning in Fall 2010; the average stipend will increase by 50% over four years beginning in Fall 2009. A new Presidential Fellowship and Dissertation Awards will also be introduced. All existing and suspended doctoral programs are invited to submit proposals for these funds. Key components of the program will be an emphasis on inter- and multi-disciplinary approaches to doctoral education, and the introduction of first- and last-year fellowships. Proposals are due December 19, 2008 and will be reviewed by the Graduate Council who will make recommendations to the Provost. An announcement of the first round of new programs will be made in Spring 2009 for students matriculating in the Fall of 2010 (FY11). This will give programs 18 months to recruit students. Two more rounds of funding will be distributed under separate calls for students matriculating in Fall 2011 and Fall 2012. Details of these calls for proposals will be developed in subsequent years based upon the successes of the previous phase(s). A stipend adjustment phase will be initiated for all doctoral programs, with an average target TA stipend of $20,000 in FY10 and increasing to $26,000 in FY13.

II. Introduction
President Cowen has made available at least $4M in additional funds over the next four fiscal years to improve the quality and visibility of doctoral education at Tulane. This multi-year doctoral enhancement program will lead to a 50% increase over the FY09 teaching assistantship budget; the target number of teaching assistantships and fellowships represents a 20% increase over current levels. The goals of the program are thus not only to develop new doctoral programs, but to increase stipends to nationally-competitive levels to enhance quality in all doctoral programs.

A critical aspect of this graduate education initiative is the development of inter- and multi-disciplinary doctoral programs. Interdisciplinarity is defined as the melding of two or more disciplines to create a new (interdisciplinary) discipline. Multidisciplinarity brings together numerous experts from diverse disciplines to collectively address a complex problem, with each expert addressing the issues from the perspective of his or her own discipline (see Appendix II and III). Both can be inculcated in one of two basic ways: through the immediate formation of a new program, or through building upon existing departmental strengths. We recognize the tension in this dichotomy and welcome reasoned proposals utilizing either (or both) approaches. The goal of either approach should be to create innovative graduate programs; that is, programs
that are revolutionary and not merely evolutionary in nature. Innovation is achieved through such transformative approaches to graduate education – those that offer a high potential for extraordinary outcomes, challenge conventional thinking and yield unexpected positive results.

The purpose of this Request for Proposals (RFP) is to provide guidelines to departments and programs for the preparation of proposals and to outline the criteria for proposal review. It is the first in a series of three such RFPs, the remaining two of which will follow the same general timeline, budget and format as this one over the following two years. During this time period, existing doctoral programs will continue and will participate in the scheduled stipend increases.

III. Program Description

Goals and Objectives

The goals of this program are:

- To improve the quality and visibility of doctoral education at Tulane.
- To develop new inter- and multi-disciplinary doctoral programs at Tulane.
- To provide an opportunity for all regular, tenure-track Tulane faculty to apply their research, scholarship and/or artistic expertise to the training of doctoral students.

The measurable objectives of this program are:

1. Increasing the number of doctoral students enrolled in inter- and multi-disciplinary doctoral programs at Tulane.
2. Increasing the average teaching assistantship stipend level at Tulane from its current value of $17,300 to $26,000 by FY13.
3. Increasing the quality of incoming Tulane doctoral students as measured by such metrics as undergraduate grade point average, standardized test scores, and pre-graduate school research experiences.
4. Achieving excellence in the career placement of doctoral graduates.

Approximate funding targets are summarized in the table below.

<table>
<thead>
<tr>
<th></th>
<th>FY09 (projected)</th>
<th>FY10 (projected)</th>
<th>FY11 (projected)</th>
<th>FY12 (projected)</th>
<th>FY13 (projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA-Fellowship positions</td>
<td>306</td>
<td>300</td>
<td>320</td>
<td>340</td>
<td>360</td>
</tr>
<tr>
<td>Average $$/Stipend</td>
<td>$17,267</td>
<td>$20,000</td>
<td>$22,000</td>
<td>$24,000</td>
<td>$26,000</td>
</tr>
<tr>
<td>(includes insurance, not fringe)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA-Fellowship Stipend Budget</td>
<td>$5,283,662</td>
<td>$6,000,000</td>
<td>$7,040,000</td>
<td>$8,160,000</td>
<td>$9,360,000</td>
</tr>
<tr>
<td>Recruiting /Phase Zero</td>
<td>0</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$0</td>
</tr>
<tr>
<td>Presidential Fellowship /Dissertation Awards</td>
<td>0</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>Total Grad Budget</td>
<td>$5,283,662</td>
<td>$6,080,000</td>
<td>$7,120,000</td>
<td>$8,240,000</td>
<td>$9,400,000</td>
</tr>
<tr>
<td>Net Increase Over FY09</td>
<td>-</td>
<td>$796,338</td>
<td>$1,836,338</td>
<td>$2,956,338</td>
<td>$4,116,338</td>
</tr>
</tbody>
</table>
Eligibility
Any department, program or school may participate in the development of a new, interdisciplinary doctoral program, or where appropriate request the reinstatement of a suspended doctoral program. **There will be no elimination of existing doctoral programs through this exercise.** Existing programs may wish, however, to re-evaluate their approach to enrolling, training, and funding their doctoral students. Although this program is reserved for doctoral education only, joint degree programs involving the Ph.D. will also be considered, especially if they exhibit substantial inter- and multi-disciplinarity. Examples of such degree programs include, but are not limited to, MFA- and JD-Ph.D. programs (see Appendix III).

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>July 2008</td>
<td>Call for proposals released</td>
</tr>
<tr>
<td>December 19, 2008</td>
<td>Proposals due in Provost’s Office in PDF format via email</td>
</tr>
<tr>
<td>March 1, 2009</td>
<td>Graduate Council makes recommendations to the Provost</td>
</tr>
<tr>
<td>April 3, 2009</td>
<td>Provost announces programs to be established</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Recruiting of graduate students/faculty begins, stipends increase</td>
</tr>
<tr>
<td>August 2010</td>
<td>Graduate students matriculate into programs</td>
</tr>
</tbody>
</table>

There will be two additional opportunities to submit a proposal to this program: December 2009 and December 2010. It is recognized that some ideas may not be sufficiently mature for presentation in this round of proposals. A “Phase Zero” program is outlined in the Budget section (pg. 8) in which interested faculty may request up to $5,000 to invite speakers, organize mini-workshops and/or sponsor luncheons to exchange ideas and develop their concepts.

IV. Proposal Preparation Instructions
Proposals should follow the general outline proposed below. The outline may be adapted as necessary to fully convey the unique qualities of the proposed program. For example, the order of topics may be revised, new topics introduced, or certain irrelevant sections omitted. Care should be taken, however, to ensure that all relevant information outlined below is provided.

The process will not be “closed book” but interactive; that is, questions may be asked of the Provost’s Office and requests made in advance to critically evaluate program ideas. A list of “Frequently Asked Questions” will be maintained and posted on the program website (see Appendix II for an initial list of questions).

Contact Person
Each proposal should indicate a key faculty member who will be designated to respond to questions about the proposal and will be in charge of implementing the program if funded, even if more than one department, program, or school is involved. Typically, this will be a department chair or graduate advisor.
Proposal Format

Proposals are limited to 10 pages, single spaced with a 10-point minimum font size. Required support letters and additional information are not part of the ten page limit and may be included in appendices. The full proposal must be submitted in a single PDF file by 5:00 p.m. on the due date to Associate Provost Brian S. Mitchell via email (brian@tulane.edu).

Program Overview

Provide a brief overview of the proposed program. Describe it not only in terms of its place in the Tulane community (a continuing doctoral program, a re-envisioning of an existing doctoral program, a joint degree program that combines two existing programs, reinstatement of a department-based doctoral program, or the development of a new inter- or multi-disciplinary doctoral program involving existing or suspended programs) but also in national and international contexts. Identify the unique aspects of the program that will either attract students over similar programs elsewhere in the nation and/or that will situate Tulane distinctively in the particular field(s) of study. Proposals that envision an innovative program with a “traditional” (existing) degree should make clear how the new program is different from the existing program.

Describe in detail the model for training doctoral students. For example, will a traditional advisor-advisee approach be used, or will students be co-advised by teams? Address such issues critical to effective doctoral education as professional development, mentoring, team-building and advising.

Survey the employment opportunities for graduates from the program. Describe the intended target recruitment audience(s) for your graduates; e.g., academia, government, industry, non-profit organizations, or non-governmental agencies.

Recruitment, Selection and Retention of Students

Proposals should clearly outline how potential students will be recruited, selected and retained.

Stipulate a target class size for the first three years of the program, as well as a target steady state value. Outline methods for recruiting top students. Limited recruiting funds will be available through this RFP (<$5k per year per program); clearly identify the use of these funds, and outline a contingency plan for providing additional/replacement recruiting funds. Describe the steps that will be taken to ensure a robust and diverse applicant pool.

Clearly state the evaluation criteria for entering students; e.g., undergraduate GPA, GRE (or other relevant graduate examination) scores, TOEFL scores for foreign applicants, letters of recommendation, interviews, or specific life experience (undergraduate research, community service, professional certification). **Realistic expectations of incoming student quality and numbers will be a major consideration in the evaluation of proposals.**

Consideration of retention issues will also be of importance. Activities that are intended to improve retention and foster completion of degree in a timely manner will be favorably viewed. These activities can range from one-on-one mentoring to department and/or program wide seminars directed toward engaging students and addressing adaptation problems.
Finally, each program involved in the proposal should critically evaluate their history of recruiting and training doctoral students. For new interdisciplinary programs this means that the quality of existing doctoral programs for each participant organization (where appropriate) should be described, whereas suspended programs proposing reinstatement should review programmatic quality prior to suspension and/or review proposed improvements to doctoral recruitment, training and placement. If desired, feel free to use departmental rankings (e.g., NRC rankings, US News & World Report) as a metric to demonstrate previous program effectiveness, but such quantitative measures should not necessarily be the only kind of evidence used in this regard.

**Organization and Management**

Provide a clear and concise graduate program management structure. Address such issues as the selection of a faculty program graduate advisor, their tenure and responsibilities, and applicant selection committee structure. Identify the key person responsible for fiscal matters; e.g., department chair or graduate advisor. Outline the relationship of the program management to the participating schools and colleges. For example, interdisciplinary programs may span several schools. Consider the representation of the program in each school’s graduate committee. Conversely, the dissemination of graduate education-related information and policies from each school to the interdisciplinary program must flow through natural, existing channels.

**Participating Faculty**

List the faculty involved in the program, clearly indicating their titles, departmental affiliations, and areas of expertise. No funds from this program may be used for faculty or staff salaries.

**Selection of Research Advisor(s)**

Describe the process by which new doctoral students select their research advisor(s) or mentor(s). If multiple advisors are allowed or encouraged, clearly describe the process by which the joint project is developed, the department from which the degree will be conferred, and the responsibilities of each mentor.

**Degree Requirements**

**Courses**

Describe the credit hours required for degree, any required core courses, and where the balance of credit hours may come from (electives or research credits). Explain the policy on transfer credits for students entering with a master's degree. If new courses are proposed, clearly indicate the proposed course title and number(s), instructor(s), and how often they will be offered. A sample syllabus would be helpful, but is not required. An explanation of how new courses will impact teaching loads is required. Also, describe the estimated enrollment for each course.

**Qualifying/Preliminary Examinations**

Describe the examinations students must pass before officially entering the program. These examinations are variously referred to as “qualifying” or “preliminary” examinations. Outline the timing for the exams; e.g., before the first semester, end of the first year, their format and
the constitution of the committee that reviews them. Explain the provisions for conditional or partial passes and failures. Statistics on the ratio of passes to fails and a qualitative evaluation of the historical effectiveness of these examinations are suggested for participant programs in interdisciplinary proposals, and for suspended programs if such historical information is relevant and available.

Other Requirements
Describe any other programmatic requirements, such as a thesis prospectus, clinical rotations, or an international experience.

Dissertation Defense
Describe the thesis defense/final project process, including number of committee members, and whether members outside of the Tulane community are permitted or required.

Time to Degree
Comment on the expected time to degree and provide historical data where appropriate. Describe the steps that will be taken if the time to degree exceeds the anticipated target.

Financial Support
A key factor in proposal evaluation will be how university funds are to be utilized to support doctoral education. **Programs should strongly consider alternatives to the teaching assistantship as the sole form of financial support for doctoral students.** For example, first year fellowships may be more effective than the teaching assistantship in allowing students to complete their required coursework and initiate their scholarly activities. Similarly, a major barrier to dissertation completion has been financial support during the writing process. Last-year, or so-called “dissertation” fellowships may expedite degree completion. Creative ways to leverage university support will be favorably viewed, including endowments, research assistantships, and governmental fellowships (e.g., Integrative Graduate Education Research Training grants (IGERTs)). A policy on summer support for students is also required.

Program Evaluation and Assessment
The assessment of program effectiveness is critical not only to the continuation of the program, but potentially to professional and university accreditation. For example, the Southern Association of Colleges and Schools (SACS) expects evaluation of graduate courses and programs with the same level of robustness and scrutiny as undergraduate programs. Course evaluations are a necessary but solely insufficient method of assessing the quality of a program. Give full consideration to the evaluation of student satisfaction with their advisor, their program and their institution on a regular basis; e.g., annually.

V. Budget
There are only three allowable expenses in this program: stipends/fellowships; student health insurance, and recruiting costs. It is assumed that all doctoral students will receive a full tuition waiver, unless specified otherwise. The budget request, then, is an aggregate sum of the allowable expenses, or “block grant” with dollar amounts assigned to specific, allowable activities.
**Stipends/Fellowships**

The Graduate Council and Provost recognize that enormous variability exists in stipend levels and responsibilities of assistantship holders across disciplines. **As a result, there is no one universal stipend figure that should be used for budget estimates, nor is it expected or assumed that all graduate students will be funded at the same level.** It is reasonable to assume, however, that the proposed university-wide target of increasing stipend levels by 50% over four years will be applied to all doctoral programs. Fellowships may be offered at the same or higher levels than the assistantships. A combination of assistantships and fellowships may be used to support a student over their tenure; e.g., a first-year fellowship including summer support in year 1, two years of teaching assistantship without summer support in years 2 and 3, and a fourth year dissertation fellowship. See Appendix I for additional examples on students support.

**Health Insurance**

The cost of health insurance is implicitly included in the proposed assistantship/stipend levels. However, programs may wish to break out this cost if they can find additional sources for paying it, thereby freeing up additional funds for stipends and fellowships. Currently, the teaching assistant stipend budget provides $1000 toward student health insurance, which is $1,859 for FY09.

**Fringe Benefits**

Fringe benefits are not included in the proposed stipends, and will be borne by the university for assistantships/fellowships sponsored by this program. Insofar as it is university policy for fringe benefits to be paid for by programs for stipends provided from other sources (e.g., RAs), consider how fringe benefit costs will be covered. For example, if departmental endowed funds are proposed to support two fellowships per year in addition to those requested through this program, both health insurance and fringe benefit costs should be included. The fringe benefit rate for FY10 and beyond is not yet known, but the FY09 rate of 7.92% of salary may be used for budgeting purposes.

**Recruiting Costs**

Describe the steps that will be taken to attract top students to the program. Experience has shown that visits by prospective students to campus are an effective way to increase yield. Give careful consideration to increasing the size and diversity of the applicant pool. **Assume a recruiting allotment of $1,000 per incoming students for FY10 only in your budget.** (Recruitment funds for future years will be determined in due course.) Cost sharing for recruiting activities is strongly encouraged; e.g., by utilizing both departmental and school funds. Recruiting funds for subsequent years will be made available through the next series of proposal programs.

**Role of Masters and 4+1 Programs**

Describe the role of non-terminal degree masters and/or 4+1 programs in the overall context of doctoral education. For example, will the master’s degree be awarded only to doctoral candidates who do not show sufficient progress, or will there be a stand-alone part-time masters
program that can generate funds to support doctoral students? Similarly, seriously consider the role that 4+1 programs can play in leveraging funding for Ph.D. candidates.

**Phase Zero Awards**

It is recognized that some ideas may not be sufficiently mature for presentation in this round of proposals. Interested faculty may request up to $5,000 to invite speakers, organize mini-workshops and/or sponsor luncheons to exchange ideas and develop their concepts. These proposals must clearly contain “Phase Zero” in the proposal title, followed by the proposed interdisciplinary topic. A **limited number (<5) of Phase Zero awards may be made with the explicit expectation that a full proposal will be submitted in the next Request for Proposals.**

**VI. Review Procedures and Criteria**

Each proposal will be assigned a lead reviewer on the Graduate Council. Lead reviewers will be from the proposal’s key contact person’s school, but preferably not from the same department. Graduate Council members should not be submitters of proposals, but may clearly be members of proposed programs. Depending upon the number of proposals received, each member of the Graduate Council may be asked to review all or a subset of the proposals.

Proposals will be rated on the following factors:

1. Innovativeness of proposed activities in doctoral education (revolutionary vs. evolutionary).
2. Qualifications of the involved faculty including area of expertise, scholarly productivity and experience mentoring graduate students.
3. Prospects for the program to be nationally and internationally recognized for excellence.
4. History of the program in doctoral education (for continuing participant programs).
5. The extent to which the proposed program can succeed in appropriately and effectively placing its students in rewarding and fulfilling careers.
6. The extent to which the proposal addresses RFP guidelines.
7. Reasonableness and feasibility of proposed budget.

Outside consultants may be used if necessary to evaluate some or all of the proposals.

**VII. References/Recommended Reading**

Lisa A. Tedesco, “Deans Address to the Graduate Faculty: State of the Graduate School,” Emory Graduate School, April 15, 2008.


*Ph.D. Completion and Attrition: Analysis of Baseline Program Data from the Ph.D. Completion Project*, Council of Graduate Schools, 2008.
Appendix I - Budget Examples

The following examples are not meant to limit, but rather to stimulate discussion on the range of possibilities for the funding of graduate education through this program.

Example 1

Department X wishes to resume admissions to its suspended Ph.D. program. They propose bringing in a critical mass of six graduate students every other year and supporting them for the first year on 12-month $20,000 fellowships provided by the Provost’s Office, on 9-month $15,000 teaching assistantships provided by the Provost’s Office with a $5,000 summer supplement provided by the department for years 2-4, and a fifth-year, nine-month $15,000 dissertation fellowship provided by the Dean of their school.

Estimated time to degree: 5 years
Average # of steady-state students in program: 15

Annual Cost to the Provost’s Office: $60,000 for first-year fellowships

Annual Cost to the Dean: $45,000 for dissertation fellowships

Annual Cost to the Department: $45,000 for summer supplements

Stipend/Fellowship Request (incl. insurance) $195,000
Recruiting $3,000 (FY10 only)

Block Grant Request $198,000

Example 2

Department Y in School A wishes to collaborate with faculty in Schools B and C to develop a new interdisciplinary Ph.D. program in the Cosmology of Nanowidgets. This will be the second such Ph.D. program in this area in the United States. They have received a gift of $500,000 from a non-profit agency to begin this program, which they intend to endow and use to support one research fellowship at $25,000 for 12 months (including health insurance and fringe). Each year, Department Y brings in six students on existing $18,000 (12-month, including health insurance) teaching assistantships. At the end of the first year, prospective students in department Y devise a dissertation topic involving one faculty member from Department Y and one faculty member from Schools B and C. The program Steering Committee selects one student to receive the research fellowship and enter the new Ph.D. program. The remaining students continue to be funded through existing teaching assistantships and will pursue their degrees in Department Y’s existing disciplinary Ph.D. program. So, for the research fellow,
she/he is funded by a TA the first year, an endowed research fellowship the second year, and a fellowship the remaining years (estimated at two) from the Provost’s Office.

Estimated time to degree: 4 years
Average # of steady-state students on fellowship: 3
Annual cost to Provost’s Office: 2 x $25,000 = $50,000 for fellowship
Annual Cost to Dean: $0
Annual Cost to Department: $25,000 for endowed fellowship (excludes first year TA from department)

Stipend/Fellowship Request (incl. insurance): $50,000
Recruiting: $0 (already part of TA recruitment)

**Block Grant Request**: $50,000
Appendix II - FAQ

Who should we contact with questions or for clarifications regarding this program?

Please direct your inquiries by telephone or email to Associate Provost Brian Mitchell (314-2818, brian@tulane.edu).

Will the Provost's Office entertain questions regarding a proposed program or idea?

Yes. Please send a one-paragraph summary of your idea to Associate Provost Brian Mitchell (brian@tulane.edu). If desired, a meeting will be scheduled to discuss the idea. A favorable response will not guarantee ultimate support of the idea by the Graduate Council or Provost. Similarly, a negative response will not prevent the idea from being submitted, nor does it mean that the proposal will not receive full consideration.

Can a faculty member, department or program participate in more than one doctoral program?

Yes. However, substantial faculty overlap in multiple programs will be carefully scrutinized to ensure that each program will be viable if they should all be approved.

Can a proposal be submitted for a terminal-degree program; for example, an MFA degree?

No. The current program is for doctoral programs only. However, programs which offer a combined degree are strongly encouraged; e.g., MFA-Ph.D.

Can funds be used to hire new faculty in the programmatic area?

No. Such strategic hires must be made in consultation with the Dean and Provost. These hires may be, however, a necessary component of the new program.

What is the difference between “interdisciplinary” and “multidisciplinary?”

Although the terms are often used interchangeably, the NIH Roadmap Initiative1, for example, defines a multidisciplinary approach as that which brings together numerous experts from

1 http://nihroadmap.nih.gov/
diverse disciplines to collectively address a complex problem, with each expert addressing the issues from the perspective of his or her own discipline. In contrast, an interdisciplinary approach results from the melding of two or more disciplines to create a new (interdisciplinary) discipline. In this way, the doctoral programs being proposed here are primarily interdisciplinary in nature, but the problems and issues that students may be studying could be considered multidisciplinary if a team of investigators are involved.

What are the relative merits of self-financing vs. programmatic quality? In other words, is a program more likely to be funded if it can show financial independence by charging tuition?

Program quality is the overriding consideration in doctoral education. No level of potential monetary gain will offset a program of poor quality. The Graduate Council and Provost are prepared to fund programs that require substantial amounts of financial support if there is great potential for maintaining a high standard of doctoral training in the program.

Can an existing Ph.D. program be proposed in which all of its current teaching assistants (TAs) are converted to fellowships?

There is nothing in the guidelines that prohibits such a program, but unless there are substantive programmatic reasons for proposing the change, the proposal will likely not be funded. If, however, the department wishes to contribute all or part of its teaching assistant allotment to a new interdisciplinary program that involves only fellows, this approach would be acceptable.

Can a program with an existing Ph.D. propose a “track” approach in which the current Ph.D. degree continues to be conferred, but students may select from several subdisciplines or tracks?

Yes, but such proposals should make clear how the new program or track is different from and preferable to the existing program. Alternatively, a certificate program could be considered as an add-on to an existing doctoral program. Again, the relative merits of this approach must be clearly enumerated. Some examples of graduate certificate programs can be found at:

http://www.phil.unt.edu/programs/graduate/certificate_programs.php

http://www.hpolicy.duke.edu/hpcp/cert_program/index.html
Appendix III - Interdisciplinary Ph.D. Programs

The importance of graduate education to the reputation and success of research universities is summarized in a 2007 report from the Council of Graduate Schools2:

“The quality of graduate programs drives the success of America’s higher education system. Efforts to evaluate and improve all aspects of the quality of the U.S. graduate education enterprise must be advanced and supported in order to foster innovation.”

One of the action items this and other reports3 call for is an increased emphasis on interdisciplinarity in the tightly-intertwined areas of research, scholarship and graduate education:

“Produce a highly educated workforce with advanced skills and the flexibility to compete in an interdisciplinary environment at the frontier of knowledge creation.”4

“Much of the most important, pathbreaking intellectual work going on today occurs in the borderlands between fields, blurring boundaries and challenging traditional disciplinary definitions.”5

The need to develop interdisciplinary doctoral programs should not be construed as a de-emphasis on traditional, subject-oriented degrees. On the contrary, the interdisciplinary approach presupposes the existence of faculty performing research and training in specific subject areas. Subject specific doctoral programs can and do exist alongside interdisciplinary doctoral programs, and faculty are free to participate in both. Indeed, there can be synergistic benefits from faculty performing research and graduate training in both degree programs.

Examples of Interdisciplinary Ph.D. Programs

A list of examples of existing interdisciplinary Ph.D. programs is given below. Other topics include6: East Asian Languages and Cultures; Cognitive Science; Neuroscience; Environmental

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2 http://www.cgsnet.org/portals/0/pdf/GR_GradEdAmComp_0407.pdf


6 http://www.cgsnet.org/portals/0/pdf/mtg_sm07Avery.pdf
Studies; Geophysics; Museum Studies. These “topical” interdisciplinary Ph.D. programs complement “self-designed” Ph.D. programs, which routinely go by the “interdisciplinary Ph.D.” moniker. Unlike the self-designed Ph.D. program, however, which typically involves an ad-hoc advisory committee, a unique set of courses and is proposed by an individual advisee, the topical interdisciplinary Ph.D. programs have standing curricula, faculty, and degree requirements, in addition to specific subject foci and regular admissions/graduation cycles.

- Near and Middle Eastern Studies – University of Washington [http://www.grad.washington.edu/inter/nme.htm](http://www.grad.washington.edu/inter/nme.htm)
- Business and Public Policy – University of California-Berkeley [http://groups.haas.berkeley.edu/bpp/info/phd.htm](http://groups.haas.berkeley.edu/bpp/info/phd.htm)
- Genetics – University of Iowa [http://genetics.grad.uiowa.edu/](http://genetics.grad.uiowa.edu/)
- Nutrition – Ohio State University [http://ehe.osu.edu/osun/](http://ehe.osu.edu/osun/)
- Functional Genomics – University of Maine [http://www.umaine.edu/genomics/](http://www.umaine.edu/genomics/)
- Evaluation – University of Western Michigan [http://evaluation.wmich.edu/phd/](http://evaluation.wmich.edu/phd/)
- Law & Economics – Vanderbilt University [http://law.vanderbilt.edu/academics/academic-programs/phd-program-in-law--economics/index.aspx](http://law.vanderbilt.edu/academics/academic-programs/phd-program-in-law--economics/index.aspx)
- Bioinformatics & Computational Biology – Iowa State University [http://www.bcb.iastate.edu/](http://www.bcb.iastate.edu/)
- History, Theory, and Criticism of Art – University of California-San Diego [http://visarts.ucsd.edu/node/view/530](http://visarts.ucsd.edu/node/view/530)
Appendix IV - Graduate Council Membership (2008-09)

Chair
Michael Bernstein, Senior Vice President for Academic Affairs and Provost

School of Liberal Arts
Marilyn Miller, Spanish and Portuguese 2006-09
Ronna Burger, Philosophy 2009-11
Sandy Chism, Art 2009-11

School of Science and Engineering
David Heins (Ecol. & Evolutionary Biology) 2006-09
Don Gaver (Biomedical Engineering) 2007-10
Lisa Fauci (Mathematics) 2008-11

Biomedical Sciences Graduate Program
Robert F. Garry (Microbiology & Immunology) 2008-11

School of Public Health and Tropical Medicine
Richard A. Culbertson (Health Systems Mgt.) 2008-09

Member-at-Large (Biom.Sci. & PHTM)
Lucy Freytag (Microbiology/Immunology) 2008-09

Member-at-Large (general)
John Trapani (Business Administration) 2006-09

Uptown Graduate Students (non-voting)
Erin Beyerstedt (Mathematics)
Alyssa Boasso (Psychology)

Downtown Graduate Student (non-voting)
John Wysocki (Medicine)

Ex-Officio
Laura Levy, Associate Senior Vice President for Research