The Undergraduate Council has completed its study of the International Studies Program.

The External Review Committee was:

Dr. James Hevia, Professor
International Studies
Director, New Collegiate Division
University of Chicago
Chicago, Illinois

Dr. Daniel Chirot, Professor
Jackson School of International Studies
Department of Sociology
University of Washington
Seattle, Washington

Dr. Ann Waltner, Professor
Department of History
Director, Institute for Advanced Studies
University of Minnesota
Minneapolis, Minnesota

The Internal Review Committee was:

Ray Gunn, Associate Professor
Department of History
College of Humanities
University of Utah

Karin Lindquist, Associate Professor
Department of Management
David Eccles School of Business
University of Utah

Mariam Thalos, Professor
Department of Philosophy
College of Humanities
The following summary is based on reports provided by each of the external reviews, the internal review team, and a response from the International Studies Board chair.

I. DEPARTMENT PROFILE AND INTRODUCTION

The International Studies (IS) Program is an interdisciplinary degree program that is a collaboration of three colleges (Business, Humanities, and Social and Behavioral Sciences). Beginning operations in April 2003, the International Studies major was originally envisioned as a program built on existing courses in the three constituent colleges and with minimal new budgetary commitments.

The express aim of this program is “to provide students with an understanding of global interaction that may be useful in their career pursuits and in their everyday lives.” This aim is very much in line with the goal of the university as a whole to provide students with an international awareness. It meets a strong need, especially given the University of Utah’s involvement in a number of initiatives to internationalize the university—increasing the number of students who study abroad and increasing the number of international students. The International Studies Program is poised to be a major player in these initiatives.

Program and Governance
The IS program draws on the teaching resources of the three colleges to provide a minimum of 33 credit hours through the following course of study to its IS majors: Students choose courses from a menu of about 380 courses across the three colleges, and may graduate with either a BA or BS by satisfying 4 components:

1. Third year of a foreign language (or equivalent) for BA, or two additional courses from the program’s long list (for BS)
2. 5 required courses: 3 without alternative, and one each from two short menus (a Humanities menu and a Social Sciences menu)
3. 4 required upper division courses, 3 of which focus upon a specific theme (chosen by the student) or region of the world
4. an experiential component, semester’s equivalent; this is very flexible and can be satisfied by: (1) a study abroad experience; (2) an approved internship that earns 4 credit hours; (3) completion of 2 written exercises (the self-study states “two papers,” while the advising material describes one proposal process and one paper) describing and reflecting on a semester-length international experience.

The IS program started enrolling students in 2003-4, with the projection that it would enroll 50 new students per year, so that by 2007-8 it would have enrolled between 200 and 250 students. Student response has wildly exceeded these expectations. The program’s self-study reports (from data collected by the Advisor) that more than 750 students to date have declared the major. This is the IS program’s first review.

The program has no formal ties to existing centers (i.e., the Middle East Center, Asia Center, IPIA, etc.) but many of the faculty whose courses form a part of the IS curriculum have
relationships with such campus entities and these arrangements have not proved in any way problematic.

The internal reviewers report that students interviewed were attracted to the program’s flexibility, its interdisciplinarity, its promise of preparing students for jobs in the marketplace, and the fact that it lends itself to a manageable double major.

One of the recurring concerns is the lack of departmental infrastructure, support and identity. The new space in the Carolyn Tanner Irish Humanities Building might now and in the future ease some of these difficulties, but there remains the problem of program identity: majors take no courses that are distinctive to the IS major. In every course they take, even in the 3 required courses for which there are no alternates, IS majors do not comprise a majority. There is some sense among majors that there is nothing in their academic experience that is distinctively IS. Some solutions to this problem have been explored: (1) a capstone course or seminar; (2) a foundations course or seminar; (3) a colloquium with external speakers. Any of these solutions will require expanding budgetary investment in the program.

The IS program is housed in and funded by the College of Humanities (and there provided with facilities and resources), with a Director and a student Advisor, but with no faculty of its own. It is overseen by the International Studies Board, which acts as its executive committee. The major and minor have been administratively organized under the Dean of Humanities through the appointment of a Program Director, who is responsible for program development, student advising, and liaison with other academic units across the University. The International Studies Board serves as the Executive Committee of this program. A Student Advisory Committee (SAC) was established in 2003 to provide a means for organizing student activities and developing a sense of identification between the majors/minors and the program.

Faculty and teaching support

The program has no faculty per se and no budget that it controls. A staff person on the College of Humanities Dean’s staff serves, part-time, as program Advisor for students. All courses are part of the curriculum of other departments/programs and are taught by faculty/instructional staff who have appointments in other departments on campus. The program Director and the Executive Committee most closely approximate a “program faculty.” They all offer courses that are included in the core curriculum of the program.

Students

The students who select IS as their major primarily transfer from other academic institutions. The Self Study reports that IS majors are slightly more diverse than the general student body of the University of Utah. There are no requirements for entry into the program beyond being a matriculated University of Utah student “in good standing.” There are no scholarships or other financial aid uniquely available to IS majors or minors for general study. There are, however, $500 competitive scholarships to aid IS majors to pursue study abroad.

Data collected by the Advisor indicate that at the time of the self-study, over 750 students had declared the IS major. During the 2003-2004 academic year, there were 25 majors (6 degrees awarded). This figure grew to 140 in 2004-2005 (25 graduates), 202 in 2005-2006 (78
Facilities and support

Because the IS program is meant to run on existing resources in the constituent colleges, its own budget is restricted. Initially, the budget called for a part-time Director whose time was “bought” (one course) from her/his department and a half-time staff advisor. Recently, the Director position was combined with a newly-created Associate Deanship in the College of Humanities. The advisor position has been enhanced to 3/4-time, with the remaining 1/4-time being allocated to advising for the Latin American Studies Program. The program has thus far enjoyed remarkable success with minimal resources and appears more than capable of meeting its mission as currently defined with its existing budget. Of course, additional resources, perhaps dedicated to the offering of IS-specific courses, could only improve the overall effectiveness and attractiveness of the Program.

The self-study reports that the physical facilities have been inadequate as meeting and working space. The Director meets students in a departmental office currently. However, with the completion of the new Carolyn Tanner Irish Humanities Building, there will be more than adequate space for advising and meeting. There is now a prominent location and physical identity, as well as close proximity to related programs such as Asian Studies and Latin American Studies.

Given its reliance on existing courses, the IS program’s library resources are as strong or as weak as those provided to the academic departments offering the courses.

Computer support also appears completely adequate for the mission of the program.

Staff support is a concern, given the rapid growth of this program and having merely a single 3/4-time advisor for 303 students.

Diversity

The self-study reports that the students in the International Studies major are less White (76%) compared to College of Humanities (80%) and even more gender and ethnically diverse than the University as a whole. The following demographic information for all majors helps to clarify:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Average age (years)</td>
<td>24.8</td>
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<tr>
<td>% Males</td>
<td>46%</td>
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<tr>
<td>% White</td>
<td>76%</td>
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<tr>
<td>% Enrolled Full-Time</td>
<td>72%</td>
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<tr>
<td>% Transfer Students</td>
<td>50%</td>
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<tr>
<td>% Utah residents</td>
<td>92%</td>
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<tr>
<td>% Foreign Students</td>
<td>4%</td>
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II. COMMENDATIONS
The Undergraduate Council commends the International Studies Program for the following:

1. The program has proven to be very successful in terms of student enrollment numbers, the flexibility of the curriculum offerings, and student satisfaction with their experience. The program has grown every year since its inception in 2003.

2. The administrations of the colleges involved in the program have been supportive, especially in light of the limited budget resources directly targeted to the program. In particular, the program Director (part-time) and the Dean of the College of Humanities have played a crucial role, providing vital administrative support to the program.

3. The program Advisor, although only part-time (see Recommendations below), is to be highly commended for her work in guiding a great number of students through the process of course selection toward graduation. She receives very favorable comments from all involved for her efforts.

4. The initial creators of the program showed wisdom in developing a framework that closely meshes with the University's stated goal of increased internationalization and that has met the educational needs of so many students.

III. RECOMMENDATIONS

1. Faculty/staff issues that require action:

   (a) All reviewers remarked on the superb advising that is occurring currently, especially in light of the large number of students and the growing program. However, it has been noted repeatedly that the advisor is overworked and that, due to the advising-intensive nature of the International Studies Program, this position should be full-time and/or include some student helpers. The program can then continue to succeed without the loss of the one-on-one attention, given that the advisor is the only constant the students currently have.

   (b) Some consideration should be given to moving the Director toward a more full-time arrangement. This may be necessary as the program grows even more, and especially if the program is able to obtain funding to offer courses on its own, such as a capstone course (see below). In a similar vein, the IS Board should be encouraged to meet regularly to review progress and trends in the program. This would instill a greater sense of identity and cohesiveness in the program administrators and faculty.

2. Administrative structure:

   (a) A more thorough and reliable method for assessing the impact of the program on the students' education should be developed. Currently only a non-mandatory, on-line survey is done, with very low response rates. A required exit survey, ideally in combination with a capstone course,
would provide valuable feedback regarding student opinions of the effectiveness of the program and suggestions for improvements.

3. Curriculum and students:

(a) A capstone course or seminar, though expensive, would be a great addition to the program, giving students a chance to build perspective, share IS experiences, and gain a sense of integration with the program. Funds for teaching these seminars might be obtained via grants from external sources.

(b) The definition of what constitutes a valid experience abroad needs to be more structured, with a clear academic or research component identified. For example, the experience could be required to be linked in some verifiable manner to one of the courses taken in fulfillment of the program, or a rigorous paper with specific guidelines could be required that documents and explores the academic or research nature of the experience. If possible, a student's proposed work should be planned and vetted by a program advisor before the student goes abroad.

(c) A stronger SAC presence and involvement would help alleviate some of the concerns regarding a lack of cohesiveness and identity for this broad-ranging program. Increased support for the SAC is already being implemented. A healthy SAC would also be an invaluable aid for advising students about course choices and abroad experiences.
Department Review by Academic Year

INTERNATIONAL STUDIES

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SCH attributable to students declaring International Studies as a major who enrolled in three required “core” courses: Political Science 2100, History 1050/1510 and Business 2900.

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<tbody>
<tr>
<td>Political Science 2100</td>
<td>105</td>
<td>231</td>
<td>306</td>
<td>414</td>
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<tr>
<td>History 1050/1510</td>
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<td>291</td>
<td>372</td>
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<tr>
<td>Business 2900</td>
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<td>306</td>
<td>348</td>
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<td>SUM</td>
<td>372</td>
<td>801</td>
<td>945</td>
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Average Class Size Political Science 2100, History 1050, Business 2900 (required)*

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<tr>
<td>1000-2999</td>
<td>62.8</td>
<td>57.8</td>
<td>49.7</td>
<td>49.5</td>
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Enrolled Majors – Autumn Census

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<tbody>
<tr>
<td>Pre-Majors</td>
<td>1</td>
<td>31</td>
<td>30</td>
<td>53</td>
<td>38</td>
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<tr>
<td>Full-Majors</td>
<td>33</td>
<td>152</td>
<td>266</td>
<td>314</td>
<td>360</td>
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Bachelor’s Degrees Awarded

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<td>6</td>
<td>25</td>
<td>78</td>
<td>119</td>
<td>139</td>
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*Average class size includes non majors as well as International Studies majors.
Memorandum of Understanding
International Studies Program
Undergraduate council Review

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on April 6, 2009 and concludes the Undergraduate Council Review of the International Studies Program. David W. Pershing, Senior Vice President of Academic Affairs; John Francis, Senior Associate Vice President of Academic Affairs; Steve Roens, Senior Associate Dean of Undergraduate Studies; Robert Newman, Dean of the College of Humanities and Associate Vice President of Interdisciplinary Studies; Johanna Watzinger-Tharp, Associate Dean of the College of Humanities and Director the International Studies Program; and Stephen Reynolds, Associate Dean of the College of Social and Behavior Science and Chair of the International Studies Board, were present.

Many of the recommendations identifies in the review report have been accomplished. Those that remain include issues that will enhance the Program. The discussion centered on, but was not limited to, recommendations included in the Undergraduate Council Review completed on March 10, 2009.

At the wrap-up meeting, the group agreed to endorse the following actions:

**Recommendation 1: Academic Structure**

The ISP should continue to strongly encourage student to study abroad. The Program should consider devising ways in which to build the expectation of study abroad as an integral and significant part of the IS major. The ISP will encourage students with a prior international experience to capitalize on it with another one that is integrated into their course of study and into their career plans.

**Recommendation 2: Student Engagement**

a. The ISP should continue to expand the membership and activities of its SAC. The ISP has already expanded from 3 students to 10 students for the current academic year and has been very active. This expansion and increase activity should continue.

b. The ISP should consider holding its annual Human Rights lecture on campus more often, and invite speakers from the University of Utah. The ISP should compare attendance at this year’s on-campus lecture given by a U of U faculty member with those of the past two years. Having the event on campus and having a University faculty speaker might help to increase the student interest and attendance. In addition, the ISP will add student-centered activities, for example an informal discussion and Q&A with the speaker.

**Recommendation 3: Assessment**

The ISP should work to increase the response to the student survey from graduating seniors from the current level to a majority of graduating seniors. Currently, only a small number of graduating seniors respond to the survey, although all receive a link that makes response simple and convenient. The Program director and the Program advisor are in the process of revising the survey and will devise strategies to ensure at least 75% participation by graduating seniors.
This memorandum of understanding is to be followed by annual letters of progress from the Director of the Program to the Senior Vice President for Academic Affairs. Letters will be submitted each year until all of the actions in the preceding paragraphs have been addressed.

Signed by David W. Pershing
Senior VP for Academic Affairs

Signed by Robert Newman
Dean, College of Humanities
Associate VP, Interdisciplinary Studies

Signed by Johanna Watzinger-Tharp
Director, International Studies Program
Associate Dean, College of Humanities

Signed by Stephen Reynolds
Associate Dean, College of Social and Behavioral Science

Signed by John Francis
Senior Associate VP for Academic Affairs