

Submission date: 12/4/19 ****(re-submitted on 1/31/20 to remove student names, per FERPA concerns; re-submitted a third time because of administration concerns on template uniformity across the university—2/10/20)****

Program/s in this review: **International Studies BA**

Specialized accrediting agency (if applicable): **N/A**

Campuses where the program is delivered: **Anchorage**

Members of the program review committee:

**Bill Myers, Professor and Chair of INTL, ANC
Chad Farrell, Professor, ANC**

1. Centrality of Program Mission and Supporting Role (687 words)

Mission and Relevancy of International Studies (INTL):

Note: The INTL program went through a regularly scheduled full program review in AY 2016-17; then-Dean Stalvey and then-Provost Gingerich both found it a “fundamentally sound program” (February 25, and July 13, 2017 memos). Also, the INTL program has no dedicated faculty lines; the program is built on the voluntarism and dedication of faculty from other existing programs delivering key courses and advising as part of their regular workload in their “home” departments.

The INTL program prepares students to be global citizens in an increasingly interdependent world. International and intercultural understanding and competency are essential in all aspects of life and work; this program seeks to prepare students to be contributing members of the international community by cultivating knowledge and skills to communicate across cultures and to analyze international issues and challenges. It contributes to UAA’s mission to support a “diverse and inclusive environment.” Knowledge of other societies and respect for diversity engendered by international studies align with the mission of the College of Arts and Sciences to educate students for citizenship in an increasingly global context.

Additionally, the INTL program is relevant to Alaska because of the state’s geographical position, its economic opportunities, and the diversity of its population. Alaska’s place on the Pacific Rim makes international communication and interdependence essential to the state’s economy as well as its effectiveness in addressing global and regional issues such as climate change, sustainability, trade, and immigration. Alaska’s population is highly diverse, by virtue of both its indigenous cultures and migration from other parts of the nation and the world.

Support of Other Academic Programs:

The Bachelor of Arts in International Studies is an interdisciplinary program that informs students about the larger world and develops the critical skills to address international issues effectively. The curriculum fosters an international or intercultural perspective and an integrative or comparative approach to analysis. The program combines foundational courses in social science and humanities disciplines with a 12-credit core comprising World History, Comparative Politics, Ethics, and Demography. Building upon this shared base of knowledge and critical skills, students develop depth in selected areas of interest: familiarity with a language other than English, completion of a track in regional studies (Europe, Northeast Asia, or the Global South) or in global social

AY20 Expedited Program Review—International Studies BA

sciences, and a mastery course that demonstrates understanding of international issues and skill in comparative analysis.

International Studies students help to sustain demand for disciplinary curriculum. However, because the International Studies program depends upon faculty and curriculum in other disciplines, support flows largely from other departments to International Studies. With respect to faculty oversight of curriculum, advising, assessment, and program development, International Studies represents an elective commitment of faculty time and effort; no faculty have primary appointments or formal joint appointments in International Studies.

INTL students are encouraged to study abroad or to participate in engaged learning through intercultural projects such as internships or community service. Credits earned through international or intercultural experience may be applied to degree requirements. The program has benefitted significantly from the support of UAA's Center for Community Engagement and Learning and the Office of International and Intercultural Affairs.

Partnerships; workforce development opportunities; extramural support; high demand job designation:

International Studies does not specifically partner with outside agencies, have specific workforce development, specific extramural funding, or specific high demand job designation. The INTL program does have, however, a number of informal arrangements that grow out study abroad opportunities, as well as Alaska-based service learning, and internships experiences. For example, a number of our students have studied abroad through UAA's affiliation with CIEE, AIFS, the University of Heidelberg, the JET program (Japan), etc. Some of these programs do award scholarships, some of which our students have won. As for workforce development, see the section on Program quality (#3 of this EPR) for specific examples of INTL student internships. While it may seem unfashionable, International Studies provides a well-rounded education rich in developing students' skills in cross-cultural knowledge and communication, critical thinking, comparative analysis, appreciation of diversity, individual growth and adaptability—all skills vital to working and living in the global 21st century.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7-year trend; 939 words):

Note: As there are no faculty lines assigned to the INTL program, the INTL program generates no real faculty costs. Those few courses that do have an INTL prefix are cross-listed, and INTL students might, or might not register under the INTL prefix; many students are thus not counted in the "Instructional Productivity" data listed for INTL on the IR data-point site.

Seven-year degree and/or certificate awards trend:

The INTL program has averaged 16 graduates a year for the past 7 years, which continues the same yearly average of graduates (16) from our last program review in 2017. The average time to degree over the last 7 years has been 5.1 years, and 9.3 semesters. Revision of the major implemented in Fall 2016 was designed to ensure that students complete the prerequisites for upper-division courses and that required courses are offered regularly. For students who declare INTL as their initial major, these changes have been effective in insuring programmatic, yet timely rate of degree completion, as the IR numbers on credits per degree would suggest. IR data on 6-year graduation rates provide additional evidence of success. Among the 2015-2016 cohorts of first-time, full-time, baccalaureate degree-seeking INTL majors (N=20), 35% have already graduated prior to their sixth year, greatly outpacing CAS (22%) and UAA (20%). This all but assures that these two recent INTL cohorts will exceed the UAA 2020 goal (35%) when they hit their 6-year thresholds in upcoming academic years.

AY20 Expedited Program Review—International Studies BA

Seven-year majors or program enrollment trend:

The IR numbers on INTL majors over the last 7 years at first glance show a concerning drop of 107 to 65 from 2013 to 2019. A deeper dive into the data and the context behind the data, however, warrant caution on reading too many red flags here. For example, if the outlier years of 2013 and 2019 are removed, INTL majors averaged a steady 89.4 majors/year from 2014 to 2018. Additionally, it is worth noting that the number of INTL majors increased in three of the past four years during a period in which UAA and CAS experienced consistent annual declines in baccalaureate majors. While the INTL faculty will want to continue to monitor major headcounts in the next several years for data trends, the institutional and public turmoil and uncertainty generated by the fiscal and political crisis of the summer of 2019 undoubtedly had an impact on student and major headcount across the UAA system. The INTL faculty remain cautiously hopeful that the fiscal, political and governance system will clarify, which we anticipate will stabilize student numbers. We will remain focused on insuring there is a clear path to student success within our BA design and delivery.

Course pass rates:

NOTE: All courses with the INTL prefix are cross-listed with courses in other disciplines (e.g., INTL/GEOG A101). The IR data on “INTL” Courses and students only reflect data for students who enrolled in the INTL portion of the cross-listed classes. Most students, therefore, are likely missed in these IR tables.

Data for lower-division courses refer only to INTL A101, a GER course (cross-listed with GEOG) with no prerequisites. Pass rates suggest some of entry-level students may not be academically prepared for the coursework, though the INTL pass rate for 100-299 course levels (77.5%) is generally in line with that found at the institutional level (78.5%) for the time period in question. Note that some of the volatility in INTL pass rates is likely due to small sample sizes; the INTL portion of GEOG/INTL A101 has often been capped at 5-8 students, so the lion's share of enrollments falls under the GEOG prefix. Upper-division offerings include HIST/INTL/PS A325 and INTL A315, both of which require completion of Tier I GER requirements and junior standing. Significantly higher pass rates in the INTL upper-division offerings (96.6%) exceed those found at the institutional level (89.7%). Again, these are often based on small sample sizes since they reflect only those enrollments falling under the INTL prefix for cross-listed courses.

Internal demand:

The IR data for internal demand is not particularly useful, given that there only a few INTL courses, and they are all cross-listed with the respective faculty's main discipline (GEOG/INTL A101, HIST/INTL/PS A325 are offered regularly; INTL A315 has not been offered since Fall 2013).

Seven-year Student Credit Hour (SCH) production trend; SCH/FTEF; Enrollment/FTEF; FTES/FTEF; Class Size; Cost/SCH; Tuition Revenue/SCH:

All of the IR data on “Instructional Productivity” miss the real story on INTL productivity: we are a program that delivers a BA degree with basically no real costs. The International Studies program has zero faculty lines; all of its faculty teach their normal courses and course loads for their respective departments (History, Languages, Environmental Studies, Philosophy, Political Science, Sociology, and others). A few of the courses that meet the INTL BA requirements are cross-listed, but most of the INTL requirements come from courses that are a regular part of the various disciplinary offerings. Even those few courses that have an INTL heading are cross-listed with the respective faculty's main discipline (GEOG/INTL A101, HIST/INTL/PS A325 are offered regularly; INTL A315 has not been offered since Fall 2013).

AY20 Expedited Program Review—International Studies BA

External demand:

INTL students have gone on to successful lives and careers, both in the private sector and in academia. The INTL BA is in a very real sense a “super” BA in the liberal arts. The INTL BA provides students with all the key skills employers and society is looking for in its college graduates (see AAC&U 2018 employer survey results): critical thinking skills, cross-cultural awareness and respect; effective communications skills; ethical, collaborative and innovative problem-solving skills. See Student Success section below, for individual examples.

3. Program Quality, Improvement and Student Success (1,476 words):

Specialized accreditation process and status: INTL does not have specialized accreditation, although its faculty keep abreast of national best practices in delivery of International Studies programs.

Currency of the curriculum: As noted above, the International Studies program includes courses from seven different Humanities and Social Science disciplines. An update of degree requirements was implemented in Fall 2016. All courses currently required for the degree have been offered regularly, and prerequisites for upper-division requirements are built into the degree plan as foundational courses. Academic petitions for INTL students are reviewed by faculty with expertise in relevant content areas before the petitions are reviewed by the chair of the INTL program. This service of INTL faculty ensures evaluation of disciplinary currency and relevance of courses completed abroad, internships, and community projects.

Innovative program design: As noted in section 1 of this EPR, INTL is designed to be an interdisciplinary degree that utilizes the existing areas of faculty expertise and course offerings to build student skills in cross-cultural understanding, critical and integrative thinking, effective communication, and collaborative adaptability in increasingly global context.

Availability and indications of quality of distance offerings: GEOG/INTL A101, which is one of the Foundational course requirements, is offered regularly online. Online offerings of disciplinary courses that apply to the BA in International Studies are managed by their respective disciplines. Most of the foundational and core courses are available online.

Program Student Learning Outcomes assessment: Describe your key findings, actions taken to improve student learning, and evidence that these actions are working: INTL revised its assessment plan in AY2017-18 to account for some of the programmatic changes made to the INTL BA requirements. Two years of assessment data using the new assessment process, corroborate previous years’ assessment findings—INTL majors are succeeding in achieving the PSLOs. For example, last year’s assessment found that INTL students were demonstrating good cross-cultural understanding and language skills, with a few outliers who needed more study discipline. Additionally, while INTL requires 8 credits (two years) of language study, a number of our majors go beyond this requirement, taking advanced language courses at UAA, and sometimes in study abroad courses. We have just begun trying to capture some information about these students. The Language faculty have made several changes over the last few years in their oral and written assessments of the 200 level students, which has generated positive results in student performance.

INTL assesses the PSLOs of effective writing, critical thinking and integrative analysis with an international focus by gauging student performance in its Core and Mastery course on a rotating basis. Assessment of these PSLOs consistently show students performing in the mid to high B range, on average. In almost every class assessed, however, some of the INTL students were at the top of the class in terms of performance. INTL faculty meet

every semester to discuss assessment findings, and they remain committed to using assessment to monitor and improve student achievement.

Student Success: International Studies students participate in a number of high-impact practices including study abroad, undergraduate research, internships, and community engagement. Examples include the following: ****All student names have been removed due to FERPA concerns. ****

Study Abroad

- Student (INTL and LANG): Study Abroad in Segovia, Spain (2013-14).
- Student (INTL and LANG): Study Abroad in Germany, Heidelberg University (2015-16).
- Student (INTL and LANG): Study Abroad in Germany, Heidelberg University (2015-16).
- Student (INTL and LANG): Study Abroad in Angers, France (Spring 2016).
- Three INTL students participated in GEOG A490, a short-term study abroad program, taught in Summer 2015 by Drs. Harada and Van Dommelen, on the impacts of the 3/11/11 tsunami on NE Japan and lessons that could be learned, by Alaska, from that disaster.
- Student (INTL): Study Abroad at Sophia U., Tokyo, Japan (2018-19).

Undergraduate Research

- Student (INTL and LANG). Conducted a funded undergraduate research project titled “Undergraduate Academic Advising at University of Alaska Anchorage: A Survey on Student Awareness and Experiences.” Presented the results of this research at the UAA Undergraduate Research and Discovery Symposium.
- Two Students (both INTL). Conducted a funded undergraduate research project titled "The United States of Origin – Interpreting the Immigrant Experience of UAA Students." Presented the results of this research at the UAA Undergraduate Research and Discovery Symposium and to Catholic Social Services' Refugee Assistance & Immigration Services (RAIS). In 2018, this research was cited in an edited volume commemorating the Anchorage centennial, titled *Imagining Anchorage: The Making of America's Northernmost Metropolis*.
- Student (INTL). Conducted a funded undergraduate research project titled “Analyzing Barriers to Employment for Immigrant and Refugee Residents of Anchorage.” Presented the results of this research at the UAA Undergraduate Research and Discovery Symposium, to Catholic Social Services' Refugee Assistance & Immigration Services (RAIS), and to the Municipality of Anchorage Mayor's Office. In 2019, this research was cited in an edited volume titled *Human Migration in the Arctic: Facets to the Past, Present, and Future*.
- Student (INTL) received an Undergraduate Research grant to investigate poetry and education in Havana, Cuba during the summer of 2017. This student was also the second author on a peer-review journal article published by *Bulletin for Spanish and Portuguese Historical Studies* entitled "From the Spanish Atlantic Archives to the Classroom in the Arctic: Perspectives on Linking Digital Projects and Undergraduate Research in History." It examines the potential intersections of digital humanities, undergraduate research, and classroom pedagogy from both faculty and student perspectives.

Internships

- Student (INTL and LANG): *Language and Culture Assistantship in Spain* [Comunidad de Madrid], Embajada de España, Ministerio de Educación (Awarded May 2013).
- Student (INTL): *The Washington Center Internship and Leadership Forum Program*: Summer Scholarship in the category of “Peace thru Culture” (Awarded April 2013).
- Student (INTL and LANG): *Language and Culture Assistantship in Spain*, Embajada de España, Ministerio de Educación (Awarded May 2015).
- Student (INTL): Taught English in France through the English Teaching Assistants Program (2016).
- Student (International Studies) was selected for a Spring 2017 internship with the Economic and Social Affairs (ECOSOC) Section at the U.S. Mission to the United Nations. ECOSOC represents the United States on the intergovernmental bodies which oversee the UN's work on economic, social and human rights issues.

Community Engagement

- Student (INTL): National Library of Medicine and Environmental Health Information Partnership project in Fall 2016 as part of PHIL 400: Ethics, Community and Society. This student and other classmates partnered with 4th and 5th graders in the ASD to discover how we are all impacted by food justice, identity and waste.
- INTL students regularly engage in a service-learning program as a part of GEOG/INTL A101, where students are given the option to volunteer as teaching assistants with the Anchorage School District’s English Language Learner program. About four INTL students volunteer each semester.
- Many INTL students are members of campus student organizations (e.g. Aurora Borealis Campus Lions Club, Model United Nations Club, Political Science Association, Latino Student Union, Native Student Council, United Global Student Organization, Volunteers Around the World, weekly language conversation tables, and culture clubs) and take leadership roles in organizing educational activities for the community that promote sustained interconnectedness and global citizenry.

Student support and academic advising: International Studies students are advised both by faculty and by a designated CAS adviser, Rhiannon Elliott. Rhiannon contacts new INTL students for advising appointments, sends out announcements, and tracks progress toward graduation. Once students have completed foundational and core courses and selected their track (Regional Studies or Global Social Studies) they are generally advised by an INTL faculty member in the relevant content area. The INTL Chair, Bill Myers, plays an active role in insuring a timely path for student degree completion. Given that many students do participate in study abroad or internship experiences, evaluating and advising academic course petitions are key part of the Chair’s workload, in consultation with Rhiannon, and the other INTL faculty. Also noteworthy, Professor van Dommelen, with his experience as past chair INTL chair, and Professor Masanovic, as Languages Chair guiding our INTL/LANG double-majors, offer invaluable advice to our majors.

Additional Student accomplishments: In addition to above academic achievements of INTL students, the following student accomplishments are noteworthy:

- According to the IR 2020 Program Review data, 20.5% of our majors graduated Cum Laude, 12.5% graduated Magna Cum Laude, and .9% graduated Summa Cum Laude. With a third of our INTL majors receiving institutional honors, this data certainly points to a program and faculty delivering on student success.

AY20 Expedited Program Review—International Studies BA

- Student (INTL and LANG): Export Council of Alaska Scholarship (Awarded May 2013); recipient of 2016 UAA Leadership Honors; currently a student in the Master of Arts program in European Studies at Flensburg University, Germany.
- Student, INTL and LANG graduate, has been accepted to the Master Program in Translation and Interpretation (German) at the Middlebury Institute at Monterey. He received a partial scholarship of \$30,000. will start in Fall 2020.
- Student, INLT graduate, is finishing their MA at the London School of Economics.

4. Program Duplication / Distinctiveness (141 words):

There is no program duplication. UAA is the only university offering an International Studies BA in the entire UA system. UAF does offer a minor in Global Studies, which can be fulfilled by taking 16-18 credits of designated courses from existing disciplinary offerings (ANTH, ENGL, GEOG, HIST, PS, and several others). Neither the present, nor the past INTL chair have noted much INTL student cross-traffic from the different MAUs. Nonetheless, the INTL faculty remain receptive to easing any course transfer issues that might arise with current or future INTL students. We would, for example, accept courses taken through UAF or UAS by one of our UAA students, if it met the intent of our degree requirements. Obviously, there would have to be a credit maximum coming from outside UAA, but that is probably a discussion for the institution as a whole.

5. Summary Analysis (470 words):

Strengths:

- **Academic Rigor:** The curriculum spans two CAS academic divisions: Humanities and Social Sciences. International Studies is the only degree program in CAS other than the BA in Languages that requires a two-course sequence in a language other than English. A mastery or capstone course is required.
- **Interdisciplinary:** The required foundational, core, and capstone courses balance humanities and social science curriculum at both lower-division and upper-division levels. Students must learn and practice multiple modes of inquiry and analysis.
- **Efficient and low cost:** As currently structured, the program draws upon faculty and curriculum in other academic disciplines.
- **Quality:** The INTL program tends to attract some of the most dedicated faculty in CAS Humanities and Social Sciences. Thus, the typical INTL major is virtually guaranteed to experience the highest quality instruction available across multiple CAS disciplines.
- **Student Success:** Roughly one-third of our majors graduate cum laude, magna cum laude, or summa cum laude (see above).

Opportunities:

- **Study abroad** has particular relevance for International Studies students, but full development of opportunities for study abroad is dependent upon university infrastructure. One area of promise is enabling and supporting UAA faculty led short-term study abroad programs. Some successful ones have already been offered to Japan, but further institutional support and bureaucratic “path clearing” would help.
- **Faculty Hire:** The program would be enhanced by addition of at least one faculty member whose primary appointment is in International Studies. A dedicated faculty appointment would provide consistent

AY20 Expedited Program Review—International Studies BA

leadership and coordination of the program. Given the current fiscal environment limiting new hires, in the least, continued support in the form of course/s release for the Chair is highly advisable.

Challenges:

- **Sustaining and rewarding the volunteerism of the INTL faculty** who offer their classes, their assessment, their advising, and their curriculum building expertise to the INTL program in addition to their many responsibilities in their home departments.
- **Budget:** budget constraints have little direct impact on the INTL program since it is already efficient and low cost (see Strengths above). However, the budget can have second-order effects since faculty generally must answer first to the needs and priorities of their home departments, which in many cases are understaffed due to attrition. We have built flexibility into the INTL curriculum, but unanticipated changes to course offerings could leave holes in the program. This requires continuing coordination among the INTL director, INTL-serving faculty, and CAS administration.

Conclusion:

To sum up, the INTL BA draws some of the best and brightest students at UAA precisely because it offers a classic Liberal Arts program, a type of “super” BA, with its 2 years of Languages, opportunities for cross-cultural studies, and interdisciplinary course work with some of the leading faculty at UAA. The INTL BA provides students an excellent gateway to future success professionally, academically, and personally.