

The University of New Mexico

2021 APR Self- Study

International Studies Institute

The ISI Director, Associate Professor Stephen Bishop, was the lead author for this report. Sections were drafted by Associate ISI Director, Dr. Ian Stewart and UNM Libraries Professor Liz Cooper. The ISI Administrative Assistant, Loyola Chastain, provided general research and editorial assistance. The Office of Institutional Analytics at UNM provided data on numbers of majors, student credit hour production, etc. This report follows the 2020 outline of criteria and the instructions for Academic Program Reviews provided by the APR office.

Spring 2021

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Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

1A: Summary *An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

The International Studies Institute (ISI) at UNM serves as the academic program for the International Studies major and minor. It previously housed three interdisciplinary BA degree programs – Asian Studies, European Studies, and Russian Studies – which have long since been discontinued and incorporated into International Studies. Both Asian Studies and European Studies were long-standing degree programs at UNM, having been created over 35 years ago, while International Studies is relatively new, having won final approval in May 2009 and starting to accept students in Fall 2009. ISI currently serves 113 majors and graduated 35 students in Academic Year (AY) 2019-2020. Since the introduction of the International Studies program eleven years ago, the number of majors grew very rapidly (9 in Spring 2010 to a high of 157 in Spring 2017), but has seen a decline in the past three years (-28%).

International Studies has only one faculty member designated as ISI faculty – the full-time Lecturer. This position was created in Fall 2015. The position was altered in Spring 2019 to make the Lecturer also the regular Associate Director of ISI.

The Director of ISI works in ISI on a renewable three-year SAC position for a tenured faculty member from another department, and therefore is not technically ISI faculty.

Accordingly, ISI has very few courses of its own (INTS). They are:

- 1101 Intro to International Studies
- 320 Study Abroad Research Methods
- 400 Capstone seminar in International Studies
- 402 Honors in International Studies
- 499 Topics in International Studies

The standard offering of courses is as follows:

Fall – one section of 1101, one section of 400, one section of 499 (all taught by ISI Lecturer)

Spring – one section of 1101, two sections of 400 (all taught by ISI Lecturer)

402 is arranged on a case by case basis with the Chair of the Honors Thesis committee, who can be anyone, and one other person. At least one of the two must be the ISI Director or Associate Director.

Other departments occasionally cross-list a course with INTS 499, approximately 2.5 per semester. 320 is a brand-new course whose offering schedule is up in the air as of now due to the pandemic disruption, but which is set to be taught jointly by the ISI Associate Director, Dr. Ian Stewart, and an Arabic professor from the Dept of For. Langs. & Lits., Dr. Emma Trentman. The idea behind this new course is that UNM students, whether International Studies students or not, would benefit from learning ethnographic research skills and practices, practicing how to write detailed reflections and analyses on cultural differences, and connecting with people on the ground before going on study abroad experiences. Dr. Stewart has an Anthropology background and Dr. Trentman's research focuses on optimizing study abroad experiences. We are also applying for an IDEAS grant in February 2021 to support offering the course to additional departments.

There have never been any INTS courses taught in the Summer aside from the Schloss Dyck program (See Criterion 2. Teaching & Learning: Curriculum).

As an interdisciplinary program with only one dedicated faculty line, the International Studies curriculum is based almost entirely on existing courses offered by affiliated faculty as part of their regular teaching responsibilities in their respective home departments. With little or no leverage over scheduling and hiring decisions in affiliated departments, the ISI degree program is thus subject to the ever-changing depth and breadth of faculty expertise in certain areas. Thus, although ISI students are required to complete 36 credit hours for a major and 24 credit hours for a minor, the official figures on student credit hours generated by our programs have been low.

The ISI is administered by a team of dedicated faculty that includes the ISI Director, the ISI Associate Director, and the Advisory Board. The Director receives a small special administrative (salary) component (“SAC”), but no summer support even though their responsibilities always extend into the summer months. The ISI Director and Associate Director have administrative course releases (1:1 and 3:3, respectively). Due to the curricular flexibility of our interdisciplinary major and minor, which allows each student to pursue a tailor-made, highly individualized course of study, the Director and Associate Director spend a significant portion of their time in one-on-one advisement sessions to ensure the timely completion of degree requirements. While tremendously successful – as evidenced by the fact that the average time to degree for ISI students is 4.5 years (as opposed to 5 years for the general UNM student population), and with comparatively higher GPAs plus time spent studying abroad, this level of faculty-student interactions requires a “labor of love” that is not necessarily encouraged, recognized, and/or rewarded by the Director’s home department. As a program with only one dedicated full-time faculty member, ISI can only regularly offer a few INST courses, which means that the remainder of the required courses for the degree programs must come from other units. Since ISI has no control over the courses that other units offer, by necessity, there has to be flexibility in the ISI degree requirements. Moreover, so that students can complete their degree requirements in a timely fashion and to maintain the attractiveness of the degree, there has to be maximal flexibility in which courses can be used to fulfill the Thematic Concentration and the Area Study Concentration. This combination of curricular flexibility and staffing limitations is why ISI did not follow the recommendation of the previous APR Team to narrow the list of courses that IS majors and minors can take each semester to fulfill their degree requirements. One consequence of this heavy advising burden has been that faculty volunteers for ISI positions, particularly the Directorship, are difficult to find, resulting in multi-year appointments for faculty serving in these positions.

ISI had no staff until November 2012. ISI then was able to hire a .70 FTE Operations Specialist, a position that was converted to a .75 FTE Administrative Assistant in 2015, a situation that continues until today. That in-house support comprises administrative duties ranging from financial operations and contract negotiations to hiring, scheduling, and other functions related to the academic mission of the ISI.

Over the past 11 years, the ISI operating budget has essentially remained flat while the demands on it have grown, given the broad outreach charge of the institute and the unprecedented growth of the International Studies major. This has presented us with a number of challenges requiring strategic planning and prioritization to keep ISI and its degree programs on a sustainable future path. The primary challenges and *proposed solutions* are:

- a) How to effectively manage future enrollment growth and the consequent intensive student advisement if enrollment leaps up again?
No idea under current budgetary constraints, though the addition of a possible postdoc (see section 6B) or new faculty member (see section 5A) would help a little bit.
- b) There is a crucial lack of faculty in some disciplines and geographic regions that affects the ability of some students to complete their required course work in a timely manner.
UNM needs to hire replacement faculty who deal with China, the Middle East, Japan, etc., especially in the social sciences, or at the very least create rotating post-doc positions in these areas. See section 6B for an ISI-specific example of the latter.
- c) Under the current structure, the ISI Director carries an enormous burden unlike any comparable position either because those positions have fewer responsibilities or have greater administrative assistance.
UNM needs to maintain ISI's current administrative assistant position at the very least. Ideally, it would be made into a 1.0 FTE and some additional faculty would be added to the program, either through joint appointments or post-doc positions, who could share some of the advising and assessment responsibilities.
- d) The ISI Director has a 9-month faculty contract despite working throughout the summer on advisement, transfer, and administrative issues, and is supposed to supervise the Administrative Assistant, who works on a 12-month contract.
All Directors at UNM should be on 12-month contracts.
- e) The Capstone courses taught by the ISI Lecturer are the equivalent of 18-38 "Honors-esque theses" each semester. The Director also assists with evaluation of these papers and presentations, as well as any Advisory Board members who have an expertise in the subject matter.
We would like to make sure there is broad understanding of the intensive and disparate nature of the teaching and evaluation of INTS 400 and that it not just be seen as another regular course.
- f) The Schloss Dyck program was run for years by Christine Sauer, an integral part of the ISI administrative structure who, among many skills, was a fluent German speaker. She has retired and the running of the program will be very difficult without a fluent German speaker to coordinate organization with our counterparts in Germany.
We need to either work closely with the German program at UNM, which has its own Summer School to run, or find part-time administrative help that is German speaking (such people do exist at UNM).

1B: History *A brief description of the history of each degree/certificate program offered by the unit.*

Overview

The International Studies Institute was created in Spring 2004 by the Dean of Arts and Sciences, Reed Dasenbrock, in response to a proposal from the directors of Asian Studies (Patricia Risso), European Studies (Stephen Bishop), and Russian Studies (Natasha Kolshevskaya) to form an

International Studies administrative “consortium” between their undergraduate area studies programs. Housed in the College of Arts and Sciences, the ISI was designed as an umbrella organization with a unified budget and a mandate to pursue more broad-based – international and interdisciplinary – initiatives involving all three existing programs as well as the proposed, new program in International Studies. The BA in International Studies was finally approved in May 2009, and the program began accepting students in AY 2009-2010.

To fund the operations of the ISI, the Dean pooled the financial resources of Asian, European, and Russian Studies (3x\$4,500 = \$13,500 annually), allocating \$12,000 in operating funds to the ISI and pulling back \$1,500 to cover the special administrative (salary) components (SACs) for the Program Directors and the new ISI Director as well as a 0.25 FTE ISI graduate assistantship. The History Department, academic home of the first ISI Director, Melissa Bokovoy, agreed to provide the ISI with an office for the graduate assistant.¹ The ISI operating funds were to be used largely for summer scholarships for students in the ISI degree programs, larger interdisciplinary projects and campus events (e.g., lecture series), and conferences. The final decision on resource allocation was made by the ISI Director and the Program Directors in Asian, European, and Russian Studies.

Background to the International Studies Major and Minor

In the early 2000s, the Provost of the University of New Mexico, Brian Foster, convened a campus-wide faculty and administrative task force on internationalization. One of the recommendations for comprehensive internationalization was the creation of an interdisciplinary International Studies undergraduate program. At that time, UNM offered undergraduate degrees (BA) in Asian, European, Latin American, and Russian Studies. Housed in the College of Arts and Sciences, each area studies program was administered and directed separately by a faculty member from an affiliated department; however, the Latin American Studies program was under the administrative umbrella of the Latin American & Iberian Institute (LAI).

The interdisciplinary area studies undergraduate programs had been successful in the past and were part of the effort of American institutions of higher education to provide the public and private sector with “area studies” experts. Beginning in the mid-1990s, American universities and colleges began to explore and then expand their curriculum to address globalization and international issues by introducing undergraduate degrees in International Studies. These programs had both an area studies concentration and a thematic/topical concentration. In recognition of this trend, and acting on the Provost’s report, the ISI created an interdisciplinary major and minor in International Studies (IS) in order to:

1. Provide UNM undergraduates with a broad and coherent international curriculum that many other of our peer institutions already offered.

¹ The History Department provided office space to the ISI until August 2009, when it needed the space for its own graduate students. For the following three years, the ISI was “homeless” – files, supplies, and office equipment were stored in a closet in the Economics Department, academic home of then ISI Director, Christine Sauer, who ran the ISI from her faculty office. There was no office space for the ISI graduate assistant. In Fall 2011, following the remodel of the 4th floor of the Humanities Building, the ISI was given a new office in a space that also houses the American Studies Department, the Religious Studies Program, the Women Studies Program, and the Feminist Research Institute. It remains there to this day.

2. Prepare students for today's highly competitive global markets in which flexibility is essential and professionals are expected to undertake a variety of different tasks and may be stationed at a variety of different locations around the globe. The IS major provided students with a set of core competencies and experiences that make them, as graduates, highly attractive to global corporations, non-governmental organizations, and the public sector.
3. Make UNM more competitive for federal and private monies set aside for international studies in the post 9/11 era. More and more monies were becoming available for internationalization efforts on college campuses, and the International Studies degree highlighted UNM's expertise in 16 languages² and over 300 study-abroad opportunities, including ~80 that are utilized every year, of various durations (See the Global Education Office {GEO} website for more details - <https://studyabroad.unm.edu/>).
4. Provide UNM and the College of Arts and Sciences with a focal point for internationalization efforts, including study-abroad programs, recruitment and retention of faculty in critical and strategic areas of interest to the federal government as well as the private sector, and highlighting faculty and research international expertise.

History of the International Studies Institute

In Spring 2004, Dean Reed Dasenbrock created the International Studies Institute in the College of Arts and Sciences in order to better coordinate the activities of the College's established area studies programs in Asian, European, and Russian Studies and to work toward creating an International Studies major and minor. Discussion for this undergraduate program had begun under Provost Fosters' strategic plan meetings (see above), and Dean Dasenbrock decided that it would be best housed in the College of Arts and Science, along with UNM's existing area studies programs.

Interim Dean Vera Norwood continued supporting the initiative to create an International Studies program. During Spring 2007, under the leadership of the first ISI Director, Melissa Bokovoy, and with support and input from the Political Science Department (William Stanley, Mark Peceny), a draft of the proposal was circulated among all the area studies affiliated faculty and Deputy Provost Paul Nathanson's international group for feedback and comments. By the end of the semester, the revised final draft was presented to Senior Associate Dean Jane Slaughter and Associate Dean Mark Ondrias, who recommended that the proposal for the IS major and minor be forwarded to the Registrar's Office. From there, the program proposal made its journey through the approval process, winning its final approval by the Board of Regents in May 2009.

The International Studies program reflects the considerable international expertise of the faculty of the College of Arts and Sciences and other units on the UNM campus, and is built around the teaching and research interests of fifty or more faculty from different departments and programs. The College of Arts and Sciences has been a leader on campus when it comes to internationalization of the undergraduate curriculum, and so this program relies on the College of Arts and Sciences for its funding, staffing, and faculty.

² ASL, Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Nahuatl, Navajo, Portuguese, Quechua, Russian, Spanish, Swahili. Note, however, that the International Studies major does not recognize ASL (American Sign Language) or Navajo for the major or minor (as non-international) and that it is difficult to use Nahuatl, Quechua, and Swahili due to the absence at UNM of 300 level courses in the languages.

The program saw immediate explosive growth in undergraduate majors and has sponsored a Fall Lecture Series since the initial creation of the ISI in 2004 and then developed the Contemporary Jewish Studies Lecture Series in March 2015. The growth in majors and responsibilities required a change in ISI's ability to offer courses and advise students. Accordingly, an Associate Director position was added in 2012, a regular Lecturer position was added in 2015 along with a reclassification of the administrative staff position, and then the Lecturer was made the permanent Associate Director in 2019 to reduce administrative turnover and strengthen institutional memory. Meanwhile, that same growth saw the demise of the three original related area studies programs. The phasing out of the Russian Studies program began in AY 2010-2011, of the European Studies and Asian Studies programs in AY 2014-2015. All three degrees are now no longer extant.

1C: Organizational Structure *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

As a unit without its own faculty, the International Studies Institute is governed and administered by the ISI Director, with assistance from the ISI Associate Director (starting in AY 2012-2013), the ISI Advisory Board, and the ISI Administrative Assistant (starting in November 2012 as an Operations Specialist, downgraded in 2015), and a 0.25 FTE graduate assistant.

The ISI Director holds a part-time administrative position that comes with a special administrative (salary) component (SAC) and a reduced teaching load (1:1). For the duration of the appointment, the Director retains their faculty status in their respective home department. The ISI Director is typically appointed to a three-year renewable term by the Dean after an internal search overseen by the Associate Dean to whom the ISI Director reports. Since January 2019, the Associate ISI Director is the ISI Lecturer and receives a 1 course per year course release. The Associate Director reports to the ISI Director, and the ISI Director reports to the Dean of Arts and Sciences and/or the designated Associate Dean.

As the following table shows, there has been relatively little turnover in the governance of the ISI and its degree programs over the past 17 years. While this is partially a reflection of the small number of actively participating faculty in International Studies, the primary reason seems to be the perception that these positions require a “labor of love” that may not be recognized and/or rewarded by the faculty member’s home department.

Table 1. ISI Leadership Team 2003-2021

Academic Year	ISI Director	Associate ISI Director (new position)	Asian Studies Program Director	European Studies Program Director
2003-2004	Melissa Bokovoy	n/a	Jonathan Porter	Stephen Bishop
2004-2005	Melissa Bokovoy	n/a	Jonathan Porter	Christine Sauer
2005-2006	Christine Sauer	n/a	Jonathan Porter	Christine Sauer
2006-2007	Melissa Bokovoy	n/a	Jonathan Porter	Christine Sauer
2007-2008	Melissa Bokovoy (Fall), Christine Sauer (Spring)	n/a	Jonathan Porter	Christine Sauer (Fall), Melissa Bokovoy (Spring)

2008-2009	Christine Sauer	n/a	Lorna Brau	Stephen Bishop
2009-2010	Christine Sauer	n/a	Lorna Brau (Fall), Jonathan Porter (Spring)	Stephen Bishop
2010-2011	Christine Sauer	n/a	Lorna Brau	Stephen Bishop
2011-2012	Christine Sauer	n/a	Lorna Brau	Stephen Bishop
2012-2013	Christine Sauer	Eleni Bastéa	Lorna Brau	Stephen Bishop
2013-2014	Eleni Bastéa	Christine Sauer	Lorna Brau	Stephen Bishop
2014-2015	Eleni Bastéa	Christine Sauer	Lorna Brau	n/a
2015-2016	Eleni Bastéa	Christine Sauer		n/a
2016-2017	Eleni Bastéa	Christine Sauer	n/a	n/a
2017-2018	C. Sauer/S. Bishop	S. Bishop/C. Sauer	n/a	n/a
2018-2019	Stephen Bishop	C. Sauer/I. Stewart	n/a	n/a
2019-2020	Stephen Bishop	Ian Stewart	n/a	n/a
2020-2021	Stephen Bishop	Ian Stewart	n/a	n/a

Home departments: Architecture (Bastéa), Economics (Sauer), Foreign Languages & Literatures (Bishop, Brau), History (Bokovoy, Porter), International Studies (Stewart).

Note: 2017-2019 was a chaotic period of alternating Acting and Interim Directors as Eleni Bastéa had both a sabbatical and a severe illness that necessitated Stephen Bishop and Christine Sauer to step in on an emergency basis. It also saw the January 2019 start of the ISI Lecturer, Ian Stewart, as permanent Associate Director.

The ISI Advisory Board consists of the ISI Director, the ISI Associate Director, and an additional six to eight faculty members from a wide variety of departments. For a list of current members, please see section 8C. The Advisory Board meets in person normally just once per semester, but is consulted regularly by email for funding requests or unexpected issues that come up throughout the semester.

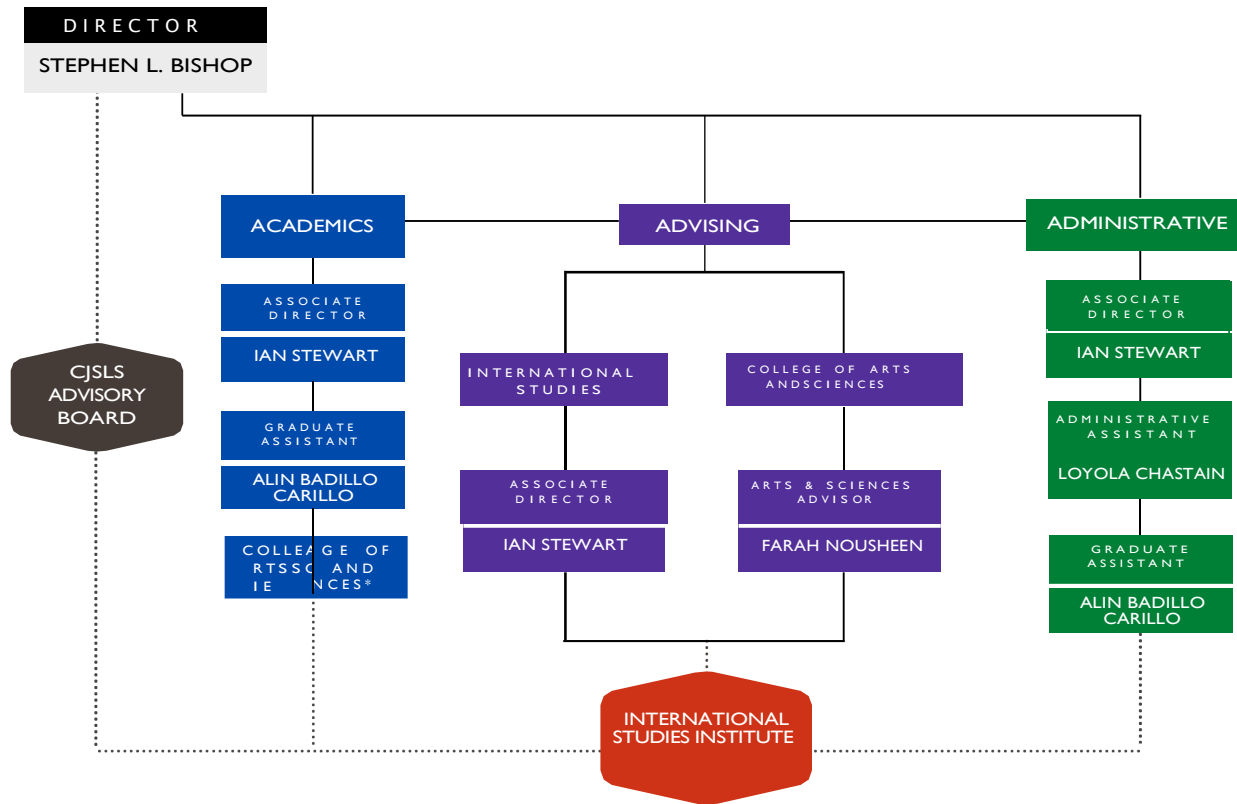
There is also an Advisory Board for the Contemporary Jewish Studies Lecture Series, an affiliated activity of ISI. For a list of current members and more details about the CJSLS, please see section 8C.

Prior to November 2012, the ISI did not have any dedicated staff support and, thus, relied on administrative support on an as-needed-basis from staff in various campus units. In Fall 2012, after the College of Arts and Sciences authorized a part-time staff position for the ISI, we were able to hire an Operations Specialist, Jazmin Knight. As a full-time employee, Ms. Knight spent 70% of her time on ISI business (28 hours per week). The ISI Operations Specialist reported to the ISI Director. The position changed to a .75 FTE Administrative Assistant in 2015 when Loyola Chastain was hired to replace Jazmin Knight. Ms. Chastain has continued to work for ISI until the present time.

ORGANIZATIONAL CHART

UNIVERSITY OF NEWMEXICO

INTERNATIONAL STUDIES INSTITUTE



* International Studies students all take core International Studies classes (INTS 1101, POLS 2120, and INTS 400), but then build their course of study from classes in History, Anthropology, Economics, Foreign Languages, etc.

1D: Accreditation *Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).*

There are no accrediting bodies for the ISI degree program. Instead, the program is reviewed as part of the general UNM Academic Program Review process, which in turn informs the accreditation of UNM as a whole by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

1E: Previous APR *A brief description of the previous Academic Program Review Process for the unit. The description should:*

- *note when the last review was conducted;*
- *provide a summary of the findings from the Review Team Report;*
- *indicate how the Unit Response Report and Initial Action Plan addressed the findings; and*
- *provide a summary of actions taken in response to the previous APR.*

The previous and first ever APR was in 2013.

The Review Team Report's findings were as follows:

- a) Recommendation that the European Studies and Asian Studies majors be terminated and their strengths merged with the International Studies major, although Asian Studies should be kept until either a Japanese major or Asian languages and cultures major is created.
- b) Recommendation for the addition of a gateway course for the IS major to introduce students to international studies as an academic area, helping majors to understand what questions are asked in the field, what skills and knowledge they are likely to gain as majors, and how to think about cross-cultural experiences in preparation for study abroad. The course would also allow for an entry-level cohort experience and complement the Capstone course.
- c) Recommendation that the two IS Capstone courses [one for students who did study abroad, one for those who could not] be merged so as to provide a second cohort experience for majors.
- d) Recommendation that the huge number of course choices be whittled down; at the very least, certain courses that fulfill major requirements should be highlighted each year. Channeling a significant percentage of IS majors into selected courses would also contribute to the formation of a cohort experience.
- e) Observed that the Director and Associate Director were to be commended for their extraordinary dedication to growing the program and meeting the needs of such a large student population with very limited support. Even with release time and a SAC, they cannot be expected to sustain this level of engagement without damage to their own research agendas, not to mention their personal well-being. Recommendation that changes in the way that UNM run advising could take some of the burden off these two individuals and a more streamlined program with fewer options and more channeling of students into specific courses could make one-on-one advising somewhat easier.
- f) Recommendation that it is imperative to create a more permanent Lecturer position within the ISI in order to deliver regular Capstone courses and to expand the offerings to include a gateway course.

- g) Observed that the recent hire of a 1.0 FTE for ISI administrative support was an important step forward and was sufficient for needs. [Note this observation was incorrect – the hire at the time was .70 FTE and later became only .75 FTE.]
- h) Observed that the shared office (then Director, GA and part-time Lecturer) was an awkward arrangement, that students complained there was nowhere to go with questions about the program except to the only occasionally present and overextended Director and that the Institute’s location was obscure, lacking even signage in the Humanities building, and had no public space for students to hang out and create community. In short, the lack of adequate facilities represented an obvious weakness.
- i) Recommendation that ISI have a place at the table for issues involving [what would become] GEO.
- j) Concern that some students simply were not prepared to do the work required for the degree, something that the creation of an Intro course would help address.
- k) Concern that the levels of support were barely adequate to the advisement needs of the students, and that that inadequate level existed only through the generous and tireless work of the ISI’s Director and Assistant Director. In short, faculty will quite simply burn out even at current enrollment levels and with continued growth, this limitation may be the undoing of the ISI’s programs.
- l) Concern that UNM students need to spend time abroad, but that feature is beyond the means of some of them, even with available financial aid.

The Unit Response Report and Initial Action Plan addressed those findings as follows:

- a) Agreed with the recommendation to eliminate the European Studies and Asian Studies majors and merge them with the International Studies major. [Although not addressed in the Response Report, the East Asian Studies Major was created in the Department of For. Langs & Lits. in Fall 2016, allowing for a more focused “literature and culture” major in the vein of French Russian, or Spanish.]
- b) Agreed with the recommendation for the addition of a gateway course for the IS major.
- c) Agreed with the recommendation that the two IS Capstone courses be merged.
- d) Made passing reference to the recommendation that the huge number of course choices be whittled down and a master list be created, but there was no specific mention of channeling a significant percentage of IS majors into selected courses.
- e) Agreed with the observation that the Director and Associate Director were doing too much work meeting the needs of such a large student population with very limited support. Posited the ISI Director position becoming a full-time administrative position starting in 2016 and/or the separation of the Director and Associate Director positions into distinct spheres – programmatic administration and academic counseling, respectively. Commended A&S for setting up an A&S advisor in the Humanities building three days a week to help with advising needs
- f) Agreed with the recommendation to create a more permanent Lecturer position within the ISI in order to deliver regular Capstone courses and to expand the offerings to include a gateway course.
- g) No comment was made on the observation that the recent hire of a 1.0 FTE for ISI was an important step forward and was sufficient for needs.
- h) No comment on the observations about the shared office, there being “nowhere to go with questions”, the Institute’s location or lack of public space.

- i) No comment on the recommendation that ISI have a place at the table for issues involving GEO.
 - j) No direct comment on the concern that some students were not prepared to do the work required for the degree, but that may have been implied in the support for the creation of an Intro course.
 - k) No direct comment on the concern that the levels of support were barely adequate to the advisement needs of the students, but the solutions in sections e and f address part of the concern and there were suggestions that anyone responsible for advisement over the summer be compensated and that A&S provide incentive for people to get involved in ISI along the lines of the Honors College.
 - l) No comment on the concern that the need for students to spend time abroad is beyond the means of some of them.
- *) [Not mentioned in Review Team Report] We faced significant faculty shortages in specific areas (Asia, Middle East, and Africa) as well as disciplines (History, Philosophy, and Social Sciences) that jeopardized curriculum delivery, curricular integrity, and the time to degree for International Studies students. Proposal: Short-term shortages can be covered by a visiting professor or teaching post-doc position in the field or area with the most critical needs. In the long term, to sustain the growing IS major, we propose hiring additional faculty in affiliated departments who will hold joint appointments in ISI.

Summary of actual actions taken regarding requests arising from the previous APR.

The attendant proposals and results (or lack thereof) are as follows:

- a) European Studies was officially eliminated in 2014 and phased out once all potential former majors had graduated. Asian Studies was officially eliminated in 2011 and phased out once all former majors had graduated.
- b) INTS 1101 (Intro to International Studies) created and taught for the first time in Fall 2015. It has been taught every Fall and Spring ever since.
- c) INTS 400 was taught as one course, merging both types of majors, starting in 2015. Furthermore, the ISI Lecturer is primarily responsible for the course and every student's research project rather than looking for a group of responsible faculty. It has been taught thus every Fall and Spring ever since. This solution has been a resounding success and was necessary seeing that we have 18-38 Capstone students per semester.
- d) There is a catalog of past applicable courses from across campus going back to Fall 2016 on the website. This list allows students to peruse courses that are likely to be applicable in the future and allows for a tentative master list for each subsequent semester. However, the process of creating the list for each semester remains a tedious, time-consuming and imperfect one and there has been no thought of whittling down the list of applicable courses to channel a significant percentage of IS majors into selected courses. While that decision maintains the problem of the advising burden identified by the previous APR Review Team, their observation that a whittling down would contribute to a more coherent cohort has been addressed by the addition of both the Intro course (INTS 1101) and a singular Capstone course (INTS 400).
- e) The ISI Director position remains the same – a part-time job that is rewarded with a 1:1 course release and a SAC. The Director's and Associate Director's jobs are somewhat separate now, though not in the way originally postulated. The Director is responsible for all administrative tasks save the Fall Lecture Series and does the vast majority of the advising. The Associate Director teaches three ISI courses per semester and is primarily responsible

for the Fall Lecture Series. The A&S advisor remains in the Humanities building, but now for four days a week, to help with advising needs

f) The permanent Lecturer position was created in 2015, teaches the Intro and Capstone courses, and exists to this day. The Lecturer also became the permanent Associate Director in 2019.

g) The .70 FTE staff position became a .75 FTE position in 2015. Attempts to make it a full-time job have been unsuccessful and, in fact, the Dean has stated his desire to eliminate the position upon the current holder's retirement and place ISI's administrative needs within the "administrative pod" serving American Studies, Religious, Studies, and Women Studies.

h) ISI obtained a third office, so the current set-up is one office for the Administrative Assistant, one office for the Associate Director, and one office shared between the Director and the GA. A sign was created in the 4th floor hallway and outside the Humanities building to better locate ISI. There is still no public space for ISI or IS students to congregate or meet aside from asking permission to use space other programs control.

i) No official steps have been taken to give ISI a place at the table for issues involving GEO, but the current ISI Director serves as the A&S Liaison to GEO and is intimately involved in a small group working to create more and better international opportunities on campus, a group which includes the Director of GEO (GAIA, see section 1F for more details). The current ISI Director has an excellent relationship with the current GEO Director and GEO serves International Studies students' study abroad needs and interests very well.

j) Students are demonstrably better prepared to do the work required for the degree, in part due to the creation of the Intro class and in part due to having a consistent ISI Lecturer teaching all Intro and Capstone courses.

k) It remains difficult for the ISI Director, and to a lesser degree the Associate Director, to advise all IS students, but cooperation with the A&S adviser, revised checklists (see Appendix A), past lists of applicable courses, and declining enrollment have made the process feel easier. There is still no summer compensation for the ISI Director despite the summer period being in no way a vacation period from the job (if the advising and transfer credit approval work did not continue throughout the summer, students may not be able to register in a timely fashion. In turn, they may not get the classes they need to fulfill their degree requirements, which could delay their progress to graduation) and indications from the Dean in Fall 2019 that summer SACs were on the way for all program Directors. There has been no additional incentive for people to get involved in ISI along the lines of the Honors College.

l) It still remains a challenge for students to afford time abroad, not just due to direct costs but also to lost opportunity costs as many UNM students work significant hours throughout the year. ISI did diversify its scholarships offerings (without increasing the overall amount of money available) from two (Study Abroad/Language/Research and Cunningham) to four (the same two plus Model United Nations and Internship).

*) Results have been mixed, but are mostly still problematic. Some departments did make hires to fill shortages, notably Philosophy and, to a lesser degree, History and Foreign Langs. & Lits. However, there are several major countries or regions that are undercovered or even *uncovered* – China, Japan, France, Africa, and most glaringly, *the entire Middle East*. A visiting or post-doc position was not authorized for ISI and joint appointments did not become the norm. There was a recent opportunity to hire a post-doc/Visiting Professor to teach on the Middle East, but it did not come to fruition (see section 6B for more details). With the current budget crisis, there is little hope for this problem to be addressed.

1F: Vision & Mission *Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?*

The goal of the ISI is to pursue broad-based initiatives such as providing a comprehensive education to undergraduate students in international-related matters, a Fall Lecture Series, outreach to secondary schools, and the writing of larger grants for international or interdisciplinary study, research, and outreach programs. Our primary goal as an institute that serves undergraduates is to provide greater opportunities for the dissemination of knowledge about all parts of the world on the UNM campus and throughout the state. The ISI seeks to attract faculty with international experience, and develop relationships with local, regional, and global communities by supporting faculty and student exchange programs to all parts of the world.

The International Studies Institute has a two-fold mission: 1) to provide a high quality interdisciplinary undergraduate degree program, 2) to foster greater appreciation for and cooperation surrounding international issues within the broader UNM community and the State of New Mexico.

Internationalization has been on UNM's agenda since 2000 and continues to be a major area of discussion, if not an area where there has been a real commitment of resources. Provost Brian Foster (1999-2005) convened a series of meetings on this issue during the planning for a strategic plan in 2000. Provost Reed Dasenbrock (2005-2007) continued to push for programs that would bring international issues and globalization to UNM students and, to that end, appointed Deputy Provost Paul Nathanson to spearhead such efforts. In March 2008, President David Schmidly (2007-2012) issued the most recent official statement of UNM's mission and vision in his Strategic Framework for 2008 and Beyond. Aspiring for UNM to become "the first minority/majority university in the country to attain membership in the prestigious Association of American Universities (AAU)" (p. 3), he listed a number of specific goals that have to be reached to achieve UNM's vision for the future. One such goal is that the university should be known for its international engagement: "We recognize and maximize the value of our location in the United States and the western hemisphere and are seen as a hub for international initiatives that touch all parts of the globe" (p. 3). A more recent effort by President Robert Frank to plan for UNM's future, UNM 2020, also made internationalization of the campus a high priority. That goal was reiterated by President Stokes and Provost Holloway in the most recent 2040 strategic plan for UNM released January 15th, 2020. It is also a goal being pursued by a group of international-oriented faculty who formed the working group Global Academy of Interdisciplinary Affairs (GAIA) to better integrate and expand UNM's international footprint and expertise. The current ISI Director is a founding and active member of GAIA.

The International Studies Institute and its interdisciplinary degree programs fell and continues to fall squarely within this mission since it prepares our students for today's highly competitive global markets in which flexibility is essential, professional staff are expected to undertake a variety of different tasks, and may be stationed at a variety of different locations around the globe. For example, the International Studies major – with its emphasis on interdisciplinarity

through the combination of language study, a thematic/topical focus, and an area studies concentration – provides students with a set of core competencies and experiences that make them, as graduates, highly attractive to global corporations, non-governmental organizations, and the public sector.

Criterion 2. Teaching & Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

2A: Curricula *Provide a detailed description of the curricula for each degree/certificate program within the unit.*

- *Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.*
- *Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*

The International Studies undergraduate degree (BA) program under the umbrella of the ISI consists of four pillars: foreign language study, core or required courses, electives in two concentrations, and a senior Capstone. Major requirements are 36 credit hours while minor requirements are 24 credit hours. Except for the Intro course and the Capstone in International Studies, students can complete all their degree requirements by taking courses offered by other departments or programs at UNM, most of which are housed in the College of Arts and Sciences.

There are similar admission requirements for students planning to major in the ISI degree programs. In addition to the College's general admission requirements, the program requires students to have completed the second semester of their chosen foreign language and are also required to have completed one of the required core courses (POLS 240 International Politics).

The following section provides a summary of the specific requirements for the program. Complete descriptions of the curricula, course descriptions, and degree requirements for International Studies are included in the current UNM Catalog, which is available online at <https://catalog.unm.edu/catalogs/2019-2020/colleges/arts-sciences/international-studies/index.html>. Additional information (e.g., degree checklists, lists of approved courses) is posted on the ISI website at <https://isi.unm.edu/>.

BA Major and Minor Requirements in International Studies

[See next page under Table 2]

Table 2. Overview of Degree Requirements

	INTS Major	INTS Minor
Total Credits	36	24
Min Upper-Division Credits	24	15
Max Credits in Single Department	12	9
Foreign Language (Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, Spanish)	3 credits (upper-division)	3 credits (upper-division)
Core Courses	12 credits: INTS 1101 and POLS 2120 + one approved course each from Humanities & Social/Natural Sciences (one course must introduce thematic concentration)	9 credits: INTS 1101 and POLS 2120 + one approved course that introduces thematic concentration (Humanities or Social/Natural Sciences)
Thematic Concentration (select one of six themes)	9 credits (upper-division) from list of approved courses	6 credits (upper-division) from list of approved courses
Area Studies Concentration (select one of four areas) Courses must have at least 50% content dealing with area.	9 credits (upper-division) that cover at least two of four categories (Fine Arts, History, Literature/Philosophy, Social/Natural Sciences)	6 credits (upper-division) that cover two of four categories (Fine Arts, History, Literature/Philosophy, Social/Natural Sciences)
Capstone	3 credits in INTS 400	n/a

The core courses in International Studies are:

1. Intro to International Studies: INTS 1101
2. International Politics: POLS 2120 (International Relations)
3. Humanities: Arts & Culture - ARTH 2110 (History of Art I) or 2120 (History of Art II); COMP 2222 (Fairy and Folk Tales) or 2224 (Literary Questions); ENGL 2650 (World Literature I) or 2660 (World Literature II); MLNG 1110 (Approaches to Languages and Cultures)
Rituals, Identities & Beliefs – ENGL 2560 (Intro to Native American Literature); RELG 1110 (Intro to World Religions), 2110 (Eastern Religions) or 2120 (Western Religions)
General - HIST 1150 (Western Civilization I), 1160 (Western Civilization II), 1170 (Survey of Early Latin America) or 1180 (Survey of Modern Latin America)
4. Social/Natural Sciences: Arts & Culture - ANTH 1140 (Intro to Cultural Anthropology); CJ 1155 (Intro to Communication)
Conflict, Peace & Diplomacy – PCST 1110 (Intro to Peace Studies); POLS 2110 (Comparative Politics); SOCI 2340 (Global Issues)
Global Markets & Governance – ECON 2125 (Society and Environment); POLS 2110 (Comparative Politics); SOCI 2340 (Global Issues)
Rituals, Identities & Beliefs – ANTH 1140 (Intro to Cultural Anthropology); GEOG 1175 (World Regional Geography)
Women & Gender – GNDR 2110 (Intro to Women, Gender, and Sexuality Studies)

The thematic concentrations currently offered include:

1. Arts & Culture
2. Conflict, Peace & Diplomacy
3. Environment & Sustainability
4. Global Markets & Governance
5. Rituals, Identities & Beliefs
6. Women & Gender

The area studies concentrations currently offered include:

1. Africa
2. Europe
3. Asia/Middle East
4. Latin America

Note that INTS 1101 is currently under consideration by the New Mexico Higher Education Department for inclusion on the list of General Education courses under the Humanities designation to begin in Fall 2021. Although a decision will not be made until spring 2021, we are confident of its being accepted.

For their Capstone experience, International Studies majors can participate in an approved international program (e.g., faculty-led trips, UNM exchange programs, self-organized study-abroad experiences) of a minimum of 16 days (though semester and year-long study abroad are strongly encouraged) or an equivalent intercultural activity if they are unable to study abroad. In the subsequent Capstone courses (INTS 400), students engage in guided as well as independent reading, research, and analytical writing about their experience and a research topic of their choosing. The course ensures that International Studies majors graduate with a common skill set and, specifically, with credentials in independent research, analytic writing, and public speaking. The intensive involvement of the ISI Lecturer and, to a lesser degree, the ISI Director in the students' learning experience in the Capstone ensures that all International Studies majors have a common cohort experience that is uniformly rigorous and worthwhile to them whatever specific field they enter after they graduate. Furthermore, with ISI having no direct control over what International Studies students learn in non-INTS courses, maintaining the rigorous curriculum of INST 400 is the only way we can ensure that our graduates get the research, writing, and public speaking credentials that are fitting of an International Studies degree.

Here is the description of the Capstone presented to students:

Course Overview — This course is for graduating UNM students majoring in International Studies who have recently completed a study abroad program or intercultural experience, which will form the basis for evaluation of both their self-reflexive analysis and research endeavors for this course. This course is divided into three modules. The first (Intercultural Learning Reflection Module) guides students toward successfully writing an analytic/reflection paper based on their international/intercultural experience. The second (Course Career Module) will focus on the practical application of the skills students have gained as international studies majors. The last, (Capstone Research Module), helps students produce a research project based on their previous coursework in thematic and area studies concentration, and prepares them to present their findings. Students should engage with current global events with a greater appreciation of various historical,

political, social and economic contexts. Peer-review is a guiding principle in this course, giving students the opportunity to collectively evaluate and learn from one another's work.

This course aims to:

- Foster a broad knowledge of diverse human cultures through interdisciplinary engagement with both contemporary and enduring philosophical questions;
- Practice comprehensive and applied learning to complex issues and new contexts through the application of knowledge, skills;
- Guide students to identify and employ acquired skills and lessons by developing a coherent research project based on their travel, work, study, and living experiences;
- Encourage students to take these skills beyond the classroom, and motivate them to explore international career options;
- Teach students how their college, travel and life experience work together to prepare them for the kinds of tasks and challenges they should expect to face as professionals.

The following are the 22 Capstone research papers for Fall 2020:

The Changing Nature of Feminism in Spain/Catalonia since Franco
Film Portrayal of Indigenous Populations by Disney
Violence and Gender in Latin America
The Benefits of Immigration for Europe
Biracial Identity Models
Periphery/Metropole Relations as Reflected through Art
Ecological & Social Organization in Post-colonial India
Coffee and Its Socio-cultural Impact
Heavy Metal's Appeal in Northern Europe
Study Abroad and Japan's Perception of non-White Visitors
Use of "Illicit" Substances in Industrial vs. Indigenous Society
Armed Struggle and Women in Mexico and Nicaragua
Historical Silence/Forgetting and the Armenian Genocide and Kurdish state
Understanding anti-Chinese Sentiment in Spain
European Colonial Impact on Indigenous Social Movements and Land
Educational Opportunity in Norway versus the U.S.
Success of Two-Party Political Systems versus Multiparty
How Does Protest Control in Hong Kong Differ from the U.S.?
Controlling Terrorism in Sinai Peninsula
Pieds Noirs Identity in France after the Algerian Revolution
Language Learning and Acceptance - A Comparative Study
Explaining the Russo-Ukraine Conflict

2B: Mode of Delivery *Discuss the unit's mode(s) of delivery for teaching courses.*

Except for the required Intro and Capstone courses (INTS 1101 and 400), the Honors option (INTS 402), the Study Abroad Methodology course (INTS 320), and the Topics course (INTS 499) the IS program does not offer its own courses. The Capstone course involves independent reading, research, and writing by the students as well as discussions of their work with IS faculty in the

context of a scheduled seminar-type class taught by the ISI Lecturer, who supervises students' reading, research, writing, and in-class presentations while the ISI Director continues participating in the final assessment of the research paper and presentation. A summary of INTS courses is as follows:

INTS 1101 (Intro to International Studies) is a lecture/seminar.

INTS 320 (Study Abroad Methodology) is a seminar.

INTS 400 (Capstone) is a seminar with pervasive aspects of an independent study in that every student is working on a separate research project.

INTS 402 (Honors thesis) is a one-on-one course with the committee Chair.

INTS 499 (Topics in International Studies) can be taught in different ways but is most often a lecture or a seminar.

Other courses from across campus run into the hundreds, and therefore are impractical to catalog, but they range from lecture courses to seminars to one-on-one independent studies and honors thesis work.

Schloss Dyck

There is one other International Studies-associated set of courses every year, the Schloss Dyck program. In August 2007, the UNM Provost's Office and the Rhein-Kreis Neuss, the county where Schloss Dyck is located, signed a letter of intent to "...continue to expand educational, cultural and economic cooperation and ties..." Among the initiatives listed to promote these goals was the establishment of a "summer school for UNM students at Schloss Dyck, with UNM faculty teaching two courses augmented by guest lectures from colleagues from regional universities and field trips."

The first UNM program at Schloss Dyck was held in July 2008. Thanks to continuing support from our German partners, the Provost's Office, the College of Arts & Sciences, and the International Studies Institute (ISI), we were able to offer the program for 11 consecutive years, taking abroad a total of 118 UNM students and 22 faculty. Our interdisciplinary program gives students the opportunity to study abroad and experience the culture, language, society, and sights of another country³ while earning 6 upper-division credits in a rigorous academic program led by UNM faculty. The paired courses are determined by a proposal competition run by ISI. The program, which is taught in English and does not require knowledge of German, focuses on a different "theme" each year and consists of two thematically related courses offered by faculty from different departments or colleges/schools. This unique, interdisciplinary focus allows students from various fields to fulfill requirements in their major/minor and, thus, make progress toward degree completion. Through 2014, the set-up was to teach the two courses intensively over a four-week period, all on-site (meaning classroom space at the castle and site visits in Germany, Belgium, France, and Holland). Starting in 2015, we altered the set-up to have a team-taught 2nd 8-weeks course at UNM in the Spring followed by a three-week on-site course at Schloss Dyck. For an example of such a course, see the details for the planned program for 2020, which had to be canceled due to the pandemic: <https://schlossdyckunm.weebly.com/>. Table 3, with an overview of previous Schloss Dyck programs, is included on the next page.

³ See this link to our website (<https://isi.unm.edu/>) for three examples of recent study abroad experiences in the scrolling banner.

In addition to drawing students from a wide range of academic disciplines, the Schloss Dyck program has also been successful in attracting students with limited or no international experience prior to their study-abroad trip. In the last three years it was offered (2016-2018), for example, 26 of the 35 participants had never been to Germany and 3 had never travelled abroad before. For many students, participation in the short-term Schloss Dyck program has been a transformative experience – upon their return to UNM, a number of students started taking German and/or other European languages while others went back to study at a European university (e.g., Austria, Germany, Spain), complete an internship, or pursue job opportunities abroad.

Written feedback from the participants has been overwhelmingly positive, being very satisfied with the academic quality, the field trips and other out-of-class activities, pre-departure information sessions, and local transportation/logistical arrangements. Housing and meal arrangements have also been successful, though some students would prefer staying in a less rural setting and the vegetarians grew tired of the German suppers (bread, cheese, and cold cuts). Overall, students have consistently indicated that they were very pleased with what they had learned and experienced and **all** of them have said that they would definitely go on this program again. This program has been a valuable addition to ISI and the broader UNM community, both students and faculty, although it faces an impending problem of no longer having a fluent German speaker in ISI to make all the arrangements with our homologues in Germany.

Table 3. Overview of Past Schloss Dyck Programs

(no program offered in 2019 due to a surprising lack of proposals from faculty. We had had between three and eight proposals per year up to that point. We had a program set for 2020, but it had to be canceled due to the pandemic.)

Year	# of Students (grad students)	Program Theme	Courses Taught (Faculty)
Intersession 2018 (3 weeks)	14	The European Union at Sixty: What's Next?	POLS 320 (Koivu) ECON/POLS 478 (Sauer)
Intersession 2017 (3 weeks)	14	From Inspiration to Prescription: Modern Drug Design and Treatment of Disease	BIOL 402 (Johnston) CHEM 471 (Whalen)
Intersession 2016 (3 weeks)	7	Europe's Long Memory: Cultures of Commemoration	ARCH 462/662 (Bastéa) HIST 300/500 (Bokovoy)
Intersession 2015 (3 weeks)	14 (3)	Water, Wind & Weeds: From the Rio Grande to the Rhein	ECON 395/538 (McDermott) HIST 300/500 (Campos)
Summer 2014 (4 weeks)	6 (1)	Goethe, Gardens & Exotic Plants: Botany, Society & the Revolution in Taste	ENGL 330/556 (Harrison) BIOL 402/502 (Lowrey)
Summer 2013 (4 weeks)	11	Europe & Africa (as) Stories: Folk & Fairy Tales	GRMN/COMP 336 (Baackmann) AFST 397/COMP 332 (Bishop)
Summer 2012 (4 weeks)	6 (6)	Power of the Sun	ECE 495/595 (Lavrova) ARCH 462/662 (Yu)
Summer 2011 (4 weeks)	11 (3)	Carbon & the Future of the World	EPS 400/519 (Fischer) LAW 593/ECON 395 (Forte)
Summer 2010 (4 weeks)	14 (8)	Ministry of Illusion: From Weimar to Nuremberg	GRMN 336/500 (Wilby) LAW 593/POLS 300 (Sedillo-Lopez)
Summer 2009 (4 weeks)	10	Revolutions of 1989 & the New Europe	HIST 300 (Bokovoy) ECON/POLS 478 (Sauer)
Summer 2008 (4 weeks)	11	Germany, Europe & the Americans	ECON/POLS 478 (Sauer) ENGL/COMP 432 (White)

NOTE: The transportation logistics in Germany (2 rental vans with 7 passenger seats each) limit the total number of UNM student participants to 14, plus 1 UNM faculty member per course who will drive one of the vans. The other van is driven by the local program coordinator.

Peace Corps Prep certificate

The University of New Mexico was invited to join the Peace Corps Prep (PCP) program in Fall 2018, successfully applied in Spring 2019, and officially began the program in Fall 2019. The ISI Director volunteered to be the PCP advisor due to the similarities in requirements between the International Studies major and the PCP certificate. There is now a link to the program on the ISI website (<https://isi.unm.edu/degree/peace-corps-prep-certificate-program.html>). In the first year, we have had one student graduate with the PCP certificate in December 2020 and twenty-seven students enroll in the program. The advising burden on the ISI Director is not insignificant, but due to the similarities with the International Studies degree, it is not too bad. The ISI Director has worked closely with the regional Peace Corps recruiter, Maria Goodfellow, who is conveniently located in Albuquerque, to create recruitment videos, to speak at LobOrientation throughout the summer, and to create a Fall 2020 online social event to allow prospective students to meet one another during the pandemic. They plan on continuing to work together. In related news, the ISI Associate Director, Dr. Stewart, has proposed a “Big Questions” course⁴ for Fall 2021 that will explore the diversity of international NGO and volunteer jobs available to graduates, the cultures and issues they often interact with, and how to apply for such jobs. Maria Goodfellow will be assisting with the class by speaking herself and finding relevant guest speakers. We see this course as, among other things, an avenue to recruit students into the PCP program and International Studies more broadly.

⁴ “Big Question courses offer first-year students an opportunity to explore the breadth and depth of unique topic areas. They are taught by UNM faculty who specialize in cutting edge topic areas. These courses give students an opportunity to engage in inquiry and analysis and work their freshman year to answer the world’s biggest questions.”

Criterion 3. Teaching & Learning: Assessment

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A: Assessment Plans *Provide current Assessment Plan for each degree and certificate program in the unit.*

The current Assessment Plan for International Studies was created in 2016 and has had only minor adjustments since then as we have been very happy with its goals and results. The one notable change, implemented in Fall 2019, was an increase in the students' foreign language learning requirements from passing a 4th semester course (2000 level) to passing a 5th semester course (300 level). This was done in response to mediocre average results in the assessment of foreign language ability in graduating students. As this change only applied to International Studies majors who started the program in Fall 2019 or later, we do not yet have data on whether the change has been successful in addressing this issue. We are also considering ways of assessing International Studies students' performance in POLS 2120, one of only three specifically required courses for the International Studies major and minor, but one that we do not directly control.

[Please see Appendix C for the actual Assessment Plan documents]

3B: Assessment Reports *Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.*

The latest Assessment Report (December 2020) as well as other recent reports show excellent results for all but student language learning, which is adequate (and also the subject of a recent curricular change to address past weakness) and student feelings of their future academic and professional direction, though the latter marker was assessed at the end of Spring 2020, and thus was likely to have been heavily and negatively influenced by the pandemic, and therefore we will likely consider it to be an unreliable assessment we need to repeat sooner rather than waiting for the next scheduled assessment of that outcome.

[Please see Appendix C for the most recent Assessment Report (December 2020) and a resumé of recent assessment data]

3C: Primary Constituents *Describe the unit's primary constituents and stakeholders. Include and explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

Our primary constituents are undergraduate students at UNM who are interested in developing their awareness of, knowledge about, and abilities in international fields across a broad range of disciplines and geographic regions, likely, though not necessarily, with an eye towards future

employment in the international arena. The student learning outcomes are presented to them on our website (<https://isi.unm.edu/degree/goals.html>), in a presentation by the ISI Director to the students in the required Intro to International Studies course, and on INTS course syllabi.

Note that we frequently state that we are not oriented towards graduate students or graduate studies, an issue that comes up occasionally for public lectures, ISI scholarships, and proposed partnerships. ISI has had extremely limited exploratory talks about developing an M.A. program, but we have always decided to remain focused on undergraduate education.

Criterion 4. Students (Undergraduate & Graduate)

The unit should have appropriate structures in place to recruit, and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

4A: Recruitment *Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.*

The ISI does not offer any graduate degree programs and, thus, does not engage in active student recruitment. Undergraduates interested in pursuing a BA in International Studies are informed about these programs through the UNM course catalog, academic advisors in University College and the College of Arts and Sciences, information posted on the ISI website and social media, as well as campus recruitment events (e.g., "Find a Major Fair", LobOrientation, etc.). Starting in Fall 2019, the ISI Director became involved in the CNM-UNM Transfer Initiative and began attending events at CNM (e.g., "CNM-UNM Transfer Fair") to recruit community college students, who are often first-generation students and/or students of color. In addition, the A&S Adviser for International Studies, who is also the advisor for Africana Studies, Chicana/o Studies, Asian Studies (minor), and the Race and Justice certificate, has been promoting the degree with underrepresented students. Please see section 2B for a discussion of the "Big Questions" course that will hopefully be offered in Fall 2021 and serve as a recruitment avenue for ISI.

4B: Admissions *Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.*

Apart from the general admission requirements for the College of Arts and Sciences, the IS degree requires students to have completed the second semester of their chosen foreign language and to have completed one of the required core courses (POLS 2120 International Relations).

Within LoboTrax, almost all courses taken at CNM, UNM branch campuses, and through UNM international exchange programs are automatically transferred into the International Studies major. All other transfer credit approvals must first go through the corresponding academic department at UNM before the Director can approve courses taken at other institutions for the major. This is typically done by e-mailing the A&S Academic Advisor for the program who, in turn, enters the approved course for a particular student. In International Studies, where a majority of majors earn credits while studying abroad, this can be a time-consuming task for the ISI Director.

4C: Data *Provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide data and analysis on enrollment, retention and graduation rates for students by race/ethnicity, gender, first generation, and Pell grant status, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data*

should be obtained from a UNM source such as MyReports or OIA. The APR office will assist with identifying appropriate data sources.

According to data provided by the UNM Office of Institutional Analytics (OIA) and ISI’s own recordkeeping, the International Studies degree has awarded a total of 157 BA degrees since 2016. During this time period, there had been a steady increase in the number of degrees awarded until 2019, when overall UNM enrollment began a significant decline⁵. The data also reveal long-term trends in enrollment in various international studies programs at UNM due to permanent changes in program offerings, including the introduction of the International Studies program in AY 2009-2010 and the phasing out of the Russian Studies program beginning in AY 2010-2011, the European Studies program in AY 2014-2015, and the Asian Studies program in AY 2014-2015. In order to demonstrate the progression of how International Studies grew out of originally independent, then loosely affiliated, then defunct area studies programs is why we present data from so far back in time. The introduction of the International Studies degree did not just complement the previous three areas studies programs – in fact, there is a strong suspicion among the current and past leaders of all four programs that it killed them – nor did it simply replace them, but rather led to a sharp increase in students interested in majoring in an “international field”.

Table 4. Total Number of ISI Degree Recipients by Academic Year

AY	Asian Studies	European Studies	International Studies	Russian Studies	Yearly Total
2002-03	7	1	n/a	?	8
2003-04	2	1	n/a	?	3
2004-05	5	1	n/a	?	6
2005-06	7	4	n/a	?	11
2006-07	3	4	n/a	1	8
2007-08	3	6	n/a	3	12
2008-09	6	6	n/a	1	13
2009-10	3	4	n/a (starts)	0	7
2010-11	6	0	0	0 (ends)	6
2011-12	4	0	4	0	8
2012-13	6	0	14	1	21
2013-14	4	0 (ends)	*	n/a	*
2014-15	2 (ends)	0	*	n/a	*
2015-16	1	n/a	*	n/a	*
2016-17	n/a	n/a	36	n/a	36
2017-18	n/a	n/a	48	n/a	48
2018-19	n/a	n/a	38	n/a	38
2019-20	n/a	n/a	35	n/a	35
Program Total	59	27	175 + *	6	260 + *

⁵ More broadly speaking, UNM had a peak in enrollment in 2012 at 29,100 students overall (undergraduate and graduate), followed by slight, steady decline through 2016, after which the decline became more pronounced (27,060 in 2016 to 22,180 in 2020).

Note: Degree counts are for Academic Years, which includes leading summer, fall, and spring semester. The * indicates that we do not have data for three years, which therefore also skews the totals. We saw steady growth the first five years, however, so the bare minimum totals are 223 International Studies majors and overall 308 majors, and likely at least 30 more than that each, so 253 and 338.

The following tables show the semester-by-semester trends in majors, major demographics, and student credits hours for International Studies since Spring 2016.¹³ Historical data (going back to 2010) on International Studies majors is also included as it was available.

Table 5. Number of Enrolled Majors in International Studies

Semester	International Studies Majors		
	A&S	Univ. College ⁶	Total
Spring 2020	113	n/a	113
Spring 2019	120	n/a	120
Spring 2018	147	6	153
Spring 2017	135	22	157
Spring 2016	51	86	137
Spring 2015	*	*	*
Spring 2014	*	*	*
Spring 2013	79	52	131
Spring 2012	48	41	89
Spring 2011	27	38	65
Spring 2010	1	8	9

The data points indicated by * are because we do not have access to those two years' worth of data. Anecdotally, the ISI Director can state that majors remained steady during those two years compared to the previous and subsequent years.

⁶ Students not yet ready to be admitted to a major used to be housed within University College with a sort of "pre-major" declaration. That practice was eliminated and phased out by Spring 2019 for all International Studies students, which accounts for the disappearance of University College International Studies majors at that time.

Analysis: At its introduction, the International Studies program saw tremendous growth, from 9 total majors in Spring 2010 to an average of 136 total majors over the past five years, making it undoubtedly one of the fastest growing majors in the College if not the University. It hit highs in 2017 and 2018, but then with the downturn in overall UNM enrollment in Fall 2019 and 2020 (-6.4% and -3.3%, respectively), International Studies majors also declined.

Table 6a and b. Demographics of Enrolled Majors and Graduates in International Studies

a) Ethnicity - enrolled

Semester	NatAmer	Asian	Black	Hispanic	Intl	2 or more	Caucsn	Total*
Sp 20	0 (0%)#	6 (5%)	3 (2.5%)	48 (42.5%)	8 (7%)	10 (9%)	37 (33.5%)	113
Sp 19	2 (1.5%)	8 (6.5%)	2 (1.5%)	49 (41%)	4 (3.5%)	8 (6.5%)	46 (38.5%)	120
Sp 18	8 (5%)	8 (5%)	3 (2%)	60 (39%)	1 (.5%)	8 (5%)	61 (40%)	153
Sp 17	6 (4%)	6 (4%)	5 (3%)	64 (41%)	2 (1%)	6 (4%)	62 (39.5%)	157
Sp 16	5 (3.5%)	3 (2%)	4 (3%)	51 (37%)	2 (1.5%)	6 (4.5%)	64 (47%)	137
ISI average	4 (3%)	6 (4.5%)	3.5 (2.5%)	54.5 (40%)	3.5 (2.5%)	7.5 (5.5%)	54 (39.5%)	136
UNM average	(5.2%)	(4)	(2.3%)	(43.4%)	(5%)	(3.3%)	(34.9%)	--

Percentages in parentheses are rounded to the nearest 0.5% and thus do not add up to a perfect 100%.

* The numbers in this column are the correct numbers of majors for each year, but do not match up with the overall totals as some students do not reply to the demographic inquiry on ethnicity.

b) Ethnicity – graduated

Year	NatAmer	Asian	Black	Hispanic	Intl	2 or more	Caucsn	Total*
'19-'20	1 (3%)#	4 (11.5%)	0 (0%)	18 (51.5%)	0 (0%)	2 (5%)	9 (25%)	35
'18-'19	1 (2.5%)	3 (8%)	2 (5%)	12 (31.5%)	0 (0%)	0 (0%)	18 (47.5%)	38
'17-'18	1 (2%)	1 (2%)	2 (4%)	21 (44%)	0 (0%)	2 (4%)	21 (44%)	48
'16-'17	3 (8.5%)	0 (%)	1 (3%)	14 (39%)	2 (5.5%)	2 (5.5%)	11 (30.5%)	36
ISI average	1.5 (4%)	2 (5%)	1 (2.5%)	16 (41%)	.5 (1%)	1.5 (4%)	15 (38.5%)	157 total 39 aver.
UNM average	(4.5%)	(4%)	(2%)	(45.5%)	(2%)	(3.5%)	(37%)	--

Percentages in parentheses are rounded to the nearest 0.5% and reflect the fact that some students do not reply to the demographic inquiry on ethnicity, and thus do not add up to a perfect 100%.

* The numbers in this column are the correct numbers of majors for each year, but do not match up with the overall totals as some students do not reply to the demographic inquiry on ethnicity.

c) Gender

Semester			Total
	Female	Male	
Sp 20	81 (71.5%)#	32 (28.5%)	113
Sp 19	81 (67.5%)	39 (32.5%)	120
Sp 18	101 (66%)	52 (34%)	153
Sp 17	102 (65%)	55 (35%)	157
Sp 16	86 (63%)	51 (37%)	137
ISI average	90 (66%)	46 (34%)	136
UNM average	(56%)	(44%)	--

Percentages in parentheses are rounded to the nearest 0.5%.

Note that First-generation and Pell grant status statistics are not available as OIA considers this information to be of a sensitive nature and easy to link to student identity in small programs.

Analysis: It is a very positive sign that ISI’s ethnicity demographics for enrollment majors are almost identical to UNM’s overall demographics (Table 6a), with a slight underrepresentation among Native Americans (-2.2%), Hispanics (-3.4%), and International (-2.5%) students and a slight overrepresentation in Asian (+0.5%), Black (+0.2%), Two Races or more (+2.2%) and Caucasian (+4.6%) students. It is also positive that this comparison is very close for ISI’s ethnicity demographics for graduated majors (Table 6b), with a slight underrepresentation among Native Americans (-0.5%), Asian (-1%), and International (-1.5%) students, a more significant underrepresentation of Hispanic (-4.5%) students, and a slight overrepresentation in Black (+1%), Two Races or more (+0.5%) and Caucasian (+1.5%) students. The reason this comparative similarity is significant is that research has shown that U.S. minority students are normally grossly underrepresented in study abroad, which is an essential part of the International Studies degree.⁷ Considering that pervasive and long-standing challenge in the field of study abroad, ISI is doing an excellent job getting minority students involved in the degree. Furthermore, in the past two years we have made a point to reach out to minority

⁷ See <https://opendoorsdata.org/data/us-study-abroad/student-profile/> as well as Anya, U. (2017). *Racialized Identities in Second Language Learning: Speaking Blackness in Brazil*. New York: Routledge; Quan, T. (2018). “Language learning while negotiating race and ethnicity abroad.” *Frontiers: The Interdisciplinary Journal of Study Abroad*, XXX, 32-46; and Diao, W. (2020). “Speaking against Racism: Stories of Successful Chinese L2 Learners of Color in China.” *Critical Inquiry in Language Studies*.

students through the A&S advisor speaking with students in ethnic studies programs, the ISI Director regularly attending recruitment events at CNM, and extensive advertising of our study abroad scholarships. As Table 6c shows, however, there is a strong skew towards female students in the International Studies degree compared to UNM overall (+10%), though that can be in part correlated to the overrepresentation of female students in the study of foreign languages, which is an integral part of the International Studies degree.

Table 7. Student Credit Hours in International Studies Intro and Capstone Courses

Capstone Courses	Sp 16	Fa 16	Sp 17	Fa 17	Sp 18	Fa 18	Sp 19	Fa 19	Sp 20	Fa 20
INTS 1101	102	150	147	141	132	132	111	144	75	105
INTS 400	*	*	*	54	87	39	84	42	75	66
INTS 499	*	*	*	78	120	57	0	132	0	54
Total	168	246	249	273	339	228	195	318	150	225

Note: The Intro and Capstone (in its current form) courses were first offered in Fall 2015. * indicates that we do not have the segregated data for those three semesters.

Analysis: Student credit hours generated in the Intro and Capstone courses show comparable growth to the Graduation rates of Table 5 since they are intimately tied to the degree.

Tables 8a and b. Retention rates in International Studies and UNM as a whole

a) Retention rates (ISI)

	Semester			
	3rd	5th	7th	9th
Cohort				
2014	92.6%	85.2%	85.2%	11.1%
2015	90.5%	76.2%	66.7%	14.3%
2016	88.5%	76.9%	65.4%	11.5%
2017	75%	62.5%	56.3%	--
2018	69.2%	69.2%	--	--
2019	87.5%	--	--	--
Average	83.9%	74%	68.4%	12.3%

b) Retention rates (UNM)

	Semester			
	3 rd	5 th	7 th	9 th
Cohort				
2014	79%	68.9%	61.8%	26.8%
2015	79.7%	67.9%	59.2%	25.6%
2016	77.7%	65.2%	57.7%	23.2%
2017	73.3%	62.3%	55.5%	--
2018	76.4%	66.8%	--	--
2019	76.5%	--	--	--
Average	77.1%	66.2%	58.6%	25.2%

Analysis: ISI has very strong retention rates relative to the rest of the university. While these impressive figures are likely due in part to the type of student attracted to the International Studies degree, it is also very likely due to the intensive advising practices that students receive. While ISI gives this attention to advisement detail because of the degree’s flexible, complicated nature, the felicitous outcome is that student success is very high. The A&S advisor and the ISI Director meet individually with each declared International Studies major when s/he prepares to transfer into the College of Arts and Sciences; these initial advisement sessions take at least 30 minutes per student. In addition, the ISI Director regularly advises existing IS majors/minors regarding their course selections and study-abroad plans, and also tracks their progress toward degree completion. This attention to progress leads to about 135 individual advisement sessions with IS major and minors, which accounts for a high percentage of the time that the ISI Director must devote to her/his academic responsibilities as the International Studies degree Director. Note that the 9th semester retention rate appears to be abysmal, but is, in fact, excellent, as it reflects the high graduation rate – those students who graduate are no longer “retained” – in the tables below (9a + b).

Tables 9a and b. Graduation rates in International Studies and UNM as a whole

a) Graduation rates (ISI)

Cohort	Semester			
	8 th	9 th	10 th	11 th
2014	63%	70.4%	70.4%	70.4%
2015	47.6%	47.6%	57.1%	--
2016	65.4%	--	--	--
average	58.7%	59%	63.8%	70.4%

b) *Graduation rates (UNM)*

Cohort	Semester			
	8 th	9 th	10 th	11 th
2014	34%	41.5%	50.5%	52.5%
2015	33.8%	40.1%	49.2%	--
2016	35.3%	--	--	--
average	34.4%	40.8%	49.9%	52.5%

Analysis: ISI has very strong graduation rates relative to the rest of the university. While these impressive figures are likely due in part to the type of student attracted to the International Studies degree, it is also very likely due to the intensive advising practices that students receive. While ISI gives this attention to advisement detail because of the degree's flexible, complicated nature, the felicitous outcome is that student success is very high. The A&S advisor and the ISI Director meet individually with each declared International Studies major when s/he prepares to transfer into the College of Arts and Sciences; these initial advisement sessions take at least 30 minutes per student. In addition, the ISI Director regularly advises existing IS majors/minors regarding their course selections and study-abroad plans, and also tracks their progress toward degree completion. This attention to progress leads to about 135 individual advisement sessions with IS major and minors, which accounts for a high percentage of the time that the ISI Director must devote to her/his academic responsibilities as the International Studies degree Director.

4D: Advisement Practices *Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.*

Program advisement for students in International Studies is provided by two different campus entities:

- College of Arts and Sciences Advisement Center for declared majors and minors admitted to A&S. The current advisor for ISI is Farah Nousheen.
- Faculty Advisors (i.e., the ISI Director and Associate Director) for declared majors and minors, especially juniors and seniors. While they advise on all program-related matters, the ISI Director is primarily responsible for content advising and degree checks, including course approvals, selection of concentrations, recommended minors or second majors, and approval of Honors thesis or Capstone projects. Most importantly, the ISI Associate Director is actively engaged in mentoring the students through one-on-one interactions related to their senior Capstone projects.

The faculty advisors and the designated A&S advisor collaborate and regularly communicate with each other regarding general advisement issues as well as the progress of specific students in their programs. During 2012-2013, the A&S advisor worked closely with faculty advisors to develop 4-year degree plans for each program, which has been subsequently tweaked, but which remains in effect.

4E: Student Support Services *Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.*

ISI is very student-oriented in its programming and faculty involvement. The Director and Associate Director are available for regular one-on-one advisement sessions to assist students with their course selections, give suggestions and provide feedback on their Capstone projects, discuss study-abroad options and career plans, etc. This level of faculty involvement is comparable to the individual(ized) attention that students in an Honors Program or College typically receive. For interdisciplinary degree programs like ours, which sometimes offer students too many choices and sometimes not enough, such one-on-one advisement is instrumental to keep majors "on track" toward degree completion. It is thus an essential element of our retention efforts and the students' very good to excellent academic performance.

In terms of our programming, we strive to enhance our students' international education and contribute through student-centered events such as the annual ISI Fall Lecture Series on current international events or global issues, examined from a multi-disciplinary perspective by invited speakers from different academic and non-academic institutions. We also encourage and support participation in study-abroad programs through our competitive ISI scholarships and the faculty- led, interdisciplinary summer program at Schloss Dyck, Germany that is organized and administered by the ISI.

ISI maintains a student listserv to inform its majors and minors about relevant upcoming events, study-abroad programs, scholarships, graduate programs, internships, job openings, and other opportunities. Announcements are sent by the ISI Administrative Assistant and/or the ISI Director as well as frequently by the A&S Advisor.

For students applying for scholarships, study-abroad programs, graduate school, internships, and/or jobs, the Director and Associate Director often serve as advisors/mentors as well as references for their mentees, providing letters of recommendation and responding to phone or e-mail inquiries about the candidate. Majors completing their senior Capstone projects interact with the program Directors on a regular basis, receiving frequent feedback (orally and/or in writing) on their progress; the Program Directors also identify, or help Honors students identify, faculty from affiliated departments who can serve as external readers for their theses. Last but not least, the ISI Directors also direct students to the appropriate UNM support services (e.g. Writing Lab, Advisement Center, Women's Resource Center, Global Education Office, Student Health Center, Scholarship Office, etc.).

ISI has four scholarships available to International Studies students (<https://isi.unm.edu/scholarships/index.html>):

- 1) International Studies Institute Summer International Internship Support Scholarships. Up to \$1,000 for an International Studies major or minor working an unpaid or underpaid summer internship job in the international sector to allow them to pursue that opportunity if they could not otherwise.
- 2) The ISI Study Abroad, Language and/or Research Scholarship. Up to \$1,000 for an International Studies major or minor doing such work or for any UNM student participating in the Schloss Dyck program.
- 3) ISI William J. Cunningham International Public Service Scholarship. Approximately, \$1,100 (the fund is market dependent) for a student preferably with an East Asian focus who plans to enter public service upon graduation.

- 4) International Studies Institute MUN Scholarships. \$500 to help a UNM student, preferably an International Studies major, to attend the national MUN competition.

Although not an official scholarship, we regularly support International Studies students who wish to attend the Santa Fe World Affairs Forum⁸ (registration fees and transportation).

We also provide a small stipend to Honors students for purchase of a difficult to obtain book or two.

4F: Graduate Success *Discuss the success of graduates of the program by addressing the following questions:*

- *How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?*
- *What are the results of these measures?*
- *Discuss the equity of student support and success across demographic categories.*

Until very recently, the ISI did not have any resources to systematically track the recipients of BA degrees in International Studies after graduation. However, the Associate Director started a LinkedIn community in Fall 2020 that is showing promise for doing exactly that (See <https://www.linkedin.com/groups/12459433/>). We also ask all students at graduation to state their research focus and their future plans. For the future, as we further develop our assessment instruments by adding an online survey of graduating seniors, we hope to collect and analyze the placement information for our graduates in a more systematic fashion.

The current informal method of tracking has, however, allowed us to discern that International Studies has seen students go into a wide diversity of fields over the past ten years. Some of those are as follows:

law school
graduate school (e.g., Spanish, Comparative Literature, Political Science, International Studies)
translation
professional dance (National Institute of Flamenco)
local non-profit (Global One-to-One,)
law enforcement (FBI and Border Patrol)
U.S. military (Army and Air Force)
international business (none recently and cannot recall past ones)
international NGO work (none now due to pandemic)
teaching English in a foreign country (e.g., France, Korea, Vietnam, Germany, Japan)
U.S. Foreign Service
Peace Corps
National Association for Youth Education

⁸ The SFWAF (<https://sfwaf.org/>) “aims to broaden and deepen understanding of world affairs through small, interactive, professionally led sessions on international issues for a membership of informed individuals.” In addition to one-off talks and events, they host a yearly professional three-day conference bringing together current and former international experts to speak on specific topic (e.g., “The Warming World: Rising Temperatures, Rising Tides, Rising Turbulence”). Speakers are high profile, established experts, often working for or having worked for organizations such as the Foreign Service, the United Nations, USAID, Doctors without Borders, and private corporations. It is not aimed at a student audience, but we have arranged a deal with SFWAF, which they enthusiastically support, to not only send students there at a discounted rate but to have two international students speak on a Saturday panel about the impact of the topic on their home country.

Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

5A: Composition *After completing the Faculty Credentials Template (Appendix D), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.*

The ISI only has one faculty member, the ISI Lecturer. That person, Dr. Ian Stewart, has a joint PhD in History and Anthropology from the University of Michigan and an MS in International Reporting from Columbia's Journalism School (See CV in Appendix B). He devotes all of his time to ISI and also serves as the Associate Director. The Lecturer's responsibilities include teaching 6 courses a year, including the required Intro and Capstone courses, assisting the Director with the advising of majors and minors, organizing and running the Fall Lecture Series, attending monthly ISI team meetings and the once-a-semester Advisory Board meetings, and occasionally serving on Honors thesis committees.

If ISI were able to utilize the Israel Institute grant (see section 6B), we would have an additional temporary faculty member – a rotating three-year postdoc that could later be converted into a regular position – to teach and provide expertise on the Middle East. In addition, recent discussions with the Provost open the possibility that a current postdoc at UNM, Dr. Emmanuel Asonye, and his Indigenous Sign Language research program could find a regular home in ISI, but such discussions are very preliminary at this time.

5B: Course-Load *Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.*

The ISI Lecturer, with a one course per year reduction for advising and administrative duties and a one course per semester reduction for organizing and running the Fall Lecture Series, teaches a 3-3 load as follows:

Fall – one section of 1101, one section of 400, one section of 499

Spring – one section of 1101, two sections of 400

402 participation is arranged on a case by case basis

320 is a new course that may substitute for 499 some Falls, may be taught as an overload some Springs, or may replace the second 400 some Springs when Capstone enrollment is low.

5C: Professional Development *Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.*

Professional development activities for the ISI Lecturer is generally provided through programs available to all UNM faculty such as “Creating a Welcoming and Supportive Online Learning Environment” this year. ISI does pay the costs of attending one professional conference per year and any online workshops for the ISI Lecturer, for example “Pandemic Pedagogy” (ISA) and “Communicating During a Pandemic” (Chronicle for Higher Education) this year.

Criterion 6. Research, Scholarship, & Service

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).

6A: Scholarly & Creative Works *Describe the scholarly/creative works and accomplishments of the faculty. Explain how these support the quality of the unit; what are particular areas of strength?*

As mentioned previously, the ISI only has the ISI Lecturer, whose responsibilities do not include research production. Nonetheless, Dr. Stewart is working on a book manuscript (*The Tenacity of Bondage: Sierra Leone, Slavery, and the Anti-modern Revolution*) and does approximately two book reviews per year (e.g., *Michigan War Studies Review* and *African Studies Review*).

The ISI Director, Associate Professor Stephen Bishop, (PhD French, University of Michigan; JD, University of Michigan) has served as the Interim Director or Director since 2018) and was previously on the Advisory Board as well as Director of the now defunct European Studies program. His expertise is in law and literature, African literature and culture, children and war, and representations of guilt and shame.

Though not formally affiliated with ISI, there are three professors in the Political Science Department who teach POLS 2120, one of the few required courses of International Studies Majors and minors. These professors are:

Christopher Butler

Kathy Powers

Bill Stanley (currently Associate Provost for Faculty Success)

Descriptions of their areas of expertise and recent publications are included in Appendix D.

6B: Research Expenditures *If applicable, include a summary of the unit's research related expenditures, including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?*

ISI has received funding from the New Mexico Humanities Council to support the Fall Lecturer Series five times (2004, 2007, 2017, 2018, and 2019). For the foreseeable future, however, we will no longer be applying for such funds as the new NMHC Director changed their policy on F&A taxation at UNM, resulting in the 2019 grant losing 43.5% of the funds to F&A taxation, which rendered the process not worth the time investment going forward.

ISI was a party to two grants in 2020, however:

First, a Department of Education grant in partnership with the Latin American & Iberian Institute. The grant application was successful and LAII and ISI are currently using the \$300,000 grant over three years to improve opportunities for students studying Arabic, Portuguese, Quechua, and Nahuatl, to purchase equipment to support that language learning, and to create three new courses a year to fill underserved topic areas (e.g., Africa) or themes (e.g., climate change) in international education at UNM.

Second, a Stevens Initiative grant in partnership with a local non-profit, Global One-to-One. The grant was to foster intercultural communication through advanced technology between American

and foreign students at the university and high school levels. The countries targeted were Algeria and Morocco, but we would expand the partner student pool if we were successful. The grant was for \$685,568. We heard just as this APR was completed that we did not receive the grant. We will seek other grants to support this collaborative project, however.

ISI also secured support for a post-doc position in Israel/Middle Eastern Studies from the Israel Institute for 2020-2023, paying for half the salary of a three-year postdoc position to teach four courses per year, organize four outreach events per year, and serve as a member of International Studies for purposes of Capstone projects, Honors thesis, independent studies, and other student research requiring the postdoc's areas of expertise. The pandemic suspended this grant, however, when the A&S budget was slashed by \$9.9M, eliminating UNM's ability to support the other half of the postdoc's salary (approximately \$50,000 total plus benefits, subject to negotiation). The ISI Director and the Israel Institute have agreed to revisit the postdoc position in Summer 2021 when UNM's budget situation will have hopefully stabilized.

ISI is also applying for an IDEAS grant in February 2021 in conjunction with Arabic (we have also invited participation from LAII, Honors, and GEO) to support a pre and post trip course on developing ethnographic, linguistic, and reflective skills related to study abroad offered under the INTS 320 course number. The grant is for \$35,000.

There is no faculty-generated revenue for ISI.

6C: Research Involvement *Give an overview of the unit's involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia Labs, CHTM, community organizations, local media, etc.).*

ISI has no formal connections with any research labs, institutes, or organizations, aside from the possible future collaboration with Global One-to-One that was planned for the unsuccessful Stevens Initiative grant application (see 6B).

ISI does have informal connections with a number of local organizations in order to offer students who cannot fulfill the study abroad requirement of the degree a substitute intercultural experience. These organizations currently include:

- Global One-to-One
- Global Ties
- Catholic Charities
- Lutheran Family Services
- New Mexico Asian Family Center
- Immigrant and Refugee Resource Village of Albuquerque
- Read to Excel
- Albuquerque Hispano Chamber of Commerce
- African Refugee Well-being Project (affiliated with UNM)

Students needing such a substitute international experience have uniformly found them to be rewarding, interesting, and challenging, with a few even having continued to work with the organization after the set time period had expired. Dr. Stewart, however, has found that the majority of students doing a substitute intercultural experience rather than a true international experience perform

less well in the Capstone course, particularly with their reflexive cultural comparison assignment. While he is trying to work with such students both before they even begin such an intercultural experience as well as during and after it to help them better fulfill the Capstone learning objectives, it is a reason why the option remains possible only when necessary.

ISI Fall Lecture Series

The International Studies Institute has also supported a Fall Lecturer Series since 2004. The goal of the lecture series is to reproduce some of the success of the Institute for Medieval Studies' Spring Lecture Series in attracting a broad audience of students and community members. While we have not come close to reaching those lofty heights, we have consistently had audiences of ~56 attendees (~45 students and ~11 community members) over the last several years. The FLS normally has about eight lectures, half of which by scholars from outside UNM and half by scholars at UNM centered around a discrete theme. The lecture series was a concentrated multiday affair for most of its run, but was switched to a once-a-week model throughout the semester in 2015. When speakers consent to being videotaped, we record the talks and make them available on a dedicated ISI YouTube channel (<https://isi.unm.edu/lectures/videos.html>). The goals of the FLS are three-fold:

- 1) Present contemporary research on a discrete topic that is accessible to undergraduate students and the broader community (i.e., it is not faculty speaking to faculty).
- 2) Bring together UNM's own experts in the field with outside experts from across the United States and around the world.
- 3) Tie the FLS in with at least one class at UNM in that same semester so that at least some of the attendees have read materials by the speaker ahead of time.

While we have a lacuna in the themes, the following is a list of most of the FLS's since the beginning:

2004: "Islam and Europe"

2005-2010: [cannot find the details]

2011: "Youth and Revolutions"

2012: "Food & Culture Around the Globe"

2013: "Cultures of Exile"

2014: "Modern Societies in Crises"

2015: "Peace: From Conflict to Reconciliation"

2016: "The Power of Place: Globalization & Local Identities"

2017: "Slow Work: Time & Life in the Digital Age"

2018: "Migration Stories"

2019: "Peacemaking in Africa"

2020: "Politics of Water"

2021: TBD at Spring ISI Advisory Board meeting

Contemporary Jewish Studies Lecture Series

In Spring 2015, the then Director, Eleni Bastéa, was approached by two anonymous donors who wished to support a lecture series on Jewish studies. An initial talk by Michael Brenner was well-received, and therefore a formal agreement was made between the donors and ISI to hold a regular lecture series. The CJSLS now occurs every semester with a different speaker giving one or two talks on a matter of Contemporary Jewish Studies aimed primarily at the undergraduate student population and secondarily at the broader community. Attendance has varied wildly (a low of 34 a high of around 125) for reasons we are not entirely certain of, though topic popularity is the likely dominant factor. Speakers are chosen by the CJSLS Advisory Board, which picks two speakers for the following academic year at their Spring meeting. A point of order is to bring in speakers on topics not recently

discussed, so we do not repeat popular topics despite high attendance numbers. Whenever possible, the talks are linked to UNM courses being taught that semester. When speakers consent to being videotaped, we record the talks and make them available on a dedicated ISI YouTube channel (<https://isi.unm.edu/lectures/videos.html>). Some recent speakers have included Yael Aronoff, David Engel, Joyce Antler, Magna Teter, Derek Penslar, Reuven Firestone, and Julia Phillips Cohen. The CJSLS was suspended for the 2020-2021 academic year due to the pandemic as one of the primary goals is to have undergraduates unfamiliar with Jewish studies interact with prominent scholars, something the Advisory Board felt would not happen over Zoom.

University Libraries Resources for the International Studies Institute

The University of New Mexico's College of University Libraries & Learning Sciences (CULLS) includes the University Libraries (UL) system which supports the International Studies Institute through a variety of research services, data management services, collections, and instructional services. The UL consists of three campus libraries: Zimmerman Library (Social Sciences, Humanities, Education, Business), the Fine Arts & Design Library (Fine Arts, Art History, Architecture), and the Centennial Science and Engineering Library (Sciences, Engineering). Zimmerman Library, the largest of the campus libraries as well as the largest library in New Mexico, also houses the Center for Southwest Research (CSWR) which specializes in interdisciplinary subjects relating to New Mexico, the Southwestern U.S., Mexico, and Latin America, as well as rare materials from around the world. The UL is especially known for its nationally and internationally-acclaimed Latin American collections, with over 600,000 volumes in English, Spanish, Portuguese, and indigenous languages.

Also relevant to International Studies, but operated separately, are the Law and Health Sciences libraries. The Law Library is fully accessible to all UNM students and faculty, and provides resources in U.S. and international law as well as human rights. Health issues and global challenges are covered in resources held by the Health Sciences Library & Informatics Center and often shared with the UL system. The UL is a member of the Association of Research Libraries and in 2018-2019 ranked 64th out of 116 research libraries based on total volumes held, materials and operating expenditures, and salary and total number of professional and support staff. The UL contains approximately four million physical and over one million electronic collections as well as over 600 electronic databases. The UL is also a Federal Regional Depository library that contains over one million volumes of paper, microfiche, and electronic government resources. The UL also provides access to another five million volumes via collaborative memberships, for example, the HathiTrust Digital Library with more than 12 million volumes digitized from research libraries around the world, Center for Research Libraries, Greater Western Library Alliance, New Mexico Consortium of Academic Libraries and other consortium groups. Additionally, the UL uses the Worldcat library system for its catalog, allowing integrated access to millions of books and journal articles in libraries worldwide, which can be accessed through the UL's Interlibrary Loan service, an efficient means to borrow materials not housed in the UL System. This service is usually able to deliver most journal articles within 24 hours and books within five days. This service is free to students, faculty, and staff.

The UL collections are well suited for the undergraduate degree programs offered through the International Studies Institute. In general, the UL strives to provide enhanced access to physical as well as electronic books, journals, and databases to support faculty as well as undergraduate students wherever they are.

Research librarians with subject expertise are available for consultations or course instruction and can be contacted by chat, email, or phone. In addition, the library service desks are available for general walk-up assistance. The Social Sciences Librarian is the liaison to the International Studies Institute and regularly meets with students in the undergraduate program as well as leads instruction

sessions for ISI courses. In addition, other subject librarians for area studies, humanities, arts, and sciences are available for consultation or instruction. Faculty can work with librarians to design classroom assignments that teach students how to conduct research. The librarians also coordinate and oversee the purchase of library resources (journals, films, books, databases, etc.) to support the ISI's work. The librarians also work in coordination with UL's Research Data Services Department, overseen by its director, to support research data needs such as: creating data management plans for grant proposals; managing, curating, and archiving data sets; maximizing the usefulness and lifespan of researcher's data; and, collaborating with researchers to share data.

The UL provide PCs and Macs for students and faculty throughout its library buildings and laptops are available for checkout and use within each library. Color and black & white printer/copiers and large overhead scanners are available in each library. The Map and Geographic Information Center in Centennial Library has a large-format scanner/copier/printer for oversize maps, architectural drawings, and other documents. Microfilm and microfiche readers are located in Zimmerman and Centennial Libraries. Microform images can be saved to a USB drive, emailed or printed. The Fine Arts and Design Library has Listen & View stations for library materials: LPs, 45s, cassette tapes, VHS, DVDs and streaming services. Group study rooms are also reservable in each library.

6D: Student Opportunities *Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.*

All IS majors must do a research project and a public presentation of that research as part of their Capstone course their senior year (preferably their last semester). See section 2A for examples of recent Capstone research topics.

Students can do an Honors thesis (6 hours total over two semesters) on a topic of their choosing, working closely with the Chair of their Honors thesis committee as well as a second reader. We only had our first Honors thesis student in 2015, but are now averaging three a year, and are pushing to have double that amount by 2022.

6E: Community Service *Describe faculty members' service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.*

The ISI Director is extremely active in faculty governance at UNM. Aside from recent past activities, he is currently the Chair of the Faculty Ethics Committee, a member of and Chair of a subcommittee of the President's Ethics Task Force, co-leader of Faculty SAFE, a university-provided Advisor for Title IX hearings, the organizer of the UNM Africanists Working Group, a member of the Africana Studies transition team, the undergraduate and graduate advisor for the French degrees, a member of the FLL Graduate Committee, and the faculty adviser of the ISI student organization. He is also an area (Africa) editor for *Nouvelles Etudes Francophones*, a member of
The ISI Associate Director is planning on being a member of Faculty Senate as the representative of an "electoral district" that includes International Studies when the pandemic has subsided.

Criterion 7. Peer Comparisons

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

7A: Analysis Choose 3 peer departments from the Peer Comparison Template (Appendix E) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.

- The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.

At present, UNM is the only university in New Mexico to offer an undergraduate degree program (major/minor) in International Studies.⁹ The only other global studies program offered in the state is in Latin American Studies – as a major and minor at UNM, as a supplementary major at New Mexico State University (NMSU) in Las Cruces and as a minor at Western New Mexico University (WNMU) in Silver City. Just across the state line, students can pursue the following comparable majors or minors¹⁰:

- 1) BA in Global Studies, Africa & Africana Studies, and Asia Studies *Arizona State University* (an official UNM peer institution),
- 2) BAs in Global Studies and Russian Language as well as minors in Asian, European, and International Studies at *Texas Tech University* in Lubbock (an official UNM peer institution),
- 3) Minor in Latin American and Border Studies and minor in Asian Studies at the *University of Texas at El Paso* (an official UNM peer institution)

In terms of credit hours required, specific courses required, the presence of a Capstone, and a study abroad requirement, they compare thusly:

- 1) ASU: Has a Global Studies major that is similar to UNM's International Studies degree. The requirements of the major are:
 - SGS 101 (Intro course)
 - SGS 204 (Global Career Development)
 - SGS 305 (Empirical Political Inquiry)
 - SGS 401 (Political Statistics)
 - 1 diversity course
 - 4 electives
 - 1 Internship or study abroad course
 - 4th semester language course

⁹ Not counting branch campuses, there are 7 publicly funded colleges or universities in the state: Eastern New Mexico University (ENMU) in Portales, New Mexico Tech (NMT) in Socorro, New Mexico Highlands University (NMHU) in Las Vegas, New Mexico State University (NMSU) in Las Cruces, Northern New Mexico College (NNMC) in Española, the University of New Mexico (UNM) in Albuquerque, and Western New Mexico University (WNMU) in Silver City.

¹⁰ Other nearby institutions in neighboring states that do not offer any academic programs in international or global studies include: Adams State University in Alamosa, CO; Colorado School of Mines in Golden; Fort Lewis College in Durango, CO; and Colorado State University in Pueblo.

ASU also has an Africa & Africana Studies major and an Asia Studies major that are more akin to UNM's Africana Studies major and East Asian Studies major, and therefore are not compared to UNM's International Studies degree.

There are several differences between ASU's Global Studies major and UNM's International Studies major. The minor differences are that ASU has a career development course (which UNM's degree works into the Intro and Capstone courses, but not as a stand-alone course) and that their language requirement is lower. More significantly, they require study abroad OR an internship, they do not require an area of specialization, they do not have a Capstone course, and their degree is available online.

- 2) TTU: Has a Global Studies major (and minor) housed within the Political Science department that is superficially similar to UNM's International Studies degree. The requirement of the major are:
6 core courses: GEOG 2351, HIST 2323, POLS 3361, POLS 3368, EMC 3358, GLST 4300
3 hrs of upper-level writing intensive courses
21 hrs electives from approved list or with consent of advisor (6 hrs must be upper-level)
6 hrs of junior/senior foreign language

The primary differences are that the program is not independent of Political Science, that they do not have an Intro course, that they do not have a study abroad requirement, nor do they have program-specific scholarships for study abroad available, that there is less flexibility for students in course selection, that students have an academic or geographic focus, that their Capstone course (GLST 4300) does not require a research paper or presentation, and that their foreign language requirement requires one more course.

- 3) UTEP: Does not have a comparable degree to UNM's International Studies program. The closest programs are a minor in Latin American/Border Studies and a minor in Asian Studies, both of which are much more akin to UNM's Latin American Studies program and East Asian Studies major and minor. The requirements of the LABS minor are:
4th semester course in Spanish or Portuguese
A required Latin American Studies course (LABS 3300)
12 hrs of electives from a list of course with Latin American or Border content (minimum of 6 hrs upper-division)
The requirements of the Asian Studies minor are:
9 hrs from a list of six core courses
9 hrs from the list of six core courses or from an additional list of twenty electives

The primary difference is, of course, that these are minors, but also that there is no Capstone course, that the language requirement is lower, that no study abroad is required, that certain geographic areas are not represented, and that the list of possible courses is much more limited.

The ISI thus fills a clear "niche" in the higher education landscape of the region. The International Studies program is well positioned to attract regional students to the university. The IS major not only complements UNM's existing area studies programs (including Latin American Studies), but also brings the university in line with its peer institutions – a list that includes flagship schools and research institutions as well as universities in the Southwest and Hispanic-Serving Institutions (HSI) that UNM competes with in the recruitment of faculty, staff and students. See

Appendix B for a more extensive list of parallel majors and minors in International or Global Studies as well as all interdisciplinary area studies programs¹¹ that UNM's peers are currently offering.

We conclude that UNM is on par and competitive with or exceeds its peer institutions in terms of offering an international, interdisciplinary undergraduate program. Further comparisons regarding the number of faculty and student characteristics are difficult, if not impossible, to make since most of these majors and minors are set up and run as programs rather than academic departments. This means that they do not have any dedicated faculty lines of their own, and – as is the case at UNM – build their interdisciplinary curricula from the course offerings of affiliated faculty from various departments. Often lacking adequate staff support, most programs also do not have the resources or infrastructure to collect and publicize data on student characteristics, except at the institutional level.

¹¹ Note that some schools list programs in German, Russian, or Slavic Studies that, upon closer inspection of their curricula, turn out to focus on language, literature, and culture only, without any electives or requirements in art, history, philosophy, and social sciences.

Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

8A: Budget *Provide an analysis of the unit's budget, including support received from the institution and external funding sources.*

- *Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.*

The fiscal year at UNM runs from July through June of the following year. In preparing the ISI budget allocations for each fiscal cycle, the ISI Director with the assistance of the ISI Administrative Assistant examines how funds in the main ISI index were spent during the previous year, considers planned events and future needs, and then budgets accordingly. Carry-forward balances, with the exception of the salary index, are usually rolled into the new fiscal year and added to the annual allocation of operating funds from the College of Arts and Sciences. The College also funds the special administrative component (SAC) of the faculty salaries for the ISI Director and the Associate Director as well as the salary for the full-time Lecturer III position, which is reflected below.

As shown in Table 10, the funding received from the institution has essentially remained flat for the past twelve years – except for the transfer of the salary line for the ISI Operations Specialist/Administrative Assistant, a one-time special allocation to purchase, install, and cover some of the monthly expenses of a phone in the new ISI administrative office, a one-time special allocation to support the research of the new ISI faculty in the 2016-2017 academic year, and a permanent budget retraction based on across-the-board percentage budget cuts by the College in 2016.

[See Table 10 on the next page for the general budget figures, followed by more detailed year-to-year breakdowns]

Table 10. ISI Funding from the College of Arts and Sciences

Fiscal Year	Operating Funds	Special Operating Funds	GA Support (tuition/stipend)	Staff Salary	SACs + Lecturer III Salary (paid directly to ISI faculty)	Total ISI Support from A&S
2008-09	\$15,000		\$10,763		\$6,000	\$31,763
2009-10	\$15,000		\$8,900		\$6,000	\$29,900
2010-11	\$15,000		\$9,245		\$5,000	\$29,245
2011-12	\$15,000		\$9,500		\$5,000	\$29,500
2012-13	\$15,000	\$1,500	\$10,178	\$26,031	\$5,000	\$52,709
2013-14	\$15,000		\$10,178	\$39,954	\$5,000	\$70,132
2014-15	\$15,000		\$10,537	\$41,363	\$4,000	\$70,900
2015-16	\$15,000		\$10,537	\$35,111	\$54,999	\$115,647
2016-17	\$15,000	+1,500 -\$513	\$10,537	\$35,111	\$54,999	\$116,634
2017-18	\$14,487		\$7,100	\$35,111	\$8,000*	\$64,698
2018-19	\$14,487		\$7,171	\$35,461	\$57,999	\$115,118
2019-20	\$14,487		\$7,171	\$36,525	\$58,499	\$116,682
2020-21	\$14,487		\$8,135	\$37,986	\$59,499	\$120,107

Note: The operating funds include \$3,000 to be used at the discretion of the ISI Director. The small fluctuations in GA support reflect changes in tuition rates and/or the level (pre- or post-masters) of the GA hired in a given year. The declines in the total SAC amount in 2010-2011 reflects the elimination of the position of Russian Studies Program Director as the degree program was being phased out and of the position of the European Studies Program Director in 2014-2015 for the same reason.

* At the end of the 2017-2018 academic year, our Associate Director/Lecturer resigned and we were able to make an emergency hire. The instructor was paid \$30,000 but was paid directly from the College of Arts and Sciences and not through the ISI budget, which accounts for the reduction in funding for the year.

Until the establishment of the ISI administrative office in November 2012, most of the operating budget had been dedicated to promoting the global knowledge and awareness of UNM students and the campus community – through the annual ISI Lecture Series and other internationally-themed events, and by supporting undergraduates studying abroad or pursuing other projects abroad.¹² Since gaining a staff member and an office with a phone, computer, printer, office furniture, and access to a shared copier, some operating funds have been set aside to adequately supply and maintain that office.¹³ This reduced the funds available for our student-centered activities without a future increase in operating funds from the College.

¹² Since 2013, the ISI has awarded a total of \$63,450 to program undergraduates to support study abroad, language study, and research projects.

¹³ The initial set-up cost for the ISI office were kept to a minimum by using surplus equipment (computer, printer) and furniture.

ISI has a small research (F&A) account funded by overhead earnings from contracts and grants, specifically from New Mexico Humanities Council grants. Additionally, the founding ISI Director and ISI-affiliated faculty have received (no-cost) external funding on two occasions for ISI-related programming – the 2004 inaugural ISI Lecture Series on “Islam and Europe” (\$2,000 from the New Mexico Endowment for the Humanities; www.nmeh.org) and the 2007 Taos Austrian Literature Symposium in conjunction with the Austrian P.E.N. Club (~\$120,000 in direct and in-kind funding from various Austrian entities).

The following is a rough breakdown of the expenditures for the past five academic years:

Breakdown of Expenses for ISI from AY 2015-2016 through 2019-2020

2015-2016

Faculty Support – Amina Tawasil	\$ 2,500
Office supplies (inc'l telephone, postage, etc.)	\$ 3,957
Scholarships/Student Awards	\$ 7,200
Fall & Spring Lectures	\$16,451
Fall Lecture Series	\$11,824
Fall & Spring Contemporary Jewish Studies Lecture Series	\$ 4,627

2016-2017

Faculty Support – Amina Tawasil	\$ 500
Office supplies (inc'l telephone, postage, etc.)	\$ 2,853
Scholarships/Student Awards	\$ 7,610
Fall & Spring Lectures	\$25,712
Fall Lecture Series	\$10,628
NM Humanities Council Grant for FLS	\$ 9,693
Fall & Spring Contemporary Jewish Studies Lecture Series	\$ 5,391

2017-2018

Faculty Support – Ian Stewart	\$ 500
Office supplies (inc'l telephone, postage, etc.)	\$ 1,968
Scholarships/Student Awards	\$ 5,300
Fall & Spring Lectures	\$18,428
Fall Lecture Series	\$10,216
NM Humanities Council Grant for FLS	\$ 7,828
Fall & Spring Contemporary Jewish Studies Lecture Series	\$ 4,384

2018-2019

Faculty Support – Ian Stewart	\$ -0-
Office supplies (inc'l telephone, postage, etc.)	\$ 2,929
Scholarships/Student Awards	\$ 4,854
Fall & Spring Lectures	\$13,662
Fall Lecture Series	\$ 5,214
NM Humanities Council Grant for FLS	\$ 3,202
Fall & Spring Contemporary Jewish Studies Lecture Series	\$ 5,246

2019-2020

Faculty Support – Ian Stewart	\$ 500
Office supplies (inc'l telephone, postage, etc.)	\$ 1,968
Scholarships/Student Awards	\$ 5,300
Fall & Spring Lectures	\$12,127
Fall & Spring Lecture Series	\$ 3,363
NM Humanities Council Grant for FLS	\$ 3,263
Fall & Spring Contemporary Jewish Studies Lecture Series	\$ 5,501

The ISI also has several other accounts for special projects, public service, and donor contributions. They include the Schloss Dyck account (ISI-organized summer study-abroad program), the endowment and related spending account for the William J. Cunningham International Public Service Scholarship, the public service account for contributions to the ISI Fall Lecture Series and other public events, and a foundation account for non-restricted donations from emeriti faculty, alumni, staff, and the public. Spending from some of the accounts is specified by the donors; for others, it is at the discretion of the ISI Director.

8B: Staff *Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

Prior to November 2012, the ISI did not have any dedicated staff support and, thus, relied on administrative support on an as-needed-basis from staff in various campus units. In Fall 2012, after the College of Arts and Sciences authorized a part-time staff position for the ISI, we were able to hire an Operations Specialist, Jazmin Knight. As a full-time employee, Ms. Knight spent 70% of her time on ISI business (28 hours per week), reporting to the ISI Director. The position was adjusted to a 75% FTE allocation when Loyola Chastain was hired to replace Jazmin Knight as an Administrative Assistant in February 2015. Ms. Chastain continues to work for ISI.

We also have a .25 FTE Graduate Student Assistantship. That person assists the Lecturer with the running of INTS 1101 and 400 and is primarily responsible for our website and social media accounts. The person is hired through a campus-wide call for applicants and does not have to be from a specific department or program, though we do prefer applicants who have extensive international and U.S. experience and any language skills. The person is usually with us for one year, though multiple year tenures are preferred. The current Graduate Assistant, Alin Badillo, has been with us for two years.

8C: Advisory Board *If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.*

The final responsibility and authority for resource allocation and planning lies with the ISI Director, after consultation and discussion with the ISI Advisory Board and with assistance from the ISI Administrative Assistant. The ISI Advisory Board consists of the ISI Director, the ISI Associate Director, and an additional six to eight faculty members from a wide variety of departments. The current members are as follows:

- 1) (Chair) ISI Director – Stephen Bishop (For. Langs. & Lits. and Africana St)
- 2) ISI Assc. Director – Ian Stewart (International Studies)
- 3) Ronda Brulotte (Geography and Latin American & Iberian Institute)
- 4) Ken Carpenter (National Security Studies Program)
- 5) Chris Duvall (Geography)
- 6) Tiffany Florvil (History)
- 7) Jami Nuñez (Political Science)
- 8) Caleb Richardson (History)
- 9) Emma Trentman (For. Langs. & Lits. {Arabic})
- 10) Osman Umurhan (For. Langs. & Lits. {Classics})

The Advisory Board meets in person normally just once per semester, usually within the first five weeks, to review the ISI budget, discuss priorities and plans for the allocation of ISI operating funds (\$14,487 per year), review and vote on event funding requests from affiliated departments and/or faculty, consult on potential speakers to be invited, and engage in strategic planning. In addition, the board conducts curriculum planning and development, and discusses certain personnel issues (e.g., board membership, selection of a new Director and ISI graduate assistant). It does meet on an as-needed basis, or more often conducts business via e-mail, to deal with new developments, urgent business, or resource allocation issues outside the norm. Members of the Advisor Board also serve on selection committees for the ISI scholarships and the Schloss Dyck summer program.

The ISI Director, who attends the monthly College-level meetings for chairs and directors, reports to the ISI Advisory Board on the budget environment, hiring plans, curricular issues, and policies and procedures at the institutional level. The ISI Administrative Assistant assists the ISI Director with the planning, scheduling, preparation, and record-keeping for the meetings of the ISI Advisory Board. The Director and Administrative Assistant interact with fiscal specialists in the Dean’s Office to review and budget the ISI’s annual allocation from the College of Arts and Sciences.

There is also the Contemporary Jewish Studies Lecture Series Advisory Board, which is a “sub-advisory board” of ISI. This board is more of an executive committee than an advisory board in that, while final responsibility and authority for resource allocation and planning lies with the ISI Director, decisions are always made on a consensus basis with the whole Advisory Board. The CJSLS Advisory Board consists of the ISI Director and several UNM members and community members, usually forming a total of six to eight total members. The current members are as follows:

- 1) (Chair) ISI Director – Stephen Bishop (For. Langs. & Lits. and Africana St)
- 2) Susanne Baackmann (For. Langs. & Lits.)
- 3) David Bennahum (Institute for Ethics, UNM emeritus)
- 4) Adams Carney (UNM undergrad in Music)
- 5) Sarah Davis Secord (History and Institute for Medieval Studies)
- 6) Erika Rimson (Jewish Community Foundation of New Mexico)
- 7) Vivian Skadron (Jewish Community Foundation of New Mexico)
- 8) Noel Pugach (History, emeritus)

The CJSLS Advisory Board meets in person normally just once per semester, usually within the first six weeks, to review the CJSLS budget, discuss plans for the allocation of CJSLS funds, specifically the two speakers for the coming year, and engage in strategic planning. In addition, the board discusses personnel issues when spots come open on the board. It also can meet on an as-needed

basis, which is rare and occurs via e-mail or Zoom, to deal with new developments, urgent business, or pre-speaker arrival arrangements.

Criterion 9. Facilities

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

9A: Current Space *Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.*

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*
- *Explain the unit's unmet facility needs.*
- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

The ISI currently has three offices on the 4th floor of the Humanities Building. Room 420 serves as the main ISI office and is staffed by Loyola Chastain, the ISI Administrative Assistant. Room 418 is an office space used by the ISI Director, Stephen Bishop, and the graduate assistant, Alin Badillo. Room 416 is an office space used by the Associate Director, Ian Stewart. All ISI offices have internet connections, but only the main office has an activated phone line. The ISI is one of the programs/departments that are sharing the copy machine/scanner in the mail room on the 4th floor of the Humanities Building. Note that there is an "electronic Appendix" consisting of a short video tour of our facilities since it is not possible to visit in-person at this time.

The ISI does not control any classrooms, conference rooms, or lab space, but can request the use of such space from the respective administrators in the Humanities Building or affiliated departments, UNM Scheduling, and/or the Student Union Building (SUB). We can also rent other spaces suitable for high-profile public events, such as Bobo Room located in Hodgin Hall or Keller Hall located in Popejoy Hall. While this usually goes well, we have run into two problems. First, there have been a few cases where an odd confluence of events (e.g., polling stations, a musical performance, another conference, and construction all at the same time) leaves us with no good space for a planned event. Second, as we reach out to and encourage participation from the broader Bernalillo County community, they have repeatedly expressed a preference for a single, consistent ISI event venue as they find the campus confusing to navigate. The first problem is a question of bad luck and can be worked around, but the second poses a serious problem for community outreach as we simply cannot plan all our events in one (or even two) locations, though we try to use the SUB's spaces as often as possible.

9B: Future Space Needs *Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.*

- *Explain the potential funding strategies and timelines for these facility goals.*

Acquiring a dedicated meeting room or reading/lounge room for the ISI students in the Humanities Building would help enhance a sense of community among the students and facilitate impromptu meetings, readings, and other events. It would also help if the GA had her own office space as there is

occasional overlap, even with planning, with the Director for the use of their shared office. There is currently no funding strategy to acquire either space.

Having a dedicated event space where all ISI events could take place would be good for the ISI team and students and excellent for community members interested in our events. We have no funding or easily available space for such prospects, although one long-term goal of the GAIA team mentioned in 1F is to have just such a space dedicated to international events that appeal to both the campus and broader community. That is part of a ten-year plan, however, and would be heavily dependent on outside funding such as a donor.

Conclusion. Strategic Planning

Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate).

Address all criterion, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

As an institute and the home of an undergraduate major and minor, the International Studies Institute has several strong points:

- The International Studies program created in 2009 has been a resounding and stable success, as witnessed by the early rapid growth in the number of IS majors and the stable enrollment relative to overall UNM enrollment figures. The program also offers a degree for students who wish to focus on Russian, European, and Asian Studies following the demise of the three programs (2011, 2014, and 2015) as well as a complement to Africana Studies for the study of Africa, which is important as Africana Studies leans more heavily toward African-American Studies and the African Diaspora in the Americas.
- Due in part to the strong culture of and commitment to one-on-one academic advising by the A&S advisor and the ISI Directors and Associate Directors, IS students have an excellent track record of graduating on time. They tend to graduate with high GPAs (average of 3.7 across all BA recipients to date) and with, in almost all cases, an international experience as part of their undergraduate education. These outcomes are similar to the characteristics of students in the Honors Program/College.
- We have succeeded in meeting the educational goals of our students by providing them with flexible, tailor-made degree programs that fit their individual needs and interests. Hires in critical languages (Arabic, Chinese, and Japanese) by the Department of Foreign Languages & Literatures have expanded the options for students interested in Asia and the Middle East – although only with regard to the languages, literatures, and cultures of these regions (see challenges below).
- We have been able to leverage our modest resources – both human and financial – to accomplish all of the above (and more), although we have long been at a breaking point in that regard (see challenges below).
- We have been able to increase those modest financial resources by successfully applying for a number of grants – the New Mexico Humanities Council several times (average of ~\$4,500/yr), The Department of Education grant (\$300,000 for 3 years, with LAII and Arabic), the Israel Institute (approximately \$25,000/yr for 3 years), and the hope of obtaining an IDEAS grant (\$35,000, with GEO, Honors, and LAII). We were also lead writers for a Mellon grant (\$5M, with multiple partners) and a Stevens Initiative grant (\$685,568, with Global One-to-One) that were not successful. Grant writing has therefore become a recent strength of the program.

To a large extent, our greatest challenges are directly linked to our strengths:

- With the success of the International Studies Institute, how can we effectively manage future enrollment growth and the consequent student advisement sessions if enrollment creeps toward 200 majors (which is one of our goals)? While recent downturns in UNM enrollment, and related ISI enrollment, make this concern less pressing now, we expect it to become challenging again when enrollments rise again.
- Although the College made some strategic investments in resources and faculty several years ago in critical languages, there is a crucial lack of faculty in related areas in History, Political Science, and still in Foreign Languages & Literatures that has already affected the ability of some students to complete their required course work in a timely manner. UNM at present has no one in the social sciences or humanities with an area specialization in East Asia or the modern Middle East outside of the two Arabic language teachers. There is one historian who teaches Russian and Soviet history, but no tenure-track faculty members in the social sciences who focus on Russia or the post-Soviet space.
- Under the current structure, the ISI Director is ultimately responsible for both the ISI's outreach activities (e.g., annual lecture series, collaboration with campus and off-campus entities on other events) and the academic oversight of the IS program, not to mention the organization and fund-raising for the Schloss Dyck summer program – with assistance only from the Associate Director (no SAC), the ISI Administrative Assistant (0.75 FTE), and the ISI Graduate Assistant (0.25 FTE). By comparison, the Latin American & Iberian Institute (LAI) at UNM has a full-time Director (12-month contract), a part-time Latin American Studies Director (SAC), and a sizable support staff. There is a serious concern that when the current Director leaves the position, no one at UNM will be willing to take on this workload. As can be seen in the chart in 1C, only seven people have held an administrative role in any of the ISI positions (there used to be four) over the past 18 academic years. Three of those are no longer at UNM and two are close to retirement.
- The ISI Director and Associate Director have 9-month faculty contracts while the Administrative Assistant works on a 12-month contract at .75 FTE. This creates a structural problem with respect to employee supervision during the summer months. Similarly, there are advisement issues (e.g., complicated degree checks, students leaving for or returning from study-abroad trips in need of advice) that arise during the summer months when the ISI Director and Associate Director are technically not on contract. There is no good reason program Directors at UNM should not be on 12-month contracts.
- Student credit hours generated in the Capstone courses have steadily increased since Fall 2010 (see Table 7). While the ISI Director and Associate Director are technically on reduced teaching loads (1:1 and 3:3, respectively), they - the Associate Director/Lecturer in particular - are essentially taking on the equivalent of 18-38 “Honors-esque theses” each semester when working with the students enrolled in INTS 400. Very few faculty members would be expected to carry such a heavy load in a regular department and we would like to make sure there is broad understanding of the intensive and disparate nature of the teaching and evaluation of INTS 400.
- The recent grant writing productivity has come at a time when the ISI Director, due to accumulated course releases, had much less teaching responsibility, and therefore much more time

than usual to devote to such administrative activities. That availability will not continue as of January 2021, calling into question whether such productivity can continue.

- Related to that issue, the Israel Institute grant had to be suspended due to the pandemic, and now the College of A&S is unable to maintain its ~50% contribution to the postdoc position that would bring an expert on the Middle East to UNM. The Israel Institute and ISI remain committed to this opportunity, but cannot move forward without the support of the College.

Appendices

Appendix A: Major + Minor Advisement Sheets

International Studies Major: Degree Checklist (Catalog Year 2019-2020 or later)
Total Credit Hours: 36

Name: _____ Banner ID#: _____ Date: _____
E-mail: _____ Minor/2nd Major: _____ Graduation: _____

General Rules:

- 4) At least 24 hours at upper-division (300/400) level
- 5) No more than 12 hours in any one department

3 hrs A. Foreign Language (300 level or above, in the language): _____

12 hrs B. Core Courses: 3 hours in each area. One course must introduce thematic concentration.

INTS 1101 (Intro to International St): _____

POLS 2120 (International Relations): _____

Humanities: Arts and Culture (ARTH 2110 or 2120, COMP 224, ENGL 2650 or 2660, MLNG1110)
Rituals, Identity and Beliefs (ENGL 2560, RELG 1110, 2110 or 2120)
General (HIST 1170 or 1180)

Social & Natural Sciences: Arts and Culture (ANTH 1140, CJ 1155) Conflict, Peace and Diplomacy
(PCST 1110, POLS 2110, SOC 2340)
Environment and Sustainability (ARCH 1210, ECON 2125, GEOG 1150, GEOL 1120) Global
Markets and Governance (ECON 2125, POLS 2110, SOC 2340)
Rituals, Identity and Beliefs (ANTH 1140, GEOG 1175)
Women and Gender (GNDR 2110)

9 hrs Thematic Concentration: Arts and Culture; Conflict, Peace and Diplomacy;
Environment and Sustainability; Global Markets and Governance; Rituals, Identity and
Beliefs; Women and Gender

Upper-Division Courses (3): _____, _____, _____

9 hrs Area Studies Concentration : Africa; Europe; Asia & Middle East ; Latin America

3 upper-division courses in at least 2 of the following 4 categories:

Fine Arts: _____
History: _____
Literature/Philosophy: _____
Social/Natural Sciences: _____

International experience: _____

3 hrs INTS 400 (Capstone seminar): _____

Updated 06/06/2019

International Studies Minor: Degree Checklist (Catalog Year 2019-2020 or later)
Total Credit Hours: 36

Name: _____ Banner ID#: _____ Date: _____
E-mail: _____ Minor/2nd Major: _____ Graduation: _____

General Rules:

- 6) At least 15 hours at upper-division (300/400) level
- 7) No more than 9 hours in any one department

3 hrs A. Foreign Language (300 level or above, in the language): _____

9 hrs B. Core Courses: 3 hours from one of the other two areas. One course must introduce thematic concentration.

INTS 1101 (Intro to International St): _____

POLS 2120 (International Relations): _____

Humanities: Arts and Culture (ARTH 2110 or 2120, COMP 224, ENGL 2650 or 2660, MLNG1110)
Rituals, Identity and Beliefs (ENGL 2560, RELG 1110, 2110 or 2120)
General (HIST 1170 or 1180)

Social & Natural Sciences: Arts and Culture (ANTH 1140, CJ 1155) Conflict, Peace and Diplomacy
(PCST 1110, POLS 2110, SOC 2340)
Environment and Sustainability (ARCH 1210, ECON 2125, GEOG 1150, GEOL 1120)
Global Markets and Governance (ECON 2125, POLS 2110, SOC 2340)
Rituals, Identity and Beliefs (ANTH 1140, GEOG 1175)
Women and Gender (GNDR 2110)

6 hrs Thematic Concentration: Arts and Culture; Conflict, Peace and Diplomacy;

Environment and Sustainability; Global Markets and Governance; Rituals, Identity and Beliefs;
Women and Gender

Upper-Division Courses (2): _____ + _____

6 hrs Area Studies Concentration: Africa; Europe; Asia & Middle East; Latin America

2 upper-division courses in at least 2 of the following 4 categories:

Fine Arts: _____

History: _____

Literature/Philosophy: _____

Social/Natural Sciences: _____

Updated 06/06/2019

Appendix B: Sample Areas List

Spring 2021 Offerings for INTS Majors

Africa

AFST 495 (Also ENGL 479)	African Great Books	Bishop	TR 1600-1830 Remote Scheduled (NOT F2F)
AFST 385	African World	Asonye	TTR 1100-1215 F2F
ANTH 340	-005 Hlth & Soc Inequality -011	Goodkind	S 0800-1030 Remote Set Day/Time S 0800-1030 Face-to-face MW 0900-1045 Remote Set Day/Time MW 0900-1045 Face-to-face

(Also PSY 450/SOC 347+398 – 6 hrs) (Only counts if w/ Africa focus)

Europe

AFST 397 (Also HIST 395/INTS 499)	Black Lives Matter: Global	Florvil	Arranged – Remote Arranged
ARTH 340	Baroque Art	Hernandez	TR 1100-1251 RS Remote Scheduled
ARTH 429	Art&Hist 14th C Europe	Andrews	TR 1530-1645 RS Remote Scheduled
CLST 320 (Also RELG 320)	Magic in Ancient Religion	Gorton	Arranged – Remote Arranged
CLST 334 (Also COMP 334)	Ancient Tyranny	Garcia	TR 1230-1345 RS Remote Scheduled
COMP 335 (Also FREN 365/ENGL 388/FDMA 330)	Film Noir	Higginson	TR 1230-1345 RS Remote Scheduled
COMP 338 (Also ENGL / RUSS 338)	Modern Russian Culture	Meier	TR 1100-1215 RS Remote Scheduled
COMP 480 (Also ENGL 451)	Uppity Medieval Women	Obermeier	TR 1400-1315 RS Remote Scheduled
ENGL 347 (Also MDVL 347)	Viking Mythology	Schwartz	TR 0930-1045 RS Remote Scheduled
ENGL 352	Early Shakespeare	Myers	MWF 1000-1050 RS MWF 1000-1050 Face-to-face

ENGL 353	Later Shakespeare	Greenberg	Arranged – Online
ENGL 354	Milton	Greenberg	Arranged – Online
ENGL 457	Victorian Studies	Houston	Arranged – Online
FREN 315/415	French Creativity	Vallury	TR 1400-1515 RS Remote Scheduled
GRMN 307	Intro to German Lit	Baackmann	TR 1100-1215 RS Remote Scheduled
GRMN 450	Heimat und Zuhause	Baackmann	TR 1400-1515 RS Remote Scheduled
HIST 300	Renaissance and Reformation	Fairbanks-Ukropen	Arranged-Remote Arr
HIST 300	Alternative Universes	Richardson	Arranged – Remote Arranged
HIST 309	French Revolution & Napoleon	Steen	MWF 1100-1150 RS Remote Scheduled
HIST 314	Old Russia	Monahan	TR 1530-1645 RS Remote Scheduled
HIST 319	Spain & Portugal since 1700	Sanabria	MWF 1300-1350 RS Remote Scheduled
HIST 327 (Also RELG 327)	Christianity 1517-Present	Ray	Online Max Arranged
HIST 395	Art & History 14th Century	Ryan	TR 1530-1645 RS Remote Scheduled
HIST 427	History of Britain, 1066-1660	Richardson	Arranged – Remote Arranged
HIST 490	Medieval Women Text & Film	Davis-Secord	MWF 1300-1350 RS Remote Scheduled
ITAL 308	Italian Lit 2	Duke	MW 1000-1050 Remote Sched. F 1000-1050 Face-to-face
MUS 362	History of Music II	Hinterbichler	MWF 1400-1450 RS Remote Scheduled
MUS 375	Beatles' Musical Revolution	Piper	Arranged – Online
PHIL 421	Early Heidegger	Thomson	TR 1400-1515 RS

			Remote Scheduled
PHIL 441	Plato's Republic	Harter	M 1400-1630 Remote Sched M 1400-1630 Face-to-face
PHIL 441	Hegel's Logic	Johnston	T 1600-1830 RS Remote Scheduled
PHIL 486	Derrida	Thomson	W 1750-2000 RS Remote Scheduled
POLS 320	Russia and Its Neighbors	Bosin	Arranged – Online
POLS 340	EU-USA Relations	Lanucara	MWF 0900-0950 RS Remote Scheduled
SPAN 307	Intro to Hispanic Lit	[multiple – depends on topic]	
SPAN 412	Spanish Peninsular Lit	Quinn	MW 1730-1845 RS Remote Scheduled
SPAN 423	Cervantes The Quijote	Cardenas-Rotunno	TR 1100-1215 RS Remote Scheduled
THEA 346	Theatre History II	Lanier	TR 1100-1215 RS Remote Scheduled

ASME

ANTH 328	Near Eastern Arch.	Boone	Arranged – Remote Arranged
ANTH 340	-005 Hlth & Soc Inequality	Goodkind	S 0800-1030 Remote Set Day/Time S 0800-1030 Face-to-face MW 0900-1045 Remote Set Day/Time MW 0900-1045 Face-to-face
	-011		

(Also PSY 450/SOC 347+398 – 6 hrs) (Only counts if w/ ASME focus)

ANTH 340	Settler Colonialism/Palestine	Field	TR 1400-1645 Remote Scheduled TR 1400-1645 Face-to--face
ARAB 375/475 (Also FDMA 330)	Movies of the Middle East	Sweetser	Arranged – Online
CHIN 370 (Also FDMA 330)	China on Screen	He	TR 1100-1215 RS Remote Scheduled
HIST 300	Decolonization in Asia	Ray	Arranged – Remote Arranged

HIST 300	Alternative Universes	Richardson	Arranged – Remote Arranged
JAPN 339 (Also ENGL 339)	Gender in Japns Pop Cult	Brau	TR 1400-1515 RS Remote Scheduled
JAPN 341 (Also ENGL 341)	Premodern Japns Lit	Brau	TR 1100-1215 RS Remote Scheduled
JAPN 402	Advd Japanese Readings II	Bomberger	TR 1230-1345 RS Remote Scheduled
LAIS 309	Japanese Culture & Innovation	Porter	Arranged – Remote Arranged
PHIL 336	Chinese Philosophy	McRae	MWF 1000-1050 RS Remote Scheduled
POLS 320 (Only counts if student's work is on ASME aspect)	Russia and Its Neighbors	Bosin	Arranged – Online
RELG 312	Introduction to Islam	Banihashemi	TR 0930-1045 RS Remote Scheduled
RELG 335	Goddesses and Gods of India	Ulrich	TR 1100-1215 RS Remote Scheduled
<u>LA</u>			
ANTH 340	-005 Hlth & Soc Inequality -011	Goodkind	S 0800-1030 Remote Set Day/Time S 0800-1030 Face-to-face MW 0900-1045 Remote Set Day/Time MW 0900-1045 Face-to-face
(Also PSY 450/SOC 347+398 – 6 hrs) (Only counts if w/ LA focus)			
ANTH 410 (Also LING 490/LATM 400)	Lang Cultr & Pol in Andes	Serna Jeri	TR 1100-1215 RS Remote Scheduled
ANTH 420 (Also ARTH 412)	Pre-Columbian Art	Jackson	TR 1400-1515 RS Remote Scheduled
ANTH 420 (Also ARTH 413)	Pre-Col Cent & S Am, Carib	Jackson	TR 1100-1215 RS Remote Scheduled
ARTH 429	Arts New Spain, 1700-1821	Hernandez	TR 1530-1645 RS Remote Scheduled
ANTH 448 (Also MUS 448)	Music & Sound	Jacobsen	TR 1100-1215 Remote Scheduled TR 1100-1215 Face-to-face

CCS 330	Transnational Latina Feminisms	Smith + Cordova	Arranged – Online	2 sections
CCS 460	Latinos in a Global Society	Serrano Najera	Arranged – Online	
(MAY count. Must show syllabus to guarantee applicability)				
CCS 493	Lit y Cultura Afro-Mexiana	Careaga-Coleman	Arranged – Online	
(Also LTAM 400)				
ENGL 363	19th C. Inter-Amer. Lit: Lat. Amer., Car.	Hernández	MWF 10:00AM -10:50AM	
Remote Scheduled				
ENGL 472	Undocumented Authors	Hernández	MWF 1:00PM -1:50PM	
Remote Scheduled				
GEOG 469	Envir & Peoples Latin Amer	Gay-Antaki	TR 1400-1515	RS Remote Scheduled
HIST 300	Gender, Race & Ethnicity	Massoth	MWF 1000-1050	Remote & F2F
(Only counts if paper has LA focus)				
HIST 300	Latin Amer. Revolutions	Herran-Avila	TR 0930-1045	RS Remote Scheduled
HIST 397	Early Mexico	Gauderman	TR 1400-1515	RS Remote Scheduled
LTAM 400	Brazilian Cinema	de Souza Dutra	M 1430-1700	RS Remote Scheduled
(Also PORT 416)				
LTAM 400	Curanderismo Part 2	Torres	Arranged ONLINE	
(Also NATV 450/RELG 347)				
MGMT 420	Management in Latin America	Gary	Arranged – Remote	Arranged
SPAN 301	[multiple sections]	[multiple]	[multiple]	
(All 301's are NOT approved. You MUST present the syllabus to get clearance)				
SPAN 306	Health & Healing in Hisp Lit	Holguin-Chaparro	TR 1100-1215	RA & F2F Remote Arranged & Face-to-face
SPAN 307	Intro to Hispanic Lit	[multiple – depends on topic]		
SPAN 439	Literatura afrocaribena	Santiago-Diaz	TR 0930-1045	RS Remote Scheduled

THEMATIC CONCENTRATIONS

Cult & Arts

AFST 397 (Also HIST 395/INTS 499)	Black Lives Matter: Global	Florvil	Arranged – Remote Arranged
AFST 495 (Also ENGL 479)	African Great Books	Bishop	TR 1600-1830 Remote Scheduled (NOT F2F)
ANTH 310 (Also CJ 319 + LING 359)	Language and Culture	Dinwoodie	TR 0930-1045 RS Remote Scheduled
ANTH 328	Near Eastern Arch.	Boone	Arranged – Remote Arranged
ANTH 410 (Also LING 490/LATM 400)	Lang Cultr&Pol in Andes	Serna Jeri	TR 1100-1215 RS Remote Scheduled
ANTH 420 (Also ARTH 412)	Pre-Columbian Art	Jackson	TR 1400-1515 RS Remote Scheduled
ANTH 420 (Also ARTH 413)	Pre-Col Cent & S Am, Carib	Jackson	TR 1100-1215 RS
ANTH 448 (Also MUS 448)	Music & Sound	Jacobsen	TR 1100-1215 Remote Sched TR 1100-1215 Face-to-face
ARAB 375 (Also FDMA 330)	Movies of the Middle East	Sweetser	Arranged – Online
ARTH 324	World Architecture	Yang	MW 0930-1045 RS Remote Scheduled
ARTH 340 Remote Scheduled	Baroque Art	Hernandez	TR 1100-1215 RS
ARTH 421	History of Prints	Anderson-Riedel	TR 1230-1345 RS Remote Scheduled
ARTH 427	Contemporary Photography	Mulhearn	TR 1400-1515 RS Remote Scheduled
ARTH 429	Contemp Theories of Sculpt	Lumpkin	MW 1100-1215 RS Remote Scheduled
ARTH 429	Late 20th C Art	Lumpkin	MW 1400-1515 RS Remote Scheduled
ARTH 429	Art&Hist 14th C Europe	Andrews	TR 1530-1645 RS Remote Scheduled

ARTH 429	Arts New Spain, 1700-1821	Hernandez	TR 1530-1645 RS Remote Scheduled
CCS 493	Lit y Cultura Afro-Mexiana	Careaga-Coleman	Arranged – Online
CHIN 370 (Also FDMA 330)	China on Screen	He	TR 1100-1215 RS Remote Scheduled
CJ 314	Intercultural Communication	[multiple sections]	
COMP 335 (Also FREN 365/ENGL 338/FDMA 330)	Film Noir	Higginson	TR 1230-1345 RS Remote Scheduled
COMP 338 (Also ENGL / RUSS 338)	Modern Russian Culture	Meier	TR 1100-1215 RS Remote Scheduled
ENGL 352	Early Shakespeare	Myers	MWF 1000-1050 RS MWF 1000-1050 Face-to-face
ENGL 353	Later Shakespeare	Greenberg	Arranged – Online
ENGL 363 Remote Scheduled	19th C. Inter-Amer. Lit: Lat. Amer., Car.	Hernández	MWF 10:00AM -10:50AM
ENGL 354	Milton	Greenberg	Arranged – Online
ENGL 387	Comics	Costantino	MWF 1100-1150 RS Remote Scheduled
ENGL 457	Victorian Studies	Houston	Arranged – Online
ENGL 472 Remote Scheduled	Undocumented Authors	Hernández	MWF 1:00PM -1:50PM
FREN 315/415	French Creativity	Vallury	TR 1400-1515 RS Remote Scheduled
GRMN 307	Intro to German Lit	Baackmann	TR 1100-1215 RS Remote Scheduled
GRMN 450	Heimat und Zuhause	Baackmann	TR 1400-1515 RS Remote Scheduled
HIST 300	Alternative Universes	Richardson	Arranged – Remote Arranged
HIST 319	Spain & Portugal since 1700	Sanabria	MWF 1300-1350 RS Remote Scheduled

HIST 395	Art & History 14th Century	Ryan	TR 1530-1645 RS Remote Scheduled
ITAL 308	Italian Lit 2	Duke	MW 1000-1050 Remote Sched F 1000-1050 Face-to-face
JAPN 339	Gender in Japns Pop Cult	Brau	TR 1400-1515 RS Remote Scheduled
JAPN 341	Premodern Japns Lit	Brau	TR 1100-1215 RS Remote Scheduled
JAPN 402	Advanced Japanese Readings	Bomberger	TR 1230-1345 RS Remote Scheduled
LAIS 309	Japanese Culture&Innovation	Porter	Arranged – Remote Arranged
LTAM 400 (Also PORT 416)	Brazilian Cinema	de Souza Dutra	M 1430-1700 RS Remote Scheduled
MUS 437	Women, Music & Feminist	Alonso-Minutti	W 1600-1830 RS Remote Scheduled
MUS 362	History of Music II	Hinterbichler	MWF 1400-1450 RS Remote Scheduled
MUS 375	Beatles' Musical Revolution	Piper	Arranged – Online
SPAN 301 (All 301's are NOT approved. You MUST present the syllabus to get clearance)	[multiple sections]	[multiple]	[multiple]
SPAN 306	Health & Healing in Hisp Lit	Holguin-Chaparro	TR 1400-1515 RA & F2F Remote Arranged & Face-to-face
SPAN 307	Intro to Hispanic Lit	[multiple – depends on topic]	
SPAN 412	Spanish Peninsular Lit	Quinn	MW 1730-1845 RS Remote Scheduled
SPAN 423	Cervantes The Quijote	Cardenas-Rotunno	TR 1100-1215 RS Remote Scheduled
SPAN 439	Literatura afrocaribena	Santiago-Diaz	TR 0930-1045 RS Remote Scheduled
THEA 346	Theatre History II	Lanier	TR 1100-1215 RS Remote Scheduled

CPaD

AFST 397 Black Lives Matter: Global Florvil Arranged – Remote Arranged
(Also HIST 395/INTS 499) (Only counts if one works on approved topic arranged with professor)

ANTH 340 -005 Hlth & Soc Inequality Goodkind S 0800-1030 Remote Set Day/Time
S 0800-1030 Face-to-face
-011 MW 0900-1045 Remote Set Day/Time
MW 0900-1045 Face-to-face

(Also PSY 450/SOC 347+398 – 6 hrs)

ANTH 340 Settler Colonialism/Palestine Field TR 1400-1645 Remote Sched
TR 1400-1645 Face-to-face

AMST 320 Global War on Terror Gonalez

HIST 300 Oral History [Slavery] Guise TR 0930-1045 RS
Remote Scheduled

HIST 300 Decolonization in Asia Ray Arranged – Remote Arranged

HIST 300 Latin Amer. Revolutions Herran-Avila TR 0930-1045 RS
Remote Scheduled

HIST 300 Renaissance and Reformation Fairbanks-Ukropen Arranged – Remote Arr

HIST 300 Alternative Universes Richardson Arranged – Remote Arranged

HIST 309 French Revolution & Napoleon Steen MWF 1100-1150 RS
Remote Scheduled

HIST 314 Old Russia Monahan TR 1530-1645 RS
Remote Scheduled

HIST 319 Spain & Portugal since 1700 Sanabria MWF 1300-1350 RS
Remote Scheduled

HIST 397 Early Mexico Gauderman TR 1400-1515 RS
Remote Scheduled

HIST 427 History of Britain, 1066-1660 Richardson Arranged – Remote arranged

PCST 340 Social Movements and Peace Criollo M 1600-1830
Remote Scheduled

PHIL 469 Violence and Non-Violence Murphy M 1700-1930 RS
Remote Scheduled

ENSS

ANTH 340	Environmental Conflict	Shapero	TR 1230-1345 RS Remote Scheduled
BIOL 402	Global Change & Forests	Hurteau	Arranged
BIOL 406 (MAYBE – syllabus TBD)	Plants and People	Marx	
GEOG 464	Food and Natural Resources	Walsh-Dilley	TR 1100-1215 RS & F2F Remote Scheduled & Face-to-face
GEOG 469	Envir & Peoples Latin Amer	Gay-Antaki	TR 1400-1515 RS Remote Scheduled
GEOG 499	Envir Security: Food & Water	Duvall	Online MAX Arranged
HIST 300	Zombies & Dystopias	Ray	TR 1230-1345 RS Remote Scheduled
PH 460 (*Only counts w/ special arrangement w/ instructor*)	Climate Chg & PH Prep	Rogers	Online MAX Arranged
POLS 340	Intl Pols Climate Change	Stanley	TR 1400-1515 RS Remote Scheduled

GMGG

AFST 397 (Also HIST 395/INTS 499)	Black Lives Matter: Global	Florvil	Arranged – Remote Arranged
CLST 334 (Also COMP 334)	Ancient Tyranny	Garcia	TR 1230-1345 RS Remote Scheduled
GEOG 499	Envir Security: Food & Water	Duvall	Online MAX Arranged
HIST 300	Gender, Rae & Ethnicity	Massoth	MWF 1000-1050 Remote & F2F
HIST 300	Decolonization in Asia	Ray	Arranged – Remote Arranged
HIST 300	Zombies & Dystopias	Ray	TR 1230-1345 RS Remote Scheduled
HIST 300	Latin Amer. Revolutions	Herran-Avila	TR 0930-1045 RS Remote Scheduled
HIST 300	Alternative Universes	Richardson	Arranged – Remote Arranged

HIST 309	French Revolution & Napoleon	Steen	MWF 1100-1150 RS Remote Scheduled
HIST 314	Old Russia	Monahan	TR 1530-1645 RS Remote Scheduled
MGMT 328	International Management	[multiple sections]	
MGMT 420	Management in Latin America	Gary	Arranged – Remote Arranged
MGMT 474	International Financial Mgmt	Ahluwalia	Arranged – Remote Arranged
MGMT 490	International Strategy	Montoya	TR 0930-1045 RS Remote Scheduled
POLS 300 (Also SOC 398/ WMST 323)	Feminist Economics	Mazumdar	Online MAX Arranged
POLS 320	Comparative Politics	Ascencio Bonfil	TR 0930-1045 RS Remote Scheduled
POLS 320	Russia and Its Neighbors	Bosin	Arranged – Online
POLS 340	EU-USA Relations	Lanucara	MWF 0900-0950 RS Remote Scheduled
POLS 400	Global Trends & Natl Security	McFarlane	TR 0800-0915 RS Remote Scheduled
<u>RIBS</u>			
ANTH 333	Rituals, Symbols & Behavior	Oakdale	MW 1200-1315 RS Remote Scheduled
CLST 320	Magic in Ancient Religion	Gorton	Arranged – Remote Arranged
ENGL 304	Bible as Lit	Van Andel	Arranged – Online
ENGL 305	Mythology	Schwartz	MWF 1300-1350 RS Remote Scheduled
ENGL 347 (Also MDVL 347)	Viking Mythology	Schwartz	TR 0930-1045 RS Remote Scheduled
HIST 300	Zombies & Dystopias	Ray	TR 1230-1345 RS Remote Scheduled

HIST 300	Alternative Universes	Richardson	Arranged – Remote Arranged
HIST 327 (Also RELG 327)	Christianity 1517-Present	Ray	Arranged – Online
HIST 427	History of Britain, 1066-1660	Richardson	Arranged – Remote Arranged
HIST 492	Comp Indigenous History	Connell-Szasz	TR 1400-1515 100% Face-to-Face
LTAM 400 (Also NATV 450/RELG 347)	Curanderismo Part 2	Torres	Arranged ONLINE
PHIL 336	Chinese Philosophy	McRae	MWF 1000-1050 RS Remote Scheduled
PHIL 421	Early Heidegger	Thomson	TR 1400-1515 RS Remote Scheduled
PHIL 441	Plato's Republic	Harter	M 1400-1630 Remote Sched M 1400-1630 Face-to-face
RELG 312	Introduction to Islam	Banihashemi	TR 0930-1045 RS Remote Scheduled
RELG 320 (Also CLSC 320)	Magic in Ancient Religion	Gorton	Arranged – Remote Arranged
RELG 335	Goddesses and Gods of India	Ulrich	TR 1100-1215 RS Remote Scheduled
RELG 347	Gender and the Bible	Lipka	Online MAX Arranged

Wom & Gen

CCS 330	Transnational Latina Feminisms	Smith+Cordova	Arranged – Online 2 sections
JAPN 339	Gender in Japns Pop Cult	Brau	TR 1400-1515 RS Remote Scheduled
COMP 480 (Also ENGL 451)	Uppity Medieval Women	Obermeier	TR 1400-1315 RS Remote Scheduled
GEOG 499 (Also WMST 479)	Geographies of the Body	Howard	Remote arranged
HIST 300	Gender, Rae & Ethnicity	Massoth	MWF 1000-1050 Remote & F2F

HIST 300	Zombies & Dystopias	Ray	TR 1230-1345 RS Remote Scheduled
HIST 490	Medieval Women Text & Film	Davis-Secord	MWF 1300-1350 RS Remote Scheduled
MUS 437	Women, Music & Feminist	Alonso-Minutti	W 1600-1830 RS Remote Scheduled
POLS 300 (Also SOC 398/ WMST 323)	Feminist Economics	Mazumdar	Online MAX Arranged
RELG 347	Gender and the Bible	Lipka	Online MAX

Appendix C: Assessment Information

International Studies, B.A.

Broad Learning Goals

- A. Students will understand and identify the historical, political, social, cultural, and/or economic dimensions of international processes and issues, integrating these into an interdisciplinary perspective.
- B. Students will be able to critically read/write about, discuss, and engage in scholarly inquiry related to international processes and issues.
- C. Students will acquire a basic level of fluency in a second language and are expected to experience a foreign locale in which to use these language skills.
- D. Students will be aware of career and post-graduate opportunities their degree makes possible.

Student Learning Outcomes & Assessment Measures

A1. Students will draw on their knowledge of international processes and issues to identify and describe at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.

- Direct measure: *Research paper in capstone (75% benchmark)*
- Indirect measure: *Self-assessment from survey of capstone students (60% benchmark)*

B1. Students will integrate knowledge and scholarly approaches across disciplines, apply an interdisciplinary approach, and account for the international context of a research problem.

- Direct measure: *Research paper in capstone (75% benchmark)*
- Indirect measure: *Self-assessment from survey of capstone students (60% benchmark)*

B2. Students will present and discuss their research in compelling, coherent, clear analytical arguments.

- Direct measure: *Research paper in capstone (75% benchmark)*
- Indirect measure: *Self-assessment from survey of capstone students (60% benchmark)*

C1. Students will be able to communicate clearly and effectively in a language other than their native language.

- Indirect measure: *Self-assessment from survey of capstone students (60% benchmark)*

C2. Students will develop intercultural awareness and/or communication skills.

- Direct measure: *Reflection paper in capstone (75% benchmark)*
- Indirect measure: *Self-assessment from survey of capstone students (60% benchmark)*

D1. Students will evaluate career and post-graduate opportunities available to International Studies majors.

- Indirect measure: Self-assessment from survey of capstone students (60% benchmark)

Benchmark for direct measures: at least 75% of scores (weighted average) are “good” or “exemplary”

Benchmark for indirect measures: at least 60% of respondents are “confident” or “highly confident”

INTS Outcomes Assessment Rubrics for SLOs A1, B1, B2, and C2 (September 2016)

Student Learning Outcome (SLO)	Exemplary (3)	Good (2)	Acceptable (1)	Needs Improvement (0)
<p>A1. Knowledge of International Processes/Issues <i>(based on research paper)</i></p> <p>Students will draw on their knowledge of international processes and issues to <u>identify and describe at least two dimensions</u> – historical, political, social, cultural, economic – of specific international issues or problems.</p> <p><i>Assessed in 2017-18</i></p>	<p>Explicitly demonstrates knowledge of international processes and issues in order to identify and describe more than two dimensions -- historical, political, social, cultural, economic – of specific international issues or problems.</p>	<p>Demonstrates knowledge of international processes and issues in order to identify and describe at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.</p>	<p>Uses knowledge of international processes and issues in order to identify and describe at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.</p>	<p>Fails to use knowledge of international processes and issues. Unable to identify at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.</p>

<p>B1. Writing— Integration of Knowledge & Scholarly Approaches <i>(based on research paper)</i></p> <p>Students will <u>integrate knowledge and scholarly approaches</u>, apply an interdisciplinary approach, and account for the international context of a research problem. <i>Assessed in 2018-2019</i></p>	<p>Explicitly demonstrates knowledge of international processes and issues using primary or secondary sources (scholarly, academic, peer-reviewed materials) in order to identify interdisciplinary dimensions of specific international issues or problems.</p>	<p>Demonstrates knowledge of international processes and issues using books, articles, textbooks, encyclopedias, mass- circulation or web-based publications for general readers in order to identify interdisciplinary dimensions of specific international issues or problems.</p>	<p>Uses knowledge of international processes and issues using books, articles, textbooks, encyclopedias, mass- circulation or web-based publications for general readers in order to identify interdisciplinary dimensions of specific international issues or problems.</p>	<p>Fails to use relevant sources in demonstrating knowledge of international processes and issues. Unable to identify interdisciplinary dimensions of specific international issues or problems.</p>
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<p>Student Learning Outcome (SLO)</p>	<p>Exemplary (3)</p>	<p>Good (2)</p>	<p>Acceptable (1)</p>	<p>Needs Improvement (0)</p>
<p>B2. Writing— Argument <i>(based on research paper)</i></p> <p>Students will <u>present and discuss their research in compelling, coherent, clear analytical arguments</u>.</p> <p><i>Assessed in 2017-18</i></p>	<p>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</p> <p>Includes skillfully developed field-specific methodology; organizes and synthesizes evidence that shows highly developed awareness of</p>	<p>Presents in-depth information from relevant sources representing various points of view/approaches. Information is generally accurate with only minor inaccuracies.</p> <p>Includes correctly developed field-specific</p>	<p>Presents information from relevant sources representing limited points of view/approaches. Presentation shows an analytical structure with a thesis, but analysis is not fully developed or not linked to thesis.</p> <p>Attempts to include field specific methodology; provides analysis that is</p>	<p>Presents information from irrelevant sources representing limited points of view/approaches.</p> <p>Methodology is misunderstood or not used; analysis is missing or unrelated to thesis.</p>

	interdisciplinary issues and high level of conceptual ability.	methodology ; analysis reveals insightful results.	not effective in revealing insightful results.	
<p>C2. Intercultural Awareness <i>(based on reflection paper)</i></p> <p>Students will <u>develop intercultural awareness</u> and/or communication skills.</p> <p><i>Assessed in 2019-2020</i></p>	Clearly demonstrates learning about one's own culture and another culture, based on thoughtful self-reflection on relevant experiential challenges and expectations.	Demonstrates learning about one's own culture and another culture, based on appropriate self-reflection on relevant experiential challenges and expectations.	Defines learning about one's own culture and another culture too narrowly or broadly; self-reflection on relevant experiential challenges and expectations lacks focus .	Fails to demonstrate learning about one's own culture and another culture; self-reflection on relevant experiential challenges and expectations is minimal or missing.

2020-2021 ISI Capstone Exit Survey

Dear Graduate and Graduating International Studies Major,

In our ongoing efforts to improve the International Studies Major, we ask students who have completed or are completing the Senior Capstone Seminar to tell us how we did and what we could do better. This will help the program develop new courses and provide more support for future students and instructors. We look forward to your valuable feedback. This survey is anonymous and should take between 5 to 15 minutes to complete. We thank you, in advance, for your time, effort and ideas!

Sincerely,

International Studies Institute
University of New Mexico

505-277-1991
isi@unm.edu

Q1a: Have you completed or are you currently enrolled in the Capstone Seminar (INTS 400)?

Yes No

Q1b: Do you expect to graduate this academic year? Fall 2020, Spring 2021 or Summer 2021?

Yes No

Demographics and Background

Q2: How old are you?

Q3: What gender do you identify as?

Q4: Other than your native language/s, how many languages do you speak, read or write in?

Which ones?

Future Plans

Q5: What are your plans after graduation? (You may select more than one response. Circle or fill in appropriate responses.)

- a. Working at the job I currently hold in _____ (fill in type of occupation)
- b. Working at a new job in _____ (fill in type of occupation)
- c. Looking for work
- d. Pursuing a Master's degree in _____ (fill in name of field)
- e. Pursuing a PhD degree in _____ (fill in name of field)
- f. Pursuing a Law degree
- g. Pursuing another professional graduate degree in _____ (fill in name of field)
- h. Traveling abroad for work, to volunteer, or study abroad
- i. Other (please specify)

Learning International Studies

Q6: Did you do study abroad while you were a student at UNM?

Yes No

Location _____ Length of time _____

Q7: Were you able to use the language/s you learned at UNM during your Study Abroad?

Yes No

Which language/s?

If no, briefly explain why not.

Q8: Please rate your learning experiences as an International Studies major on a scale of 0-5, where 0 indicates never having been exposed to the subject, 1 is "Not Confident At All" and 5 is "Highly Confident". Place an X in the box as your response.

	0	1	2	3	4	5

How confident are you that you are able to draw on your knowledge of international processes and issues to describe at least two dimensions (historical, political, social, cultural, economic) of specific international issues or problems?						
How confident are you that you are able to present and discuss your research in coherent and clear analytical arguments?						
How confident are you that you are able to integrate knowledge and scholarly approaches across disciplines?						
How confident are you that you are able to apply an interdisciplinary approach to your research?						
How confident are you that you are able to account for the international context of a research problem?						
How confident are you that you are able to develop intercultural or international awareness?						
How confident are you that you are able to communicate clearly and effectively in a language other than your native language?						
How confident are you that you are able to evaluate career and/or post-graduate opportunities?						

Your Feedback

Q9: Overall how would you rate the International Studies Program? (1=Poor, 5=Excellent)

(Poor) 1 2 3 4 5 (Excellent)

Q10: Why did you choose International Studies as your major?

Q11: What were some good and/or most helpful things about the program?

Q12: What were the most frustrating and/or bad things about the program?

Q13: How can we improve the program for future students?

**BA in International Studies:
Summary of Assessment Results 2014-2020**

Direct Measures based on Research or Reflection Papers from INTS 400

(75% benchmark for weighted scores)

SLO	Year Assessed	Total # of Scores	Exemplary (3)	Good (2)	Adequate (1)	Needs Improvmt (0)	% of Scores Exemplary and Good	Weighted % of Scores Exemplary and Good
A1	2014-15	30	10	15	5	0	83.3%	87.5%
	2017-18	30	11	14	5	0	83.3%	82.5%
B1	2015-16	40	14	10	13	3	60.0%	60.0%
	2018-19	30	10	18	2	0	93.3%	95.0%
B2	2014-15	30	8	12	8	2	66.7%	72.5%
	2017-18	30	8	15	7	0	76.7%	75.0%
C2	2016-17	30	16	12	2	0	93.3%	93.3%
	2019-20	30	17	12	1	0	96.7%	96.7%

NOTE: Based on 10 randomly selected papers (5 per semester), assessed by 3 or 4 faculty readers.
Weighted scores are averages of faculty readers' percentage of exemplary and good scores.

**Indirect Measures based on Survey of Capstone Students:
Self-Rating of Learning Experiences**
(60% benchmark)

Experience/Ability	SLOs	Percent of respondents choosing 4 or 5				
		2019-20	2018-19	2017-18	2016-17	2015-16
Draw on knowledge & describe at least 2 dimensions of international processes/issues	A1	91.2%	89.2%	91.7%	92.9%	50%
Present/discuss research in coherent & clear analytical arguments	B2	88.2%	89.2%	86.1%	85.7%	75%
Integrate knowledge & scholarly approaches across disciplines	B1	94.1%	91.9%	94.4%	85.7%	75%
Apply interdisciplinary approach to research	B1	94.1%	91.9%	86.1%	92.9%	100%
Account for international context of research problem	A1, B1	91.2%	83.8%	86.1%	85.7%	75%
Develop intercultural or international awareness	C2	100%	97.3%	97.2%	100%	75%
Communicate clearly & effectively in another language	C1	61.8%	56.8%	44.4%	57.1%	25%
Evaluate career &/or post-graduate opportunities	D1	55.9%	70.3%	55.6%	78.6%	25%

SCALE: 0 = never exposed, 1 = not confident,....., 4 = confident, 5 = highly confident

Survey of Capstone Students: Report Information

					2019-20 (Fall & Spring) Hard + online	2018-19 (Fall & Spring) Hard	2017-18 (Fall & Spring) hard copy	2016-17 (Fall) hard copy	2015-16 (Spring) online pilot
Completed surveys					34	37	36	14	4
Capstone enrollment					39	41	47	16	14
Response rate					87.2%	90.2%	76.6%	87.5%	28.6%

Appendix D: Faculty credentials (CV's)

IAN DAVID STEWART , Ph.D .
1837 Camino La Cañada
Santa Fe, NM 87501
Tel: +1 (505) 699-4509 | email: ianstew@unm.edu

PROFESSIONAL SUMMARY

Internationally-acclaimed author, lecturer, public scholar and award-winning journalist with more than 20 years of research, writing and editing experience for public and academic audiences. profiled on the Oprah Winfrey Show (Feb. 2002) and ABC News' PrimeTime Thursday (Dec. 2001); a veteran foreign correspondent in the Global South; worked on assignment in more than 60 countries during a career spanning 15 years.

RESEARCH INTERESTS

Abolitionism and slavery; post-emancipation adaptations of slavery and unfree labor; international studies; the anthropology and history of West Africa; interdisciplinary studies; war modernity and human rights.

EDUCATION

2007-2013 - Ph.D., Anthropology & History, University of Michigan, Ann Arbor.

- Research: war, violence and slavery in contemporary Africa.

- Dissertation: The Tenacity of Bondage: An Anthropological History of Slavery and Unfree Labor in Sierra Leone.

1990-1991 - M.S., Graduate School of Journalism, Columbia University, New York.

- Research: Cultural Adaptations of the Cambodian diaspora living in Brooklyn, New York.

1985-1990 - B.A., Queen's University, Kingston, Canada; majoring in Political Science with an emphasis on Cold War politics.

EMPLOYMENT

2018-Present - Associate Director and Lecturer III - International Studies Institute, University of New Mexico, College of Arts & Sciences.

2017-2018 - Visiting Lecturer III – International Studies Institute, University of New Mexico College of Arts & Sciences.

2014-2016 Postdoctoral Research and Teaching Fellow, History Department, University of British Columbia.

2013-2014 Adjunct Instructor – International Studies Institute, University of New Mexico.

Assisted in the redesign of INTS 400, transforming it from an independent study to a writing-centric group seminar, which today continues to serve as a core class for International Studies majors at UNM.

ADDITIONAL CAREER EXPERIENCE

1990-Present - Contributing journalist, writer and editor (worked as a contributing writer, editor and editorial consultant for several news outlets, businesses and academic think tanks).

- Published in the Associated Press, *African Studies Review*, *Acta Academica*, the *Toronto Globe and Mail*, The Toronto Star, The International Herald-Tribune, Timeline.com, National Public

Radio, the Canadian Broadcasting Corporation, United Press International, the British Broadcasting Corporation, the Global Reporting Center, the Center for International and Comparative Studies and the *Santa Fe New Mexican* among others.

- Served as Senior Staff Writer for the Associated Press (AP) in Toronto and San Francisco (1999-2006);
- Served as AP's West Africa Bureau Chief (1997-1999).
- Served as AP's Vietnam Chief Correspondent (1996-97).
- Served as AP's correspondent for Pakistan and Afghanistan (1994-1996).
- Served as United Press International's (UPI) South Asia Bureau Chief, Correspondent and copy editor in South and Southeast Asia (1991-1993).
- Worked as a freelance correspondent in Berlin, Prague and the UN headquarters in New York (1990-1991).

FELLOWSHIPS AND AWARDS

2018 - New Mexico Humanities Council/National Endowment for the Humanities Grant, Albuquerque.

- **Purpose** - Peacemaking in Africa Fall Lecture Series (International Studies Institute - UNM).

2014-2015 - Postdoctoral Research & Teaching Fellowship in African History. University of British Columbia.

2011-2012 Rackham Humanities Research Fellowship; University of Michigan, Ann Arbor.

- **Purpose** - Field Research in Sierra Leone and Liberia.

2007-2013 Rackham Merit Fellowship; University of Michigan, Ann Arbor.

Purpose - Ph.D. coursework and research

2001-2002 John S. Knight Fellowship; Stanford University, Stanford, CA.

- **Purpose** - Research the legacy of colonial and Cold War violence and labor exploitation in contemporary sub-Saharan Africa.

1991-1992 John J. McCloy Fellowship; Columbia University/American Council on Germany, New York.

- **Project** - Berlin-based Research on the effects of unification on Germany's migrant labor force.

FIELD RESEARCH

Summer 2011 - Archival research: Sierra Leone National Archives; ethnographic research throughout Freetown and Sierra Leone's interior provinces; archeological research at Bunce Island slave fortress ruins and other slave trade and anti-slavery sites (*e.g.* , Plantain Islands, villages of Kent, York and King Jimmy Town).

Summer 2009 - Archival research: Public Archives of Nova Scotia (PANS), the Provincial Archives of New Brunswick and the William L. Clements Library at the University of Michigan; examining the 18th and 19th century origins of the "Province of Freedom," The Sierra Leone Company, Freetown, and the Sierra Leone Protectorate.

Summer 2008 - Ethnographic research at rehabilitation clinics for former child soldiers in Sierra Leone's urban centers of Freetown, Wellington, Hastings and Lakka, and other outlying regions. Winter 2007 Ethnographic research: former child soldiers from Liberia and Sierra Leone living in Johannesburg, South Africa.

TEACHING

Courses Taught at UNM:

- **INTS 1101** - Introduction to International Studies
- **INTS 400** - The Capstone Seminar in International Studies
- **INTS 499** - Various cross-listed topics courses on Africa, labor, and violence including:
 - The Scramble for Africa
 - From Slavery to Freedom
 - Peacemaking in Africa
 - The Archeology of Violence

Courses Taught at UBC:

- **HIST 256** - Pre-colonial African History
- **HIST 313** - Imperial Africa
- **HIST 490** - Writing Seminar for Honors students

PUBLIC LECTURES, ACADEMIC CONFERENCES, TRAINING & PRESENTATIONS

2020 - **Remote Fundamentals (UNM Center for Teaching and Learning)** - Creating a Welcoming and Supportive Online Environment.

2020 - **Pandemic Pedagogy Workshop and Webinar Series** - International Studies Association.

2018 - **Conference Organizer** - Peacemaking in Africa (UNM International Studies Institute's Fall Lecture Series).

2017 - **Conference Organizer** - Slow Work (UNM International Studies Institute's Fall Lecture Series).

2014 - **Public Lecture** : "Rites of Rupture: Child Soldiery and New Slavery in Sierra Leone." Fall Lecture Series, International Studies Institute, University of New Mexico.

2011 - **Public Lecture** : "Modernity Denied: Sierra Leone and the Antimodern Revolution." Youth and Revolutions Lecture Series. International Studies Institute, Public Lecture Series, University of New Mexico.

2010 - **Paper presented** : "Production of memory/narrative and the ethics of the interview." African Studies Association Annual Conference, New Orleans.

2009 - **Guest Presentation** : "Dealing with the Past and Doing Justice in Africa." Department of Afroamerican and African Studies, University of Michigan.

2008 - **Lecture Respondent** - Topographies of War & Registers of Violence Conference. University of Michigan.

1999 - **Keynote Lecture** - "Bridging the gap: communication skills between brain injury survivors and healthcare workers. Toronto Brain Injury Association.

1999 - **Panelist** - "Reporting on the edge: War reporting after Vietnam." Society of Professional Journalists annual meeting, Indianapolis.

STEPHEN L. BISHOP

sbishop@unm.edu

employment history

Associate Professor of French, August 2007-present, University of New Mexico.

Professor of African Literature and Civilization, September 2014-June 2015, University of

Yaoundé I.

Assistant Professor of French, August 2000-2007, University of New Mexico.

Visiting Assistant Professor of French, August 1999-May 2000, University of New Mexico.

education

Ph.D. in French and Francophone Literature, University of Michigan, May 1999.

M.A. in French and Francophone Literature, University of Michigan, May 1994.

J.D. (Law), University of Michigan, May 1993.

Institut des Etudes Européennes (Law), Université Libre de Bruxelles, Jan.-July 1992.

B.S. in Biology, *magna cum laude*, University of Illinois Urbana-Champaign, June 1990.

teaching and research interests

Confluence of shame and guilt in the formation of African societies and identities.

Comparisons of French and Francophone Feminist Theory.

Child soldiers in Africa.

Interdisciplinary work in law and literature in French and African literature.

selected publications

Scripting Shame in African Literature (Liverpool U P, March 2021)

“Anansi the Spider: Individual Trickery and Communal Integrity,” *Portraits of Integrity* (Eds. Rachael Wiseman, Amber Carpenter, and Charlotte Alston) Bloomsbury Publishing (2019): p. 168-74.

“En guise de Préface,” *Mboaland: autopsie d’une république* by Maurice Tetne. Africavenir, 2017.

“Quel(s) féminisme(s) pour l’Afrique?” (DVD), University of Yaoundé I, 2015.

“Imperialism-Africa” entry in *Encyclopedia of Race and Race Relations*, 2nd edition, ed., Patrick L. Mason, Palgrave Macmillan, 2013; 357-361.

“Oppositional Approaches to Female Genital Mutilation in African Literature”, *Empathy and Rage*, Oxfordshire: Ayebia Clarke Publishing, 2009; 38-51.

Legal Oppositional Narrative: A Case Study in Cameroon (Lexington Books, 2008)

selected conferences

“L’Homosexualité et la honte en Afrique,” CIEF, La Rochelle, June 2018.

“Teaching Human Rights through Literature,” Albuquerque International X, Albuquerque, March 2017.

“Reclaiming a Sense of Humanity through Creativity,” Children & War Conference, Salzburg, July 2016.

“Le caractère d’un canon africain,” CIEF, Dakar, May 2016.

“Quel(s) féminisme(s) pour l’Afrique?” Grandes Conférences, University of Yaoundé I, 2015.

“Histoire de la violence en littérature africaine,” University of Yaoundé I, 2015.

“The Relevance of Native American Literature in Africa,” University of Yaoundé I, 2015.

selected grants and awards

College of Education Lesser Taught Languages grant (LAII + ISI, \$300,000), 2020.

Study Abroad grant (Ghana - \$4,000), 2016.

Fulbright Grant (Cameroon), 2014-2015.

selected professional service

Outside the university:

Member, Editorial board (African Lit.), *Nouvelles Etudes Francophones*; June 2010-present.
Editor-in-Chief, *Nouvelles Etudes Francophones*, June 2011-July 2014.

Administrative work in Department, College, and University of New Mexico Committees:

Member, Africana Studies Departmental Transition Team, September 2020-present.
Member, President's Ethics Task Force (Chair of Consensual relationships subcommittee), August 2019-present.
Director, International Studies Institute, July 2019-present.
Chair, Faculty Ethics Committee, August 2018-present.
Member, Theatre & Dance Assistant Professor search committee, August 2019-February 2020.
Interim Director, International Studies Institute, January 2018-June 2019.
Member, Mellon-Mays and Fulbright selection committees, September 2015-present.
Member, Search Committee for Director of Institute for Medieval Studies, February-March 2019.
Faculty Advisor, International Interest and Outreach Club, August 2018-present.
Organizer, UNM Africanist Working Group, August 2017-present.
Member Executive Committee, Contemporary Jewish Lecture Series, September 2016-present.
Chair, International Studies Institute Visiting Lecturer position search, March-May 2018.
Associate Director, International Studies Institute, August 2017-December 2017.
Steering Committee, Faculty SAFE, September 2016-present.
Advisor, Southern Poverty Law Students, September 2016-June 2017.
Member, Title IX Committee, September 2016-May 2018.
Member, Sexual Harassment Policy Committee, September 2016-May 2018.
Faculty Advisor, Global One-to-One student group, August 2016-May 2018.
Executive Committee, Young African Leadership Initiative, August 2016-July 2017.
Member, Academic Freedom & Tenure Committee, August 2015-June 2017.
Member, FLL Graduate Committee, August 2015-present.
Member, African Studies Curriculum Committee, September 2011-August 2017.
Graduate French Adviser, Foreign Languages & Literatures, August 2015-present.
Member, Executive Committee, International Studies Institute, 2011-present.

Community Service:

Translator (French) for asylum seekers, Albuquerque, March 2018-present.
Board Member, Global One-to-One, Albuquerque, July 2012-August 2017.
Translator (French), Refugee Assistance Summit, Albuquerque, April 2017.
Board of Directors, "Pride of Cameroon" (philanthropic organization), June 2011-2016.
Invited speaker, International Night, American School of Yaoundé, April 2015.
Invited speaker, Senior Lecture Series, American School of Yaoundé, February 2015.

Associate Professor Christopher Butler (PhD Political Science, Michigan State University), focuses on understanding political conflict, especially in the domain of human rights. His

research asks questions about what makes human rights (including sexual violence) better or worse in countries and what makes political violence more or less likely. He focuses on formal and informal institutions and their effects on human rights and violence. In 2018, he was awarded the title of Presidential Teaching Fellow, the highest teaching recognition at UNM.

Recent and/or noteworthy scholarly accomplishments include:

Butler, Christopher K. and Jessica L. Jones. 2016. "Sexual Violence by Government Security Forces:

Can Peacetime Levels of Sexual Violence Predict Levels of Sexual Violence in Civil Conflict?" *International Area Studies Review* 19(3): 210-230.

Mitchell, Neil J., Sabine C. Carey, and Christopher K. Butler. 2014. "The Impact of Pro-Government

Militias on Human Rights Violations." *International Interactions* 40(5): 812-836.

Butler, Christopher K. and Scott Gates. 2012. "African Range Wars: Climate, Conflict and Property

Rights." *Journal of Peace Research* 49(1): 23-34.

Associate Professor Kathy L. Powers (PhD Political Science, Ohio State University) conducts research at the boundaries of institutions and law in restorative justice in international relations and U.S. politics. She has published in a variety of journals in Political Science, international relations, diversity, and complex science. She is interested in institutional authority, change and effects. Much of her research focuses on the design of international institutions and law with respect to human rights, reparations, trade, and war. Her recent work focuses on the causes and consequences of reparations in international relations and U.S. politics.

Recent and/or noteworthy scholarly accomplishments include:

"The Economic Institutional Construction of Regions: Conceptualisation and Operationalisation,"

(with Gary Goertz). *Review of International Studies* 37: 2387-2415. 2011.

"The Demand for Reparations: Grievance, Risk, and the Pursuit of Justice in Civil War Settlement" [Published On-line](#), October 2011, *Journal of Conflict Resolution and the Journal of Conflict Resolution*, April 2012, volume 56, no. 2, pgs. 183-205, (with Prakash Adhikari and Kathy Powers).

"Victim's Justice in the Aftermath of Political Violence: Why Do Countries Award Reparations?" (with Kim Proctor) *Foreign Policy Analysis Journal*. 2014.

Professor William Stanley (PhD Political Science, Massachusetts Institute of Technology) conducts research on political violence and its prevention, with an emphasis on Central American cases. His first book, *The Protection Racket State: Elite Politics, Military Extortion, and Civil War in El Salvador* (1996) examined the political dynamics behind the mass killings carried out by the military and police in El Salvador in the 1970s and 1980s. His second book, *Enabling Peace in Guatemala*, International Peace Institute/Lynn Reinner, (2013) is an assessment of the strategies of the United Nations for bringing peace and post-war stability in a context of limited international political leverage and strong domestic resistance to reform. His

work on political violence, counterinsurgency, and post-conflict reform of police and justice institutions has appeared in the journals *International Organization*, *Politics and Society*, *Global Governance*, *International Peacekeeping*, and others. His work has been funded by International Peace Institute and the United States Institute of Peace.

Recent and/or noteworthy scholarly accomplishments include:

“Counterinsurgency in El Salvador,” *Politics and Society*, 38 (10), March 2010, with Mark Peceny, pp. 67-94.

“El Salvador’s Negotiated Peace,” in *Comparing Peace Processes*, Alp Ozerdem and Roger MacGinty, eds. London: Routledge, 2019.

“El Salvador: The Consolidation and Collapse of Military Rule,” in *Oxford Encyclopedia of the Military in Politics*, William R. Thompson and Hicham Bou Nassif, eds. Oxford University Press, in press. doi:10.1093/acrefore/9780190228637.013.ORE_POL-01812.R1

Appendix E: Peer Comparison Table

Comparable Majors/Minors Offered at UNM Peer Institutions

Institution Name	Major/Minor in International or Global Studies	Major/Minor in Interdisciplinary Area Studies
Arizona State University	Global Studies, BA	Africa & Africana Studies, BA Asia Studies, BA (East Asia, South Asia, or Southeast Asia)
Florida International University	International Relations, BA (also as joint BA/MA with MA in International Studies)	Asian Studies, BA
New Mexico State University		Latin American Studies (supplementary major)
Oklahoma State University	International Studies (minor) (Business School offers Undergraduate Certificate in International Competency)	Hispanic & Latin American Studies, BA Asian Studies (minor) Central Asian Studies (minor) European Studies (minor) Middle East Studies (minor) Russian & East European Studies (minor)
Texas A & M University-College Station	International Studies, BA	Africana Studies (minor) Asian Studies (minor) Comparative Cultural Studies-International (minor)

Texas Tech University	Global Studies, BA International Studies (minor)	Russian Language & Area Studies, BA Asian Studies (minor) European Studies (minor)
University of Tennessee-Knoxville	Global Studies, BA	Africana Studies, BA Asian Studies, BA Latin American Studies, BA
University of Texas at Arlington	Critical Languages & International Studies, BA	
University of Texas at Austin	International Relations & Global Studies, BA	Africana & African Diaspora Studies, BA Asian Studies, BA European Studies, BA Islamic Studies, BA Latin American Studies, BA Middle Eastern Studies, BA Russian, East European & Eurasian Studies, BA
University of Texas at El Paso		Latin American & Border Studies, BA Asian Studies (minor)
University of Arizona	Global Studies, BA IDS/International Studies, BA (through University College)	Africana Studies, BA East Asian Studies, BA Middle East & North African Studies, BA
University of California-Riverside	Global Studies, BA International Relations (minor)	Asian Studies, BA
University of Colorado Boulder	International Affairs, BA	Asian Studies, BA
University of Colorado Denver	International Studies, BA	Chinese Studies (minor)
University of Houston	Global & International Studies (minor)	Chinese Studies, BA Italian Studies, BA Arab Studies (minor) German Area Studies (minor) India Studies (minor)
University of Iowa	International Studies, BA	Latin American Studies (minor or certificate)
University of Kansas (BGS=Bachelor of General Studies)	Global & International Studies, BA	African & African American Studies-African concentration, BA/BGS Arabic & Islamic Studies, BA/BGS Latin American Studies, BA/BGS European Studies (co-major) Russian & East European Studies (co-major)
University of Missouri-Columbia	International Studies, BA	East Asian Studies (minor) South Asian Studies (minor) Latin American Studies (minor)

University of Nebraska-Lincoln	Global Studies, BA	European Studies, BA Latin American Studies, BA
University of Nevada-Las Vegas		Asian Studies, BA Latin American Studies, BA
University of Oklahoma Norman	International Studies, BA International/Global Studies, BA/MA	African & African American Studies, BA Asian Studies, BA European Studies, BA European Studies: Russian & East European, BA Latin American Studies, BA Middle Eastern Studies, BA
University of Utah	International Studies, BA/BS	Asian Studies, BA Latin American Studies, BA Middle East Studies, BA