



CHANGE THE WORLD FROM HERE

Academic Program Review, Fall 2016

International Studies Department Self-Study

On behalf of the
International Studies Faculty

Submitted by
Dana Zartner, Chair
International Studies Department
College of Arts and Sciences

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SUPPLEMENTAL DOCUMENTS POSTED TO CANVAS SITE FOR EXTERNAL REVIEWERS

ENV Checklist
GPS Checklist
IES Checklist
PCS Checklist
CSV Checklist
African Studies Checklist
LAS Checklist
Asian Studies Checklist
European Studies Checklist
Middles Eastern Studies Checklist
Faculty CVs
Department By-Laws
Task Force Report
Faculty and Staff Division of responsibilities guides
July 1 Assessment Report and Response for both programs
MAIS brochure and marketing plan
MAIS recruitment schedule
BAIS brochure, general advising materials, and marketing documents
Affiliated Faculty List

KEY ISSUES FOR CONSIDERATION

Redeveloping the MAIS Curriculum to Better Reflect the Unique Expertise of Faculty, Draw on the Opportunities Offered by USF and the Bay Area, and Improve Recruitment Efforts

Improving the BAIS Curriculum to Remain Competitive, Assist our Students in Achieving their Goals, and Improve Recruitment and Retention

Building Relationships and Development Opportunities to Generate Additional Funding and Other Resources for Department Needs and Activities

Cultivating and Maintaining the Interdisciplinary Nature of the Department and its Programs

Developing Departmental Identity, Community, and Cohesion

Solidifying Administrative Structure and Identifying Best Role for Faculty Advisory Board

KEY RESOURCES NEEDED

Additional Faculty Hires Based on the Specific Needs of the International Studies Department

More Opportunity and Flexibility in Staff Positions

**Better Financial Resources for Students for Scholarships and Research & Travel Funding **

More Support and Coordination for Graduate Students, including Housing and Writing Resources

Additional Communal Space Designated Specifically for the Department

** Additional funding for alumni outreach and events in other cities**

Additional Support for Language Instruction at USF

I. INTRODUCTION AND HIGHLIGHTS

This self-study is a comprehensive report addressing every aspect of the International Studies Department and its two degree programs: the Master of Arts in International Studies (MAIS) program and the Bachelor of Arts in International Studies (BAIS) program. It contains the Department's vision, mission and goals, and based on an overall analysis of the program by faculty and staff, makes recommendations for improvement and development.

As the International Studies Department and its constituent programs are relatively new (BAIS came into existence in 2004, MAIS in 2009, and the department in 2015) we are at a moment of potential change and development. We look upon this program review as an opportunity for the department to assess its own curricula, policies, and practices and to receive feedback from external reviewers on the various questions, challenges, and proposals that we have been discussing over the course of the past year. We hope this program review results in development of both degree programs and the department as a whole, in conjunction with all faculty, staff, and the administration, to move International Studies at USF forward for the future.

II. MISSION AND HISTORY

(A) Mission

The International Studies Department is a scholarly community that applies global perspectives to foster a more sustainable, humane, and just world. Our mission is to inspire and prepare engaged citizens to have a critical, interdisciplinary understanding of global dynamics.

The graduate and undergraduate programs in International Studies provide our students with the skills to not merely examine the world, but also make it better. To achieve this aim, we integrate theory and practice in order to prepare students for further studies and careers in such fields as government, education, human rights, development, technology, international business, international media and communication, social advocacy, and the law.

(B) History

The theme of the first Bachelor of Arts in International Studies (BAIS) program review (2009-2010) was growth. Founded in 2004, the interdisciplinary undergraduate program became the fastest growing and one of the largest majors in the College of Arts and Sciences (Fig. 1). The early success of the BAIS major illustrated both students' interest in understanding the complexities of today's interconnected world and the depth and diversity of USF faculty working in global fields. Faculty from across the social sciences, humanities, and sciences found a second home in the BAIS program and increasingly devoted their time to teaching BAIS courses and mentoring BAIS students. The coalescence of university mission, student interest, and faculty expertise and engagement led in 2009 to the creation of a second International Studies program, the Master of Arts in International Studies (MAIS). After years of separate administration, in 2014 a working group composed of faculty and staff was established to recommend ways to better coordinate or integrate the two programs. In 2015, the task force's

recommendation was made to combine the two programs into one International Studies Department (ISD) and was approved by the College administration.

This is the first program review for the MAIS program and the newly established department. This section covers the period of 2010-2016 and addresses the relationship of ISD to other departments, the development of each program, and the current state of the merged department.

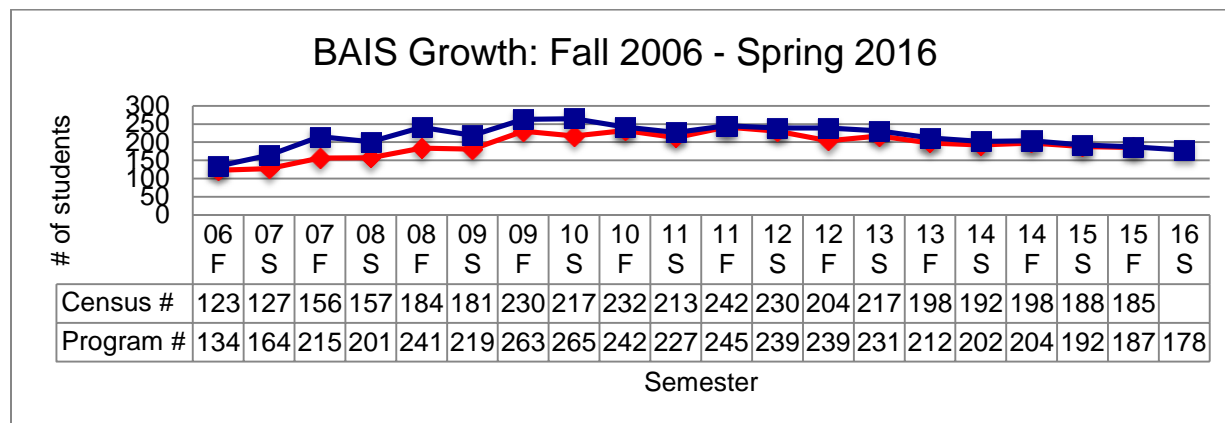


Fig. 1: BAIS Growth

1. Relationship to Other Departments and Programs

The ISD is an interdisciplinary department connected to a number of departments, programs, and centers at USF. The International Studies Department has eight core faculty whose primary appointments are within International Studies. Given the large number of students involved with the BA and MA programs, as well as the breadth of classes which must be offered, the advising which must be done, and the administration required for programs of this size, the department draws on faculty from other CAS departments and programs, including: African Studies, Anthropology, Art, Asian Studies, Communication Studies, Economics, Environmental Science, Environmental Studies, European Studies, History, Latin American Studies, Media Studies, Middle Eastern Studies, Modern and Classical Languages, Music, Philosophy, Politics, Sociology, and Theology and Religious Studies.

Faculty from these departments and programs sit on the ISD Faculty Advisory Board, teach courses for the International Studies Department – largely electives for the undergraduate tracks – oversee and advise students in their functional tracks and regional minors, and act as advisors for Master’s theses and Applied Projects. Through this extensive faculty network, the International Studies Department is also connected to the Center for Asia Pacific Studies, the Center for Latino Studies in the Americas (CELASA), and the Leo T. McCarthy Center for the Public Service and Common Good.

A list of faculty who have been involved with International Studies in some substantial capacity is provided on the Canvas site.

2. Relationship to the CORE

While there are many courses in the undergraduate curriculum that satisfy Core requirements, most are offered by affiliated departments. The exceptions to this are:

- BAIS 102 Introduction to International Politics, which counts for Core E – Social Sciences
- BAIS 103 The Global Economy, which counts for Core E – Social Sciences
- BAIS 310 Global Environmental Politics, which counts for Service Learning
- BAIS 399 BAIS Internship, which counts for Service Learning

3. General Administration

In terms of administration, the ISD is under the College of Arts and Sciences' Associate Dean for Social Sciences. In many ways ISD has become the umbrella for the regional area studies programs as the majority of the students pursuing minors in African, Asian, European, Latin American, and Middle Eastern Studies are International Studies majors (see Table 1, page 20). These programs remain independent, with their own Faculty Advisory Boards, but are closely aligned with the ISD through administrative support, faculty, students, and event coordination. The African Studies, European Studies, Middle Eastern Studies utilize the BAIS Program Assistant.

4. Bachelor of Arts in International Studies Program: History and Response to Last Program Review

Since the 2009-2010 program review, the BAIS Program has worked closely with the College administration to address the challenges resulting from its early growth and success. Below we discussed developments in the program since 2010, including how the program has responded to the recommendations of the last program review.

(a) Improved advising procedures to foster retention and a BAIS identity

One of the primary issues to come out of the last Program Review was the creation of a better system of advising and retention for students in this multifaceted major. In response, we embarked on a number of new initiatives.

- Creation of a Peer Advising Program and Faculty Student Advisory Council (FSAC). The central idea behind this program is to draw upon student enthusiasm and knowledge of the BAIS program to develop peer-to-peer relationships that support advising and generate a sense of community among BAIS majors. The BAIS Peer Advisors, who are selected through a competitive interview process, are among the best, most active students within the major. Peer Advisors hold weekly office hours to assist students in navigating the curriculum, plan events, assist during the New Student Series (discussed below), and sit on the FSAC. The FSAC meets once a month during the semester and serves as a platform for discussion among faculty and students on issues within the major and ways to improve all aspects of the BAIS Program. Some of the most successful

changes implemented in the BAIS Program have come out of the FSAC, including the redesign of the Research Methods course, the creation of a dedicated Internship course, holding events centered around regions and languages, and the creation and use of social media accounts.

- Development of Advising Materials and Codification of Advising Processes. Advising materials for faculty advisers are regularly updated and available on a well-maintained Canvas site and through a weekly newsletter. In-person training with the Department Chair or Undergraduate Director is also provided for new faculty advisers at the beginning of every semester.
- Creation of the New Studies Series. New majors are required to attend the New Student Series, which includes four lunchtime presentations (two each semester) over the course of the academic year. Due to diminishing attendance, we are in the process of thinking about changes to the New Student Series (see Section VII(A) below), past presentations have included: Tips for New BAIS students, Careers and Internships, Integrating Study Abroad into Your Four-Year Plan, and Developing Your Expertise. The goal of the New Student Series has been to better provide students with the resources to succeed at USF and in the major, while also encouraging them to reflect on how they can align their courses and internships with future career goals.
- Honors in International Studies Program. In order to encourage excellence, we also developed an Honors program for BAIS students. To graduate with Honors, students must have a cumulative GPA of 3.6 in the major, participate in an academic study abroad program, complete an Honors Thesis or equivalent research paper with a minimum grade of B, and demonstrate leadership on or off campus.

(b) *Curriculum Revisions and Changes*

The Bachelor of Arts in International Studies is committed to offering students the highest quality curriculum and continually evaluates what is working and what we can improve. Specifically, we have engaged in the following curricular discussions and/or revisions since the last program review.

- Reevaluated our Basic Course sequence. Re-evaluation of the required courses for all International Studies majors led to the decision to drop a required Introduction to Globalization course and add a Research Methods course. Students now take the following Basic Courses:
 - BAIS 101 / HIST 300 / POLS 300 The World Since 1945
 - BAIS 102 / POLS 113 Introduction to International Politics
 - BAIS 103 / ECON 280 The Global Economy
 - BAIS 201 / ECON 220 Research Methods
- Created a Research Methods course. This course was created following the recommendation of the last program review team. A prerequisite of Elementary Statistics

(MATH 101) was added to provide students with a foundation in statistical analysis. This pre-requisite is still in place, though we are contemplating opening it up to any statistics course, not just MATH 101 to give students more options. Initially the BAIS Research Methods course was taught largely by faculty in the Economics department, but with the growth of IS-housed faculty, and based on feedback from the students, the course has been revised since its inception and now is also taught in a project-based format by faculty housed in or affiliated with International Studies (Keally McBride, John Zarobell, Lindsay Gifford, Brian Dowd-Urbe). The new course is project based, so it introduces students to research methods through specific modules connected to contemporary global political and social events rather than presenting a laundry list of research methods. The current class is pursuing research on the European refugee crisis, which will include developing a literature review and research design about sending countries, mapping migration transits through geospatial analysis, and developing policy proposals for resettlement of migrants and refugees in Europe. Students learn not only techniques but new software and database opportunities that are emerging in social science research, such as GIS and the database Passport.

- Developed BAIS courses. With the addition of faculty housed in International Studies, specific BAIS courses have been developed. These include:
 - BAIS 305 The Global Network: Consumption and Ecology
 - BAIS 310 Global Environmental Politics (SL)
 - BAIS 325 Diplomacy
 - BAIS 375 Colonialism and Empire
 - BAIS 376 Post-Colonial Migration and Global Cities
 - BAIS 395 International Affairs Review
 - BAIS 399 BAIS Internship (SL)
 - BAIS 495 BAIS Honors Thesis Seminar

- Developed consistent system for course numbering. As BAIS grew in students, courses, and faculty, it became apparent that the program needed its own course code and numbering system. This has entailed much work on the part of the program's leadership and administrators, and is still part of on-going discussions related to cross-listing. It was decided that all of the BASIC courses, the BAIS-specific courses, and all global-scope courses taught regularly by International Studies faculty and required for the different functional tracks should have BAIS numbers. In addition to those classes listed above, these include:
 - BAIS 320 Human Rights & Global Change
 - BAIS 350 International Law and International Organizations

We also have a number of Special Topics (BAIS 390) courses that have been offered that need to be reviewed and assigned BAIS numbers. These include: Art and Globalization, Black Lives Matter: A Global Perspective, Human Rights Advocacy Skills, and Global Food Security.

- Reviewed and revised functional tracks. In order to promote more equal distribution of majors across the five different functional tracks, the under-enrolled World Religions & Spiritualities track was substantially revised and reconstituted as the Culture, Societies, & Values track. This now serves as the most culturally-focused track, incorporating more courses on anthropology and the humanities. Additionally, the Global Politics & Societies and Peace & Conflict Studies tracks were reviewed and revised to remove some overlap between them in hopes students would be better able to distinguish between the two tracks. Finally, the Environment & Development track was also reviewed and revised to make it more attractive to students, distinguish it from the Environmental Studies major, and to reflect the addition of new environmentally-focused courses.

(c) *Stabilizing Faculty Resources and Responsibilities*

The rapid expansion of the program led to challenges in terms of staffing courses and supporting the program's leadership (all of whom were housed in other departments). Therefore the program did the following:

- Tested different leadership models (faculty directors, co-directors, student development coordinator) to better distribute the workload and provide stability in administration and vision.
- In 2011, the program began hiring faculty whose primary appointment would be in International Studies. Two term faculty, John Zarobell and Bill Goldman, were hired in 2011 and 2012, respectively. In 2012, the first tenure-track faculty was hired (Dana Zartner). [Additional faculty were hired initially into the MAIS program and are listed below.] Currently there is one adjunct, Sana Onayeva, who is teaching for the program.
- We have also stabilized membership of the interdisciplinary Faculty Advisory Board. The composition was codified in the bylaws (passed in 2015; now replaced by the ISD by-laws passed in 2016).

(d) *Relationship to the Master of Arts in International Studies Program*

As discussed above, the BAIS and MAIS programs were established at different times and run independently of each other up to fall 2015, though there was some overlap in composition of the two Faculty Advisory Boards. By 2014, the growth of both BAIS and MAIS, and the increase in faculty hired in both programs had built momentum to formally discuss the potential merger of the programs. A task force comprised of faculty and staff was established to explore options. In 2015 the task force recommended, and the dean agreed, that the two programs should be merged into one department. This allows for better use of administrative and faculty resources, a more visible identity for International Studies at USF and in the community, and increased collaboration amongst IS faculty.

5. Master of Arts in International Studies Program: History

The Master of Arts in International Studies Program was launched in 2009 to prepare students for careers in international affairs, including non-governmental organizations, foreign service, and international organizations. The program was designed to provide students with a comprehensive, interdisciplinary perspective on international issues, including globalization, development, peace and conflict, human rights and international law and organizations. Combining academic and theoretical rigor with practical experience, it offers a unique understanding of contemporary challenges facing state and non-state actors through the lens of social justice. The program is currently a three-semester program in which students take four required courses, two electives, complete an internship, pass a language requirement, and write a thesis or applied project.

This is the first program review for the MAIS Program. The former Director of the MAIS Program, Anne Bartlett, is no longer with USF (she left in December 2014) and resigned from the directing the program very abruptly in spring 2014. Due to particularities in existence during her tenure as Director of the Program from 2009-2014, there is not much of a record on the history, processes or decisions made during her time as Director. There was a great deal which was not codified in any written policies, so since her departure, the program has focused on developing program materials, outreach and recruitment, further refining curriculum, and solving staffing needs.

The curriculum has remained very similar to that originally approved. The key curricular changes that have occurred are: the dropping of the regional elective that was included in original proposal for the Master's program, revising the research methods course, and expanding the selection of electives available to students. As the faculty teaching in the program has grown, more time has been devoted to ongoing evaluation and alignment of courses across the MAIS curriculum. This has included the addition of a second reader to each thesis project to ensure quality and consistency.

In 2012, the M.A. program received its first tenure-track hire (Chris Loperena) at the same time the undergraduate program did. The graduate program has also hired two term faculty, Lucia Cantero and Lindsay Gifford, in 2013. In spring 2015, another tenure track faculty member, Brian Dowd-Uribe, was hired under the auspices of the MAIS program, though by then it had been decided that the two programs would merge into a single department and his appointment, along with all the appointments of faculty in BAIS and MAIS became general appointments to the International Studies Department rather than to a particular program. Currently there is one adjunct faculty member, Olivier Bercault, who contributes significantly to the program.

6. International Studies at USF: The Current State

Since 2009-2010, which was the year of the last BAIS Program Review and also the year the MAIS program started, the two International Studies programs at USF have undergone substantial changes. With the creation of a single International Studies Department in 2015, we are currently at a very important moment for international studies at USF. As there has been significant change in administrative structure, personnel at both the faculty and staff levels, and

curricula over the past six years, we feel this is a very opportune moment for this program review.

We are at a moment when review of both the undergraduate and graduate curricula is beneficial as we seek to continue to build our reputation and recruit and retain top-quality students and scholars. Throughout this self-study there are a number of ideas and proposals which have come up over the past year as we, as a single department, have begun to consider where we go from here. We look forward to thoughts and recommendations of the external reviewers on these potential changes.

In terms of morale and atmosphere within the department, it likely varies depending on one's relationship with International Studies. There has been a tremendous amount of change and uncertainty over the past couple of years, from the hiring of IS-housed faculty to the abrupt departure of the former MAIS Director. Moreover, the merger into a single department was not looked upon favorably by everyone, though it did have wide support. One of the primary positives of the International Studies programs at USF is the collegial and interdisciplinary nature of both the Bachelor's and the Master's programs, and we hope to retain this as we continue to grow as a single department, but there have been growing pains, staffing issues, and some tensions over the past couple of years.

Overall, however, there remains a great deal of excitement for the potential of both the BAIS and MAIS programs, and a high level of collegiality and a supportive environment among the faculty, staff, and students in the International Studies Department.

III. CURRICULUM

(A) General Overview

The International Studies Department offers two degree programs: a Bachelor of Arts in International Studies (BAIS) and a Master of Arts in International Studies (MAIS). Through participation in the BAIS programs, students also receive a minor in one of the regional areas of study: African Studies, Asian Studies, European Studies, Latin American Studies, or Middle Eastern Studies. While both curricula have innovative and positive aspects, we hope to use the process of this program review to assist us in tweaking the undergraduate curriculum and revising the graduate curriculum.

In addition to updating our two curricula, our short term curricular goals include developing a '4+1 program', which will allow students to complete the requirements of both the Bachelor's and Master's degrees in a combined five-year period. We also intend to develop a JD/MA in International Studies program, which will allow students to receive both a law degree from USF law school and a Master's degree in International Studies in four years, instead of five.

(B) Undergraduate Program

1. Structure of the Undergraduate International Studies Curriculum

The undergraduate curriculum in the International Studies Department was designed for maximum flexibility for students to develop their own paths through a rich intersection of many disciplinary fields. A map of the BAIS curriculum layout can be found below in Figure 2. After taking four BASIC sequence courses, students have an opportunity to focus on one of five functional tracks and one of five regional minors, providing 25 different paths to achieve a Bachelor's in International Studies degree. Students are required to select their functional tracks and regional minors by the end of the Sophomore year or, in the case of transfer students, by the end of their first year at USF. In addition, all students are required to pursue language study and encouraged to study abroad during their time as International Studies undergraduates. There is no minor in International Studies.

It is important to note that BAIS, begun in 2004, was designed as an interdisciplinary program to be assembled through courses taught by professors in other fields and it was not conceived at the time that the program would become a department with its own faculty and fixed curriculum. Many changes over the years have led us to where we are now (see **History** section, page 9), but the curriculum remains an interdisciplinary one, with courses drawn from many programs across the College of Arts and Sciences. That said, a Basic Sequence was established for all International Studies undergraduates to follow with BAIS course numbers. With more than 300 courses across 30 programs, BAIS students can develop a customized curriculum drawing broadly on the resources of the College of Arts and Sciences. For this reason, it is unwieldy to describe all of the courses that are part of the BAIS curriculum but each functional track and regional minor has a list of courses affiliated with those curricular areas (see check lists on Canvas site).

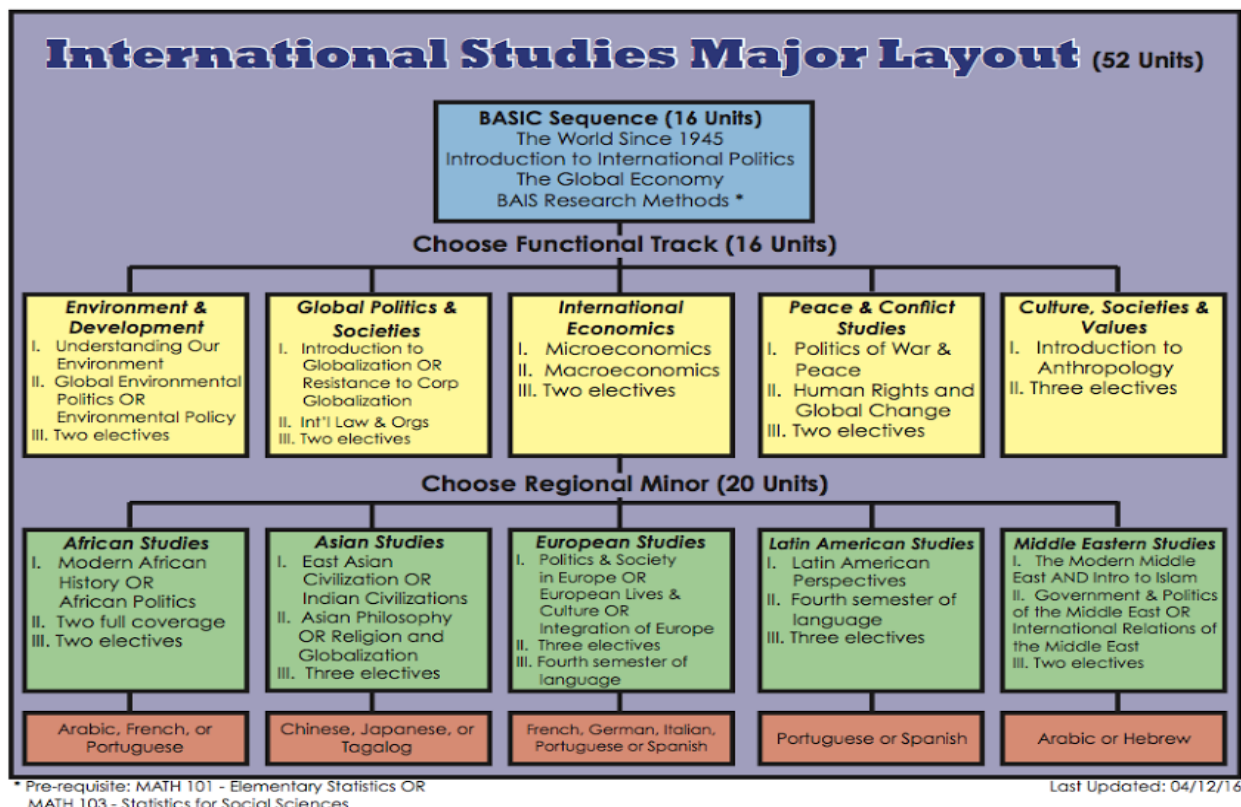


Fig. 2 Major Layout

BASIC sequence (16 units)

The BASIC sequence is required for all International Studies undergraduates and has been designed in order to provide a multidisciplinary introduction to the field of International Studies. The sequence has been designed as such with courses given numbers to provide a clear path for incoming students. A description of each course follows:

BAIS 101: The World since 1945

This history course was originally a course in the History department (History 300) but is now primarily taught as an International Studies course. It is designed to introduce all students to the basic historical events and social processes that structure our understanding of, and our engagement with, the contemporary world. In this course, multiple disciplinary models are introduced including history, politics, economics, and sociology and students are asked to think through contemporary issues given one or more of these frameworks. The principle of causality is introduced here and the students must demonstrate an ability to see issues from more than one perspective. The course is taught every semester by International Studies faculty members Bill Goldman and John Zarobell and occasionally by Professor Elliot Neaman of the History department.

BAIS 102: Introduction to International Politics

The course has been taught by faculty in International Studies (Dana Zartner) and Politics (Annick Wibben, Shalendra Sharma) and adjunct professors when necessary and has been cross-listed between the two departments as it was a requirement for both majors (BAIS 102/POLS 113). Beginning in fall 2016, Politics has a new design for their major and the Introduction to International Politics class is no longer a part of their curriculum. Beginning in fall 2017, this course will be required only for International Studies majors (during the 2016-2017 there may be some pre-existing Politics students under the old major who still need the course). As it is a course that counts for Core E across the College of Arts & Sciences, however, it may still attract non-International Studies majors. This course provides an introduction to the field of International Politics, including the structure of the global system, the levels of analysis used for studying global politics, key theories of international relations, and substantive issues such as war and peace, international law and organizations, economic development, human rights, and the environment. Students critically assess the competing conceptual/theoretical issues and debates in the field, analyze the origins and evolution of the post-war global order, the legacy of the Cold War on the international system, and the challenges for global peace and security in the emerging new world order.

BAIS 103: The Global Economy

This course is an economics course designed for non-Economics majors and continues to be housed in the Economics Department (Economics 280) as well as in the International Studies department. International Studies students make up the majority of students who take this course, and the professor who teaches the course most frequently was in part hired to cover this course for International Studies. This course offers an introduction to the world economy, international

trade, and economic development. Key components of the class are foundations of international markets and trade, comparative advantage, foreign investment, international inequality, and the study of international institutions such as the IMF, the World Bank, and the World Trade Organization. This course is taught every semester by Economics Professor Yaniv Stopnitsky and by adjunct professors when necessary.

BAIS 201: Research Methods

This course teaches quantitative and qualitative research skills with applications to international topics. When BAIS began offering this course, it was largely taught by faculty in the Economics department and followed a model that brought in faculty members from various fields to explain their distinct methodologies to students in order to provide access to various models of research. Responding to student feedback, we have redesigned the course to focus upon research problems in the contemporary world. The course is project-based and teaches students mixed methods with a focus on information literacy, in alignment with USF's institutional learning outcomes. It further considers the power dynamics behind how research leads to the production of knowledge. Students evaluate contemporary issues that rotate based on recent developments and they are required to work with new tools and data sets in order to write policy prescriptions based on primary research. Vocational as well as advanced research protocols are considered and students are taught how to gauge the applicability of data and research methods as well as the audience to whom the research is directed. This course is offered every semester and the current roster of faculty include Beth Katz (Economics), Keally McBride (Politics), John Zarobell (International Studies), Brian Dowd-Urbe (International Studies), and Lindsay Gifford (International Studies).

Functional Tracks (16 units)

There are five functional tracks for students to choose from. Each student must select one of the following:

- Environment and Development
- Global Politics and Society
- International Economics
- Peace and Conflict Studies
- Culture, Societies and Values

For each track, there are one or two required courses and two or three elective courses. The profusion of courses for each track (with more than 200 courses that can be taken for International Studies credit) allows students ample opportunities to pursue their own interests and the structure to ensure that each of them achieves competency in the essential areas of understanding. The description of each track follows and lists of courses are attached (see Canvas page for track checklists).

Environment and Development

The Environment and Development track is designed to equip students to develop a critical appreciation of global environmental issues both from the point of view of the science examining

recent developments and the longer-term social, economic, and political implications. Students will develop an understanding how policy operates to shape our choices for an international collective solution to global environmental problems. Required classes for the Environment and Development track are *Environmental Science 100: Understanding our Environment* and either *BAIS 310: Global Environmental Politics* or *ENVS 366: Environmental Policy*.

Global Politics and Societies

The Global Politics and Societies track seeks to provide students with a deep understanding of the complexity of international relations in the world today, including issues of sovereignty, the development and enforcement of international norms, and the varying cultural and institutional factors that shape policies, development and movements through both top-down (global politics) and bottom up (societies) perspectives. This global-local connection forms a key component of this track and aligns with one of USF's institutional learning outcomes. Required classes for this track are: *Sociology 231: Introduction to Globalization* or *SOC 233: Resistance to Corporate Globalization* and *BAIS 350: International Law and Organizations*.

International Economics

Students who choose the International Economics track will study issues such as the role of globalization in shaping development, the impact of global trade and investment on a variety of states and societies, the impacts of liberalism versus other economic theories, and the positive and negative impacts of concepts such as free trade, capital flows, and outsourcing. Students following this track look at the empirical data and learn about answers economists have to these questions. This track provides a solid foundation in the economic side of international studies. The required courses for this track are *Economics 111: Principles of Microeconomics* and *Economics 112: Principles of Macroeconomics*.

Peace and Conflict Studies

This track examines the forces producing war and violence at the local and global levels, including disputes between nations, weapons proliferation, international terrorism, and economic inequality, as well as criminal and domestic violence, civil war, hate crimes, and ethnic conflict. Students also consider how domestic and international institutions and social, political, and economic arrangements promote or undermine peace, and the role of social movements and revolutionary ideas in changing the course of the world. With this track, students learn the tools necessary to become engaged global citizens who can contribute directly or indirectly to peace and justice in the world. Required classes for this track are *Politics 353: Politics of War and Peace* and *BAIS 320: Human Rights and Global Change*.

Culture, Societies and Values

The Culture, Societies, and Values track aims to produce a greater awareness of, and appreciation for, the diversity of peoples, cultures, religions, and beliefs that comprise our world. Further, it aims to expand students' cultural literacy about the problems we face together as humans and to enhance students' ability to think critically about human behavior. The goal is to

understand both the sources of power that people have and the forces, cultural and structural, that constrain their choices in the contemporary world. The required course for this track is *Anthropology 200: Introduction to Cultural Anthropology*. In May 2013, the course requirements for this track were changed from requiring two courses with two electives, to requiring one course and three electives. The required course that was dropped was Intercultural Communication (COMS 204). The reason for this was largely practical. Students in the CSV track were having trouble meeting the university’s requirement of taking four upper-division elective courses (300 or above) because many of the classes that count for this track are 200-level courses. The second required course was removed to give students more leeway in fitting in 300-level courses.

We have kept records of functional track distribution over the history of the program and Global Politics & Society (GPS) has long been the most popular, though it has recently been almost equaled by Peace and Conflict Studies (PCS). Culture, Societies & Values (CSV) was not introduced until 2011, when it took the place of World Religions & Societies (WRS), a long underperforming track. The other categories listed in the graph are Environment & Development (ENV), and International Economics (IEC). All tracks are currently healthy with enrollments between 14 and 45 students. See Figure 3 below.

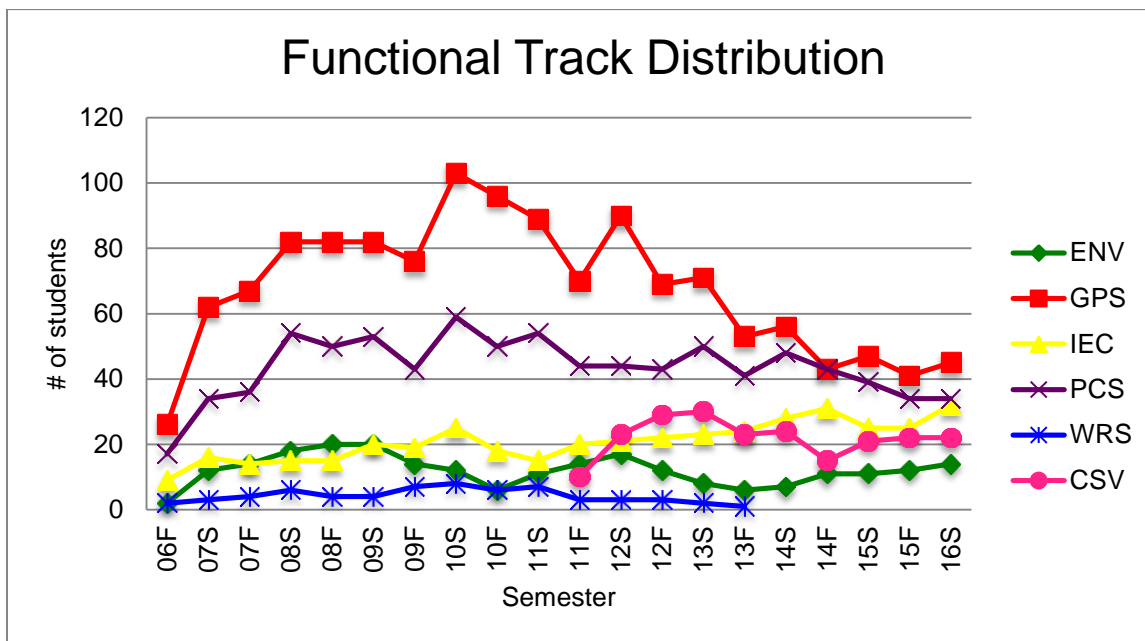


Fig. 3: Functional Track Distribution

Regional Minors (20 units)

Every BAIS student also receives a regional minor as part of their degree. Students who select Asian Studies and Latin American Studies also have the option to double-major by taking more courses in the field. At this time double-majoring isn’t an option for African Studies, European Studies, and Middle Eastern Studies because these programs only have a minor. The regional programs are not run by the International Studies Department. Each of the five regional programs has its own Faculty Advisory Board and its own curriculum. Therefore the reasons the

requirements of the regional minors are what they are, and changes to the requirements of the regional minors themselves, are outside the purview of the International Studies Department. We do work very closely with the regional minors, and the reality is that most of the students who minor in Asian Studies, African Studies, European Studies, Middle Eastern Studies, and Latin American Studies are International Studies majors. The numbers of minors are as follows:

	Overall number of minors in each Regional program	Number of overall minors who are BAIS majors (% of regional minors who are BAIS majors)
African Studies	9	6 (67%)
Asian Studies	27	24 (89%)
European Studies	42	40 (95%)
Latin American Studies	30	29 (97%)
Middle Eastern Studies	23	19 (83%)

Table 1: Number of Regional Minors and Percentage who are Also BAIS Majors

Each student must complete the College of Arts and Sciences requirement for three semesters of language study and BAIS requires that their language study be specific to their regional minor (see orange boxes below regional minors in Figure 2). In addition, the European Studies and Latin American Studies minors require students to complete a fourth semester of language study. A description of each regional minor is provided below. The twenty units required for a minor by the university are distributed between required, elective and language classes, specific to each minor program.

African Studies

The African Studies (AFRS) track seeks to expose students to courses with a rich African content so as to deepen their knowledge and enrich their understanding of the history and culture of African peoples in Africa and the peoples of the African Diaspora. Students consider challenges such as democratization, poverty, environmental degradation, health issues, and conflict are also given the opportunity to discover the diversity of ethnic, linguistic, religious and social traditions that have informed the rich cultural heritage of contemporary Africa. The required course for this minor is *History 150: Modern African History* or *Politics 348: African Politics*.

Asian Studies

The Asian Studies (ANST) track provides interdisciplinary study of the cultures, development, and relations among the societies of the Asia Pacific region. The track encourages focused study of Asian history and culture, as well as the politics, society and development of contemporary Asia. Students who complete the Asian Studies track will be well positioned for graduate study, work abroad with private sector or non-governmental organizations, or employment with American firms doing business in the Asia Pacific region. The required courses for this minor are *History 130: East Asian Civilizations* or *History 135: Indian Civilizations* and *Philosophy 220: Asian Philosophy* or *Theology 365: Religion and Globalization*.

European Studies

The European Studies (EURO) minor is an interdisciplinary approach towards achieving a better understanding of today's Europe and its place in the world, while understanding European contributions to global society and culture. Students who select the European Studies minor examine the place of Europe in the 21st century considering issues surrounding the tension between Europe's move towards increasing economic, military and even political unity and the continuance of divisive issues such as resurgent nationalisms and controversial immigration policies as well as ambivalent attitudes towards the United States and the new Russia. The required course for European Studies is currently a choice between three options: *European Studies 370: European Cultures and Lives*, *Politics 342: Politics and Society in Europe*, or *Politics 357: Integration of Europe*.

Latin American Studies

The Latin American Studies (LAS) track enables students to understand the historical, cultural, economic, political and social conditions that have shaped contemporary Latin America. Students who are fluent in Spanish or Portuguese, know the local traditions, and are sensitive to ways in which religion, race, ethnicity and literature have shaped Latin American culture will be extremely attractive to groups such as international corporations, service providers, multicultural schools, government agencies, and law firms. The required course for this minor is *Latin American Studies 376: Latin American Perspectives*.

Middle Eastern Studies

The Middle Eastern Studies (MES) track introduces students to the historical, religious, and political trends that have shaped the Middle East. Drawing upon diverse and comparative perspectives, the regional minor facilitates a broad understanding of the Middle East that takes into account the complexity and richness of the region and the multiple forces that shape our understanding of it. The required courses for this minor are *History 389: The Modern Middle East*, *Politics 349: Government and Politics of the Middle East* or *Politics 354: International Relations of the Middle East*, and *Theology 373: Introduction to Islam*.

The distribution of regional minors has been tracked over the history of the program. European Studies has traditionally been the most popular, but Latin American Studies now stands a close second to it. The numbers in African Studies have been lower in recent years. We anticipate this might be due to a number of factors, including: the lack of availability of African languages such as Swahili at USF (students in this minor choose between French, Arabic, or Portuguese); the absence of study abroad opportunities in Africa (currently the USF only offers programs in South Africa and Morocco); and the limited number of African-centered courses that have been offered (though we expect this last one to change as we now there are two new faculty who have expertise in Africa – Brian Dowd-Urbe in International Studies and Jeff Paller in Politics). See Figure 4 below.

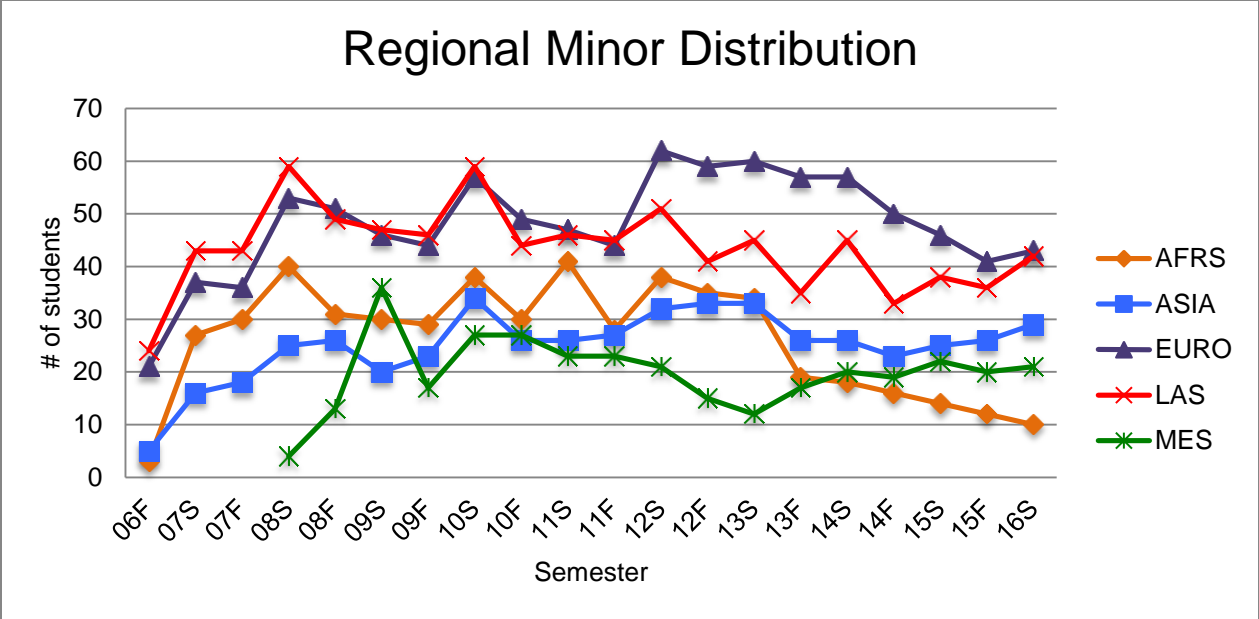


Fig. 4: Number of students in regional minors

2. Study Abroad

We encourage all of our students to study abroad as part of their International Studies education, but we do not require it. This is emphasized at our department orientation, group advising, in one of the four New Student Series presentations offered for our first-year majors, and in one-on-one advising with faculty and Peer Advisors. However, not all students study abroad for various reasons. Some are international students, others must work to be able to cover a portion of their college expenses and cannot do so abroad, and students who transfer in cannot always fulfill requirements and study abroad. We have a number of students who study abroad more than one time however and we have kept track of our study abroad numbers over the years. The chart below shows our percentage of students studying abroad one or more times. Our projections for S16 graduates indicate that out of 49 graduates, 30 studied abroad at least once (61%).

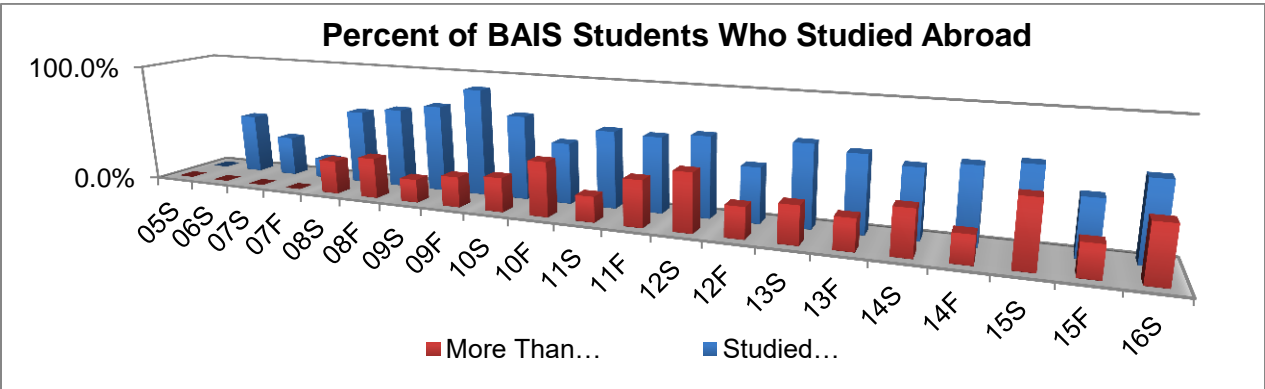


Figure 5: Percentage of BAIS students who study abroad (those who indicated they studied abroad more than once are a subset of those who indicated they studied abroad)

We have some concerns about study abroad, as it appears USF is reducing the number of sponsored programs available to the students, particularly in areas like Africa and the Middle East. We recently received the study abroad brochure from the Office of Global Programs, and by our count, there are 34 fewer USF-sponsored programs available to students (sponsored programs are those for which students can use the financial aid packages). Moreover, there are no longer any programs in the Middle East and the only options in Africa are South Africa or Morocco (the university materials also list Morocco as the Middle Eastern option). We are concerned about the conservative direction the university seems to be taking in regards to options for students when it comes to studying abroad.

3. Admission and Transfer Policies

All USF students in good standing are eligible for admission to the program. Transfer of credit from elsewhere (advanced placement, transfer, study abroad, etc.) is governed by university policies. The program does not, in principle, have any procedures for awarding credit to experiences other than traditional instruction (experiential learning, undergraduate research, internships, previous learning assessment, etc.). However, students who participate in study abroad programs can get credit for experiential learning under policies governing the program.

The BAIS major does not currently have any special curriculum for transfer students, but as described below in Section XIV(B), this is something under consideration. Given the higher number of units required for the BAIS major and the fact that many transfer students do not bring with them courses that count for the major, transfer students often have difficulty completing the requirements in the time they plan to be at USF. Having a special transfer track to make it easier for transfer students to become International Studies majors might make it a more feasible choice.

4. Advising

Each undergraduate in International Studies has two primary advisors; one for their functional track and one for their regional minor. These advisors are available weekly during office hours to discuss progress in the functional track or minor, to sign Petitions to Enroll at Another Institution for students who want to study abroad, to perform graduation checks and to answer any questions students may have about the program or professional and academic development. In addition, either the Department Chair or the Undergraduate Director must countersign all forms, including all those listed above as well as add/drop forms, directed study forms, etc.

Of crucial concern throughout the self-study process and the everyday operation of the program has been advising. BAIS provides comprehensive advising via Webtrack, the New Student Orientation, Group Advising (each semester), as well as individual advising sessions which means that, given that BAIS is a large, complicated, interdisciplinary major the advising burden (especially on certain faculty) has been immense. Additionally, as identified in the previous self-study (and confirmed by the external review team in a meeting with students from the program), because BAIS is interdisciplinary and our students do not all take courses together, the students in our program don't know each other well and there is little sense of a BAIS identity or community. Both of these are factors that can also affect retention.

As described beginning on page 9, advising was identified during the last BAIS Program Review as an issue that needed attention. As described above, in response to these concerns, the Peer Advisor program and the FSAC were created, as well as the New Students Series. More detail of how the Peer Advisor program and the New Student Series follows.

- The Peer Advisor Program: Every year, the BAIS program has between 8-12 Peer Advisors. There are three different components of the program. The first is that peer advisors hold office hours to assist other International Studies majors with course planning, basically scheduling questions, and questions about study abroad, the major, and the university. The second component is the Faculty Student Advisory Council, which is the joint committee between Peer Advisors and faculty that operates as a forum for discussion of issues that come for the Peer Advisors as well as improvement of the major generally. The third requirement for Peer Advisors is the planning and coordination of events for the International Studies and campus communities. These might include events for majors such as study days during finals, movie watching nights, or group outings to films or exhibits, as well as campus-wide events such as debates, roundtables, or speakers.
- New Student Series: As discussed above, the New Student Series, created in 2010, to provide students new to the major and the university with some additional guidance designed to assist them in navigating the major, as well as topics such as study abroad, internships, and life after college. Four lunchtime meetings occur each year – two in the fall and two in the spring. Through spring 2016, the New Students Series was run by faculty with assistance of the Peer Advisors and was largely structured as a lecture/presentation format. The four sessions that have been offered are:
 - *Tips for New BAIS Students*: This session introduces how advising works for BAIS, when to see peer advisors, how to find out who your faculty advisors are, and concludes with tips from peer advisors about what they wish they had known when they were starting out in the program and their college experience more generally.
 - *Integrating Study Abroad into your Four-Year Plan*: For this session Allyn Nobles from the Center for Global Education presents different study abroad options. We also feature BAIS students, usually Peer Advisors, speaking about their study abroad experiences. Additional topics include planning a study abroad experience for those with limited funds or limited time, and understanding how Core credits, and regional and functional track electives can be fulfilled during study abroad.
 - *Exploring Careers and Internships*: For this session Alex Hochman, Director of Career Services, discusses the different strategies for landing internships and the assistance that career services can provide for resume review, practice interviews and finding an internship. Professor John Zarobell also presents the BAIS

Internship Seminar which is now offered every spring for BAIS Juniors and Seniors.

- *Developing Your Expertise*: For this final New Student Series session in the spring we encourage students to approach their studies as more than checking off course requirements. Instead, we ask them to identify their interests holistically and think about how course work, study abroad, and internships relate to one another. From this session we want our students to start to develop a “profile” of interests and skills that fit together and will distinguish them on the job market or in further study over the next three years at USF.

The results of these efforts seem to have had a positive effect on retention. As of S15, the department had a 67% four-year graduation rate for students entering from 2006-2011. This is higher than the overall university graduation rate for students entering as freshmen from the period of 2003-2009, which was 57% (these are the years for which data is available, <https://myusf.usfca.edu/cipe/graduation-rates>). We have, however, seen rates of attendance at the New Student Series and visits to Peer Advisors decline over the past couple of years. In spring 2016, for example, the Peer Advisors only saw 22 students. For the New Student Series, attendance is mandatory for new freshmen and transfers, but fewer students have been attending. We are currently reassessing these two programs and look forward to the reviewers thoughts on the future of these aspects of the undergraduate program.

(C) Graduate Program

1. Structure of the Graduate International Studies Curriculum

The Master of Arts in International Studies program employs a critical approach to the study of global issues with an emphasis on the structures of power in the contemporary global system. The relationship between culture and globalization is explicitly examined alongside economic globalization, as well as the impact of these processes on inequality. The students spend significant time rethinking the legacy of imperialism and colonialism throughout the world, and its effect on contemporary conditions, with a special attention to how gender, class, race and space have been instrumentalized as forms of social control throughout the course of history and what that means for addressing the issues facing the world today. The role of supranational organizations and non-state actors are highlighted in today’s constellation of the global, in addition to modern diplomatic history and attention to the production of nation-state.

Students in the MAIS program get both theoretical and topical knowledge on a breadth of issues of global scope, and bridge this knowledge with an applied internship and a mixed-methods research course. The program is reading and writing intensive, as well as rigorous in breadth and depth. The student experience culminates in the completion of an in-depth research project and the writing of an academic thesis or applied project.

Completion of the MAIS program requires 28 units over the course of three semesters, with many students conducting research and/or completing their internship over the summer. As the

courses follow a specific structure, new classes enter each fall. There is currently not option to begin the MAIS program in the spring semester. The curricular structure is as follows:

Semester 1 (Fall)

MAIS 601 International Studies: Themes, Theories, and Perspectives (4 units)

MAIS 602 History & Politics of Global Issues (4 units)

MAIS 603 Human Rights and International Law (4 units)

Semester 2 (Spring)

MAIS 613 Research and Thesis Writing (4 units)

Elective 1 (4 units)

Elective 2 (4 units)

*Elective options currently include the following (not all electives are offered every spring):

- Comparative Law & Judicial Systems
- Development and Environment
- Politics of Conflict and Peace
- Refugees and Forced Migration
- Transnational Communication
- Global Food Systems & Justice
- Infrastructure as Ethics

Summer

Internship (0 units)

Independent Research (0 units)

Semester 3 (Fall)

MAIS 614 International Studies Research Project or Thesis (4 units)

Course Descriptions for Required Courses

- *International Studies: Themes, Theories, and Perspectives:* This foundational seminar provides an interdisciplinary survey of major approaches, theories, issues, debates, and methodological tools in the field of International Studies. This course focuses more on contemporary issues and theory from the different disciplines in the field.
- *History and Politics of Global Issues:* This seminar examines the major events, actors, and global processes of the twentieth and early twenty-first centuries with emphasis on political and diplomatic history. This course takes a critical approach to globalization and its impact with a strong focus on understanding power dynamics and the global-local connection.

- *Human Rights and International Law*: A seminar that examines the major issues and controversies in international human rights, including their history and development, cultural and ideological distinctions; their role in international law, international relations theory, and foreign policy; their relevance to governmental and non-governmental institutions; and their relationship to the causes and consequences of terrorism.
- *Research and Thesis Writing*: This seminar prepares students for conducting independent research and writing their Master's thesis or applied project. The course covers topics such as developing a research question, writing a literature review, and the other primary components of significant research undertakings. The course also provides students with an overview of a variety of research methods from different disciplines and considers the ethical issues involved in research.

Language Requirement

Students are also required to demonstrate proficiency in a foreign language equivalent to two years of college-level language instruction. Completion of the language requirement can be completed in a number of different ways, including taking classes at USF, taking classes at another institution or language school, passing a proficiency exam, or demonstrating proficiency in a non-English primary language.

Internship Requirement

All MAIS students are required to complete an 80 hour internship in a field related to International Studies. The internship can be completed abroad or in the United States, with the requirement that if completed domestically, the organization with which the internship is completed must focus on global issues. For a sample list of internship sites, see page 60 below.

Upon completion of the internship, students write a reflection essay in which they analyze the relationship between the coursework in the program and the experience of their internship. We also provide evaluations to internship supervisors to obtain feedback on the work completed by the students.

Thesis or Applied Project

The final component of the MAIS program is the completion of a Master's Thesis or an Applied Project. Working with their thesis adviser, students choose which of these two research projects best fit with their interests and career goals.

Thesis

The thesis is a classic scholarly document that questions or otherwise contributes to an existing body of knowledge. Students wishing to complete a thesis produce a paper of high quality, analyzing an existing concept, phenomenon, or text(s) in light of current theory and research. The thesis is primarily aimed at an academic audience, and demonstrates the student's ability to

analyze, interpret, and synthesize information, illustrate appropriate methodologies and procedures, and defend conclusions.

Applied Project

Unlike a thesis, an applied project is not primarily aimed at an academic audience, but rather is designed to provide an in-depth analysis of an issue or problem that is also relevant to a professional audience. Such an audience could include non-profit/NGOs, community-based or social justice organizations, government, academic sectors, and industry. Applied projects relate the scholarly principles from the student's field of study to a concrete problem or issue relevant to a group or organization. Examples of applied projects include: training manuals, public relations materials, web- or digitally-based materials (including audio or video documentation with supportive materials), an advocacy plan, a policy platform, or public relations materials. Through an applied project, the student must show your ability to analyze and synthesize information, illustrate appropriate methodology or approach and procedures, apply this information to a real-world problem, and provide assessment and recommendations for an organization or group working to address the problem.

Each student selects a primary adviser to assist them with their thesis or applied project. To date, students universally have chosen the thesis option. We revamped the descriptions of the two kinds of projects in spring 2015, but as of yet students have not gravitated towards the applied project. Some of this likely comes from the historical focus the program has had on writing a traditional thesis. Shifting this focus is one of the items under consideration as part of changing the MAIS curriculum. The deadline to select and adviser is the beginning of May in the student's second semester (spring). Guidance on selecting an adviser is provided in the Research Methods class. Students are responsible for working closely with their advisers to outline the course of their research, complete any required applications to the Institutional Review Board, and set guidelines and deadlines for research and writing. A second adviser is also assigned to each student to read the final version of the thesis or applied project and offer feedback.

2. Advising

Each student, upon entering the MAIS program, receives a faculty adviser. Every effort is made to assign students to advisers who share similar thematic or regional interests. This adviser serves as a general adviser for the student during the course of the program and is available to assist with course questions, registration, internships, and other issues that may arise.

As described above, in the second semester of the program, students also select a primary adviser for their thesis or applied project. Students may select any USF faculty member as their primary adviser. Outside advisers are allowed with permission of the Graduate Director and Department Chair.

3. Admissions and Transfer policy

The graduate program has an open admissions policy, welcoming applications from all over the globe from students who have an undergraduate degree from an accredited university. We have a preferred application deadline of February 15, after which we begin rolling admissions until the enrollment for the cohort is met. We accept the equivalent of a Bachelor of Arts or Sciences degree as a prerequisite, and like most graduate programs at USF select our students through internal evaluation, based on the quality of applications from that year and an internal rubric for fit.

Given the fact that many applicants are international, we draw from external documents like the “UCSB Graduate Division International Transcript Evaluation Country Guide” to evaluate transcripts and the http://www.wes.org/wes_tools/index.asp to evaluate international grading scales. For language assessment and standardization, MAIS requires a score of 90 or above for TOEFL and a 6.5 for IELTS. We do not allow for transfer students due to the fixed curriculum and short duration of coursework.

IV. STUDENT LEARNING ASSURANCE

Both the undergraduate and graduate programs have Program Learning Outcomes (listed in each individual section below). The knowledge and skills outlined in each of these outcomes are those things we expect our students to have mastered by the time they receive their degree(s).

The BAIS program had a rudimentary assessment plan in place as early as 2012. Due to the difficulty of assessing an interdisciplinary program with over 300+ course options, there were logistical obstacles to carrying out the assessment. Repeated attempts were made during the 2013-2014 and 2014-2015 academic years to obtain clarification from the administration as to how we should go about addressing the special issues pertaining to assessment for the undergraduate program, however, the issues were never resolved. Now that there is a definitive administrative team available in the College to facilitate assessment, we are working on developing a comprehensive assessment plan and thinking through how to address the difficulties of interdisciplinarity.

Beginning in fall 2015, the university began a new push for assessment. This time around, after a conversation with the faculty member serving as the assessment liaison for the Social Sciences, it was decided that we would focus our current undergraduate assessment efforts on the BAIS BASIC sequence, those courses with a BAIS course number, and the required courses for the functional tracks.

The graduate program only developed concrete Program Learning Outcomes in spring 2015. The MAIS program is currently developing its first assessment plan and carried out its first assessment of one of these outcomes in spring 2016.

(A) Assessment of the Undergraduate Curriculum

Assessment is difficult to achieve in any department, but it is particularly fraught in interdisciplinary programs. Not only are faculty commitments often divided between two different teaching units, but different disciplinary preferences and training can impede the articulation of common goals for students. We have, however, developed five program learning outcomes that we believe all International Studies majors can achieve through whatever combination of courses they select. In spring 2015, our first assessment efforts focused on two of the PLOs in two of our BASIC courses (see our July 1, 2016 Assessment Report, available on the Canvas site). We seek to expand this slowly over time. One of the things that will likely help us, particularly in assessing the ‘Developing’ and ‘Mastery’ levels of student learning, is the creation of a senior seminar or capstone that will bring all International Studies majors back together in their senior year (see page 81).

We have had two iterations of PLOs for the BAIS Program. The first was created in 2012-2013, and these were updated in 2015. The PLOs were created based on the skills and knowledge the Faculty Advisory Board identified as key for a student graduating with a degree in International Studies. These include:

Skills:

- Effective written communication skills
- Ability to evaluate existing and potential policy solutions/programs
- Ability to conduct original research, with a basic understanding of a variety of research methods
- Multiple language competencies
- Ability to critically review, evaluate and present data
- Cultural Competencies in Communication
- Effective oral communication skills
- Understanding of their own position in relationship to others in the world
- Effective advocacy skills

Knowledge:

- Basic World Geography
- Relationships between the global and the local
- Theories in relationship to practice
- Intercultural understandings and knowledge of other cultures
- Critical understanding of globalization and its impacts
- Specialization in a region
- Structure of international system and understanding of the roles of different actors including the state, international organizations, and civil society
- History
- Multidimensional nature of the interconnected world
- Understanding of social movements, urbanization, and migration

- Evolving actors and dynamics of international and regional economies

The current BAIS Program Learning Outcomes are:

Upon completion of the undergraduate major in International Studies, students will:

1. Be able to analyze complex international issues using the theories and methodologies of multiple disciplines.
2. Gain the conceptual and analytical tools to synthesize information from the domains of politics, economics, history, culture, and the environment to elucidate global interactions and international relations in the contemporary world.
3. Be able to assess contemporary global issues through a research practice that establishes causality and promotes deeper understanding through clear research questions, reviews of academic literature, and delineation of effective methods of inquiry.
4. Demonstrate an understanding of the major issues and problems facing one region (Africa, Asia, Europe, Latin America, or the Middle East) and be able to relate this knowledge to the broader global context.
5. Gain the knowledge, skills, and service ethic to enable them to function successfully and ethically in the workplace after graduation.

While these PLOs have provided some greater specificity that has assisted with the new data-driven assessment standards, as well as mapping our Program Learning Outcomes to Institutional Learning Outcomes and WASC Outcomes, we hope this Program Review proves to be the ideal moment to refine our Program Learning Outcomes even further.

BAIS Assessment Plan

We are in the early phases of devising effective assessments for the International Studies undergraduate program. Based on our assessment plans submitted in December 2015 and July 2016 (available on the Canvas site), we are engaging in the following first steps for assessing our Program Learning Outcomes. We will continue to work over the coming years to develop further assessments for all of our Program Learning Outcomes but these are the results of our initial efforts.

For the spring 2016 semester, we assessed two of our PLOs through two of our BASIC sequence classes. PLO1 was assessed in *The World Since 1945* and PLO2 was assessed in *Introduction to International Politics*. Each is described in turn below.

World Since 1945 Assessment of PLO1:

For *The World Since 1945*, PLO1 was assessed directly through a final essay. PLO1 states that upon completion of the BAIS major students will be able to “analyze complex international

issues using the theories and methodologies of multiple disciplines so as to better respond to the transnational problems of the 21st century”. It was decided to carry out direct assessment through final exam for the course. For the final exam in *The World Since 1945*, students were asked to respond to the following prompt on a take-home final:

Development has been a consistent theme of this course and, as the colonial system came undone in the years following 1945, there were many approaches to improving the economic fortunes of the Third World/Global South. Write an essay in which you examine political, economic and social dynamics of development both before the advent of neoliberalism and afterwards. In your answer, be sure to use at least three readings to explain how various fields (political science, economics, sociology, or history) have attempted to account for development and its positive or negative effects.

To assess student responses to this question and how they demonstrate acquisition of the skills and knowledge outlined in PLO1, a rubric was created to analyze the student responses. This is available in the full report on the Canvas site.

Assessment of PLO2 in Introduction to International Politics

In *Introduction to International Politics*, direct assessment of the acquisition of the skills in PLO2 was conducted through an end-of-semester essay. PLO2 states that students will “gain the conceptual and analytical tools to synthesize information from the domains of politics, economics, history, culture, and the environment to understand and elucidate global interactions and international relations in the contemporary world”.

This learning outcome was broken down into three parts to capture what we are truly looking for. Each student’s ability to frame the problem through different levels of analysis and contextual factors, identify the issues through an interdisciplinary lens, and demonstrate theoretical understanding of the different theories of international relations discussed in class was assessed through a final essay and their responses were assessed through a rubric (available on the Canvas site).

At the end of the semester, the students were given the following essay prompt:

For this final reflection, write a 4-5 page essay on the zombie simulation. By ‘reflection’, I mean consider how you utilized the concepts, ideas, and theories we discussed in class during the simulation. In turn, also think about how the simulation enhanced your overall understanding of the international political system, the theories and levels of analysis used to study the system, and the various actors and issues which come up when we consider international politics.

*Please note, **this essay is not to be a discussion of whether or not you liked the simulation**. Regardless of what you thought of the exercise, if you were properly engaged in the activity, you should be able to delineate how what we have covered this semester was brought up in the exercise and how the exercise enhanced your understanding of global politics. Specific topics you can consider include (but are not limited to)*

identifying the key global political problems present in the simulation, which LOA and theoretical approach you think are most useful and why, and how we use contextual factors (culture and value factors) in handling international political situations.

The essays written by the students were reviewed according to the rubric (available on the Canvas site) to understand how well they have gained this knowledge and skills.

Curricular Mapping

In addition to refining our program outcomes and developing assessment for them, we have begun to develop our curricular maps. These are available on the Canvas site.

(B) Assessment of the Graduate Curriculum

Graduate Program Learning Outcomes

The Graduate Program's Program Learning Outcomes were drafted and agreed upon by what was then the MAIS Board in spring 2015. As with the undergraduate Program Learning Outcomes, we are hopeful that the process of this Program Review will help us to continue to refine both the PLOs and our methods of assessment. The MAIS PLOs are:

At the end of the program, MAIS students will be able to:

1. Understand the major shifts that have emerged in response to globalization from a variety of disciplinary perspectives, with a special emphasis on non-state actors.
2. Identify the key organizations, institutions, and global and regional norms and how they interact with sub-state forces to shape policy, advocacy and social movements.
3. Develop an understanding of the diverse aspects of global civil society and the political, economic, legal, environmental, social and cultural forces that are shaping contemporary global issues.
4. Demonstrate an ability to critically engage categories of cultural difference and diversity and evaluate their influence on contemporary phenomena.
5. Utilize mixed research methodologies, and interdisciplinary perspective, and community engagement to analyze key issues in international studies.

Assessment Plan

As mentioned above, the graduate program has not to date conducted formal assessment. With the new PLOs, we began collecting assessment data for the first time in spring 2016. We chose PLO5 as the outcome with which to begin, and this PLO will be assessed through the required course *Research and Thesis Writing*, which all MAIS students are required to take in their second semester.

To determine whether students are mastering the utilization of “mixed research methodologies, interdisciplinary perspectives, and community engagement to analyze key issues in international studies” to develop graduate-level research we are going to conduct both direct and indirect assessment. The Direct Assessment will involve reviewing the Research Proposals submitted by all MAIS students at the end of the spring 2016 semester. Using a rubric, we assessed whether they demonstrated a developing understanding of each component of PLO5. Please see the July 1 assessment report on the Canvas site for more detail on how this assessment was carried out and the results.

We will also conducted indirect assessment by asking students to complete a survey asking them specific questions about mixed methods, research design and development, and the ethical practice of community engaged research. A copy of this survey is available in the July 1 assessment report on the Canvas site.

Curricular Mapping

As with the undergraduate program, we are for the first time working on creating curricular maps mapping course outcomes to the PLOs, and the PLOs to the ILOs. Copies of our current curricular maps are on the Canvas site.

V. FACULTY

As an interdisciplinary department, there are many faculty in the College of Arts and Sciences who have, and do, dedicate their time and energy to the BAIS and MAIS programs. For clarity, this section includes those faculty who are housed in International Studies and who are serving on the Faculty Advisory Board during the 2016-2017 academic year. This is not to diminish the contributions of other faculty who have been involved in International Studies in past years, but is simply to limit the amount of information included. We are happy to provide information on any other faculty member upon request (a more comprehensive list of faculty who have been involved in International Studies in some way is available on the Canvas site).

(A) Demographics

The basic demographic information on IS-housed and affiliated faculty for the 2016-2017 academic year are presented here in Figures 6 through 9. Faculty included in these tables are those housed in International Studies, those teaching International Studies owned courses, and those on the International Studies Faculty Advisory Board. This totals 18 faculty, including:

Dana Zartner, Brian Dowd-Urbe, Christopher Loperena, John Zarobell, Bill Goldman, Lindsay Gifford, Lucia Cantero, Laleh Shahideh, Karen Bouwer, Annick Wibben, Stephen Roddy, Dorothy Kidd, Yaniv Stopnitzky, Cecilia Santos, Stephen Zunes, Susana Kaiser, Olivier Bercault, Sana Onayeva

Rank	36-45		46-55		56-65		Over 65	Grand Total
	M	F	M	F	M	F	F	
Professor		1		2	2	1		6
Associate Professor	1						1	2
Assistant Professor	4	2	1			1		8
Adjunct Professor	1		1					2
Grand Total	4	5	2	2	2	2	1	18

Figure 6: Faculty by Age, Rank, and Gender

Ethnicity	36-45		46-55		56-65		Over 65	Grand Total
	M	F	M	F	M	F	F	
Asian		1						1
Hispanic or Latino	2		1				1	4
Unknown	1							1
White	3	2	2	1	2	2		12
Grand Total	4	5	2	2	2	2	1	18

Figure 7: Faculty by Age, Gender, and Ethnicity

Rank	Asian	Hispanic or Latino	Unknown	White	Grand Total
Professor		1		5	6
Associate Professor	1			1	2
Assistant Professor		2	1	5	8
Adjunct Professor	1			1	2
Grand Total	1	4	1	12	18

Figure 8: Faculty by Rank and Ethnicity

(B) International Studies-Housed Faculty

The International Studies Department currently has eight full-time faculty whose primary appointments are with the department. Seven of the eight core International Studies faculty have been at the university five years or fewer and seven of the eight faculty are currently at the Assistant Professor level. The eighth (Laleh Shahideh) is transferring to the department after over 20 years working in upper administration at the university. She will begin teaching in spring 2017.

The IS-housed faculty are:

Lucia Cantero: Assistant Professor, full-time term faculty; start date at USF – fall 2013

Brian Dowd-Uribe: Assistant Professor, full-time, tenure-track faculty; start date at USF – fall 2015

Lindsay Gifford: Assistant Professor, full-time, term faculty; start date at USF – spring 2013

Bill Goldman: Assistant Professor, full-time, term faculty; start date at USF – fall 2012

Chris Loperena: Assistant Professor, full-time, tenure-track faculty; start date at USF – fall 2012

Laleh Shahideh: Assistant Professor, full-time, term faculty; start date with ISD – fall 2016

John Zarobell: Assistant Professor, full-time, term faculty; start date at USF – fall 2011

Dana Zartner: Associate Professor, full-time, tenured faculty; start date at USF – fall 2012

(C) Affiliated Faculty

The International Studies Department has a large body of affiliated faculty who have their appointments in other departments, but serve on the IS Faculty Advisory Board, advise IS students, and teach classes specific to International Studies. The full-time affiliated faculty who are serving on the Faculty Advisory Board for the 2016-2017 academic year are:

Karen Bouwer, Modern and Classical Languages/African Studies

Dorothy Kidd, Media Studies

Stephen Roddy, Modern and Classical Languages/Asian Studies

Cecilia Santos, Sociology/Latin American Studies

Yaniv Stopnitzky, Economics

Annick Wibben, Politics/Peace & Justice Studies

Stephen Zunes, Politics/Middle Eastern Studies

This list does fluctuate from year to year. Additional faculty who have served on the Board or as an adviser in the past few years are noted on the Canvas site.

(D) Adjunct Faculty

The International Studies Department currently only has two regular Adjunct Faculty members, Olivier Bercault and Sana Onayeva. Professor Bercault teaches two courses in the MAIS program; *Human Rights & International Law* and *The Politics of Conflict and Peace*. Professor Onayeva is new to the department in Fall 2016 and is teaching *International Law & Organizations*. In Spring 2017 she will be teaching *The WTO & Global Finance*.

Up to this point, the International Studies Department has not relied very heavily on part-time faculty, particularly in the undergraduate program. The need for part-time faculty, however, may increase as many of our faculty teach in other programs, which lessens the number of offerings they can provide for International Studies, and as we may develop additional needs for specialized courses taught by practitioners and those who work actively in the community.

(E) Teaching

The primary goal of our teaching in International Studies, at both the undergraduate and graduate levels, is to develop and offer courses that provide our students with both a breadth and depth of knowledge, as well as the skills and confidence they need to address contemporary global issues from multiple perspectives and with a broad set of methods, theories, and skills. The faculty who teach classes for the International Studies Department are a universally dedicated group who have developed some of the most innovative courses and teaching methods on campus.

Another goal of the International Studies Department regarding teaching is for International Studies-housed faculty to be able to cover the primary required courses for the undergraduate and graduate programs on a regular basis. This is not to prevent our affiliated faculty from teaching these courses, but rather to ensure that we are able to offer the courses we must offer every semester. One of the primary challenges for teaching in an interdisciplinary program is making sure the classes we need are offered when they are scheduled by another department. For example, one of the required courses for the Global Politics & Societies track is Introduction to Globalization, which is a course in the Sociology Department. At the time the BAIS program was created, there was a faculty member in Sociology, Bill Edwards, who wanted this class to be a required part of the BAIS curriculum and taught it regularly. Since his retirement, this course has not been offered regularly because there is no one in Sociology interested in teaching it. We have been able to substitute in other offerings and added *Resistance to Corporate Globalization*, also through the Sociology Department as an alternative required course, but the substitutions are not ideal.

This is not to criticize the other departments. They need to offer the classes that are important for their own curriculum. This is merely to highlight the challenges of interdisciplinary scheduling and the goal of the International Studies Department to be able to cover all our required courses with our own faculty to ensure our students are able to meet their requirements. We do work closely with all departments when it comes to scheduling classes to ensure courses that are needed are offered, but, in the end, it is out of our control to schedule some of our classes that are part of the curriculum of another department.

While we are closer to our goals of being able to cover all our required classes at both the undergraduate and graduate levels, we are not yet in a position where this is possible. Therefore, an additional two or three hires made based on the needs of International Studies would allow us to achieve this goal (please see Section V(H) on page 46 for a summary of these needs).

Below is a list of those required and elective courses taught by International Studies-housed faculty for the International Studies graduate and undergraduate programs, as well as those classes these faculty regularly teach that fulfill requirements for other programs.

Faculty	Required Undergraduate	Elective Undergraduate	Required Graduate	Elective Graduate	Other
Lucia Cantero	Introduction to Anthropology (CSV track; hasn't taught yet but can in the future)	Anthropology of Advertising and Consumer Culture (CSV track)	History & Politics of Global Issues; Themes, Theories & Perspectives; Research Methods & Thesis Writing	Infrastructure as Ethics	
Brian Dowd-Uribe	Global Environmental Politics (required for ENV track; hasn't taught it yet but can in the future); Research Methods (required for BASIC sequence; hasn't	International Aid & Development (ENV and GPS tracks); Global Food Systems (ENV & GPS tracks)	History & Politics of Global Issues; Research Methods & Thesis Writing	Development & Environment; Global Food Systems	Environmental Studies Cornerstone (Environmental Studies)

	taught it yet but can in the future)				
Lindsay Gifford	Introduction to Anthropology (CSV track); Research Methods (BASIC requirement)	Anthropology of Food (CSV track); Peoples and Cultures of the Middle East (CSV elective); Urban Anthropology (future elective class); Women's Lives Across Cultures (future elective class)	Themes, Theories & Perspectives; Research Methods & Thesis Writing; Human Rights & International Law	Refugees & Forced Migration	
Bill Goldman	The World Since 1945 (BASIC requirement)	Diplomacy (GPS elective); Colonialism & Empire (GPS elective); International Affairs Review (general elective)			Politics & Society in Europe (European Studies); Integration of Europe (European Studies)
Chris Loperena	Introduction to Anthropology (CSV track)	Black Lives Matter: A Global Perspective (CSV and GPS elective)	History & Politics of Global Issues; Themes, Theories & Perspectives; Research Methods & Thesis Writing	Development & Environment	
Laleh Shahideh		Conflict Resolution & Mediation (GPS, PCS elective)			
John Zarobell	The World Since 1945 (BASIC requirement); Research Methods (BASIC requirement)	Colonialism & Empire (GPS elective); Postcolonial Migration & Cities (GPS elective); BAIS Internship class (general elective); Art and the Global Economy (CSV and GPS electives)	History & Politics of Global Issues	Museum Studies: Curatorial Practicum (Museum Studies); Art and the Global Economy (Museum Studies)	European Cultures and Lives (European Studies); Urban Theory and Research Methods (Urban Studies); Art History Survey Part 2 (Art History); Modern and Contemporary Art (Art History); Art & Professional Practice (Art History)
Dana Zartner	Introduction to International Politics (BASIC requirement); International Law & Organizations (GPS requirement); Human Rights & Global Change (PCS requirement); Global Environmental Politics (ENV requirement)	Human Rights & Global Change (GPS elective); Global Environmental Politics (GPS elective); Human Rights Advocacy (GPS, PCS, CSV elective)	Human Rights & international Law	Comparative Law and Policy	Privett Global Service Learning Seminar on Sustainable Development (general)

Table 2: IS-Housed Faculty Courses

Other required classes for the major are regularly taught by affiliated faculty and adjunct faculty. These are listed in Table 3 below. As there are over one hundred elective course options in the major, these are not listed, but an idea of the kinds of classes that can count as electives are listed on the functional track and regional minor checklists which are available on the Canvas site.

Faculty	Department	Course(s)
Yaniv Stopnitzky	Economics	The Global Economy (BASIC requirement)
Various	Environmental Science	Understanding our Environment w/ Lab (ENV required course)
Stephanie Oshita	Environmental Science	Environmental Policy (ENV requirement alternative to Global Environmental Politics)
Various	Sociology	Introduction to Globalization (GPS requirement; has not been taught by Sociology for several years)
Cecilia Santos	Sociology	Resistance to Corporate Globalization (required course alternative for GPS track); Gender, Development and Globalization (has been used as a substitute for Intro to Globalization)
Various	Economics	Introduction to Microeconomics (required course for IEC track); Introduction to Macroeconomics (required course for IEC track)
Keally McBride	Politics	Research Methods (required BASIC course); Politics of Peace & War (required course for the PCS track)
Annick Wibben	Politics	Politics of Peace & War (required course for the PCS track); Introduction to International Politics (required BASIC course)
George and Sharon Gmelch	Anthropology	Introduction to Anthropology (required course for CSV track)
Susana Kaiser	Media Studies	Human Rights & International Law (required course for MAIS program)
Olivier Bercault	Adjunct Faculty	Human Rights & International Law (required course for MAIS program)
Sana Onayeva	Adjunct Faculty	International Law & Organizations (required course for GPS functional track)

Table 3: Affiliated Faculty Teaching IS required courses

(F) Research

Summary of Faculty Research

As an interdisciplinary department, there is not an overarching research theme to the work done by the members of the International Studies Department. The full-time faculty all have active research programs and embrace the university's social justice mission in their own work. Even with the significant time faculty devote to their teaching and the extensive service commitments that many engage in, the faculty continue to produce quality work. A brief description of the research for each of the 2016-2017 faculty is below.

Karen Bouwer: Ph.D., French Literature, Michigan State University. Karen's ongoing research interests include Francophone African literature, African cinema, gender and, more recently, literary and cinematic representations of urban spaces. Her abiding interest in the Democratic Republic of the Congo culminated in the publication of her book *Gender and Decolonization in the Congo: The Legacy of Patrice Lumumba* (Palgrave Macmillan, 2010).

Lucia Cantero: PhD, Department of Anthropology and African American Studies, Yale University. Lucia is concerned with the intersection of aesthetics, politics and identity. Her areas of research include Latin America and the Black Atlantic, political economy, visual culture, urban ethnography, transnationalism and globalization, media and cultural studies and critical theory. She is particularly drawn to issues of branding, advertising and markets as sites for the construction of political subjectivity and the ways this process inflects constructions of race, class, and sexuality. Some of her forthcoming publications include "Canned Latinidad: Goya Products and the Branding of Diaspora," "The Waste of Accumulation: Mega-Events and the Shock of Order in Rio de Janeiro" and an adaptation of her doctoral dissertation, "Specters of the Market: Consumer-Citizenship and the Visual Politics of Race and Inequality in Brazil." This recent research examines the role that global development projects, mega-events like the Olympics and the World Cup, have on local subjects, public space and economies. Her work has been supported by the Mellon Foundation, the Woodrow Wilson Foundation and the Social Science Research Council.

Brian Dowd-Uribe: PhD, Environmental Studies, University of California, Santa Cruz. Brian's current research explores the social, agro-ecological and economic dimensions of food, agriculture and water policy, primarily in sub-Saharan Africa and Central America. Specifically, his research examines whether and to what extent transgenic crops benefit small farmers in Burkina Faso, the role of decentralized water governance committees in mitigating water-related conflicts in sub-Saharan Africa, and the role of farmers' market in achieving both food and farm security in Central America. Brian was a Postdoctoral Research Scientist at the Center for Research on Environmental Decisions at Columbia University's Earth Institute where he currently holds the title of Adjunct Research Scientist. Prior to his graduate work, he served as an Environmental Protection Peace Corps Volunteer in Togo, West Africa.

Lindsay Gifford: PhD, Anthropology, Boston University. Lindsay specializes in cultural anthropology of the Middle East, particularly Syria, the greater Levant, and Iraq. She has conducted fieldwork in Syria and Jordan and travelled extensively throughout Syria, Jordan, Lebanon, Israel, Palestine and Turkey. Her current research is focused on Middle Eastern refugee experiences of violence, flight and resettlement in the Middle East/ North Africa region, as well as in Europe and the United States. In her postdoctoral work, Lindsay used mixed methods to investigate spatial patterns of violence in Baghdad combining empirical data with qualitative refugee perceptions of violence. She is currently working on a book manuscript examining the ethnographic contours of everyday life in Damascus, Syria under the Assad regime and the ways in which those dynamics contributed to the outbreak of the Syrian uprising and Civil War, as well as how those patterns have been affected by current country conditions. In her work with Middle Eastern refugees, Prof. Gifford has partnered with international and community organizations such as the International Rescue Committee and Jesuit Refugee Services, as well as observing operations performed by the UN High Commission for Refugees (UNHCR) and the International Organization for Migration (IOM). Prof. Gifford remains active in the refugee community worldwide and here in the US, particularly through volunteering with Middle Eastern refugee families resettled in California. She is also a member of the International Rescue Committee's Northern California chapter of GenR, a network of young professionals committed to refugee rights.

Bill Goldman: PhD, UC Berkeley, History. Bill's area of focus is Spanish foreign policy in the reign of Philip III, specifically the role of new forms of political thought on political action in the Spanish Empire. His book, *Rational Empire*, is under consideration at Cambridge University Press. Bill has also done significant work on Protestant anti-Spanish rhetoric in the seventeenth century (the Black Legend), and on Spain and the founding of the Jamestown colony. His 2011 article in the *William and Mary Quarterly* on the topic published the first English map of Jamestown, which was stolen by Spanish spies only months after the colony was founded in 1607. Bill's current work examines the development of various forms of state sovereignty before and after the Treaty of Westphalia in 1648. The goal of this work is to explore what types of sovereignty existed before Westphalia enshrined inviolate state sovereignty in Europe and, through imperial diffusion, the rest of the world. Understanding these alternative forms of sovereignty can help lead to a better understanding of where the concept of sovereignty is headed in a world of non-state actors, the Right to Protect doctrine, failed states, global corporations, and multipolar foreign relations.

Dorothy Kidd: PhD, Communication, Simon Fraser University. Dorothy is currently the Chair of the Media Studies Department. She has published in the area of political economy of media, media and social change and community media. She has also worked extensively in community radio production. Her areas of interest include democratic and participatory communications, media and globalization. Recent publications include: "Contentious Politics and Workers' Communication: A Comparison of China and South Korea" in *Global Media Worlds and China*; "Occupy Media: Media Democracy and Participatory Communication" in *The Companion to Alternative and Community Media*; and "We Can Live without Gold but not without Water" in *Project Censored 2014*.

Chris Loperena: PhD, University of Texas at Austin, Social Anthropology, 2012. Chris is a sociocultural anthropologist. His scholarly interests include indigenous and black struggles for autonomy in Central America, ethicality and subject formation, race, diaspora, and critical development studies. In addition to his academic work, he has collaborated on several studies with OFRANEH (Organización Fraternal Negra Hondureña) and CCARC (Caribbean and Central America Research Council) in support of Garifuna territorial rights in Honduras. He was the César Chávez Fellow at Dartmouth College before assuming his position at the University of San Francisco. He has received additional support for his research from the Andrew W. Mellon Foundation and the Inter-American Foundation. His current book project is titled: "A Fragmented Paradise: Race, Territory and Black Autonomy on Honduras's Emerald Coast." Chris was a Visiting Researcher at CIESAS-Pacífico Sur (Center for Research and Advanced Studies in Social Anthropology) during the 2015-16 academic year. His publications include: "Conservation by Racialized Dispossession: The Making of an Eco-destination on Honduras's Caribbean Coast." Vol. 69:184-193. *Geoforum*. (2016) and "A Divided Community: The Ethics and Politics of Activist Research." Forum on Public Anthropology, *Current Anthropology*. Vol. 57(3) (2016).

Stephen Roddy: Ph.D., Princeton University. Steve specializes in the fiction and other prose genres of 18th and 19th century China and Japan. His research interests focus on the influences of Chinese fiction on late-Tokugawa writers, and of Meiji-period thinkers on essayists of the

late-Qing. Steve has authored “In Praise of Jeweled Streams: *Ugetsu momogatari*, Nativism, and Tea” in the *Journal of Japanese Language and Literature* (2015) and “Chanting Dharanis While Dreaming of Lilacs: Buddhism and Beijing in Gong Zizhen’s Poems of 1839” in the *Journal of Chinese Language and Culture* (2016). He also received a Fulbright (Korean) research grant for Spring-Summer 2015, for a project titled “Border Crossings in Korean Literature, 1880-Present”.

Cecilia Santos: PhD, University of California, Berkeley, Sociology. Cecilia’s research focuses on legal mobilization within and across national borders, violence, political memory, and women’s and human rights. She is interested in investigating how legal mobilization relates to politics and shapes the recognition of violence and subjects of rights on the basis of gender, race, class, and/or sexual orientation. This was examined in her book, *Women’s Police Stations: Gender, Violence, and Justice in São Paulo, Brazil* (Palgrave Macmillan, 2005), and guides her current research projects on transnational legal mobilization and human rights in Brazil, and the mobilization practices of the “Maria da Penha” law in São Paulo. One of her current projects, entitled “*Transnational Legal Activism: Brazilian NGOs and the Inter-American System of Human Rights*,” examines selected cases of gender-based violence, racial discrimination, violence against indigenous groups, and struggles over political memory and justice. Drawing on research conducted in Portugal on transnational legal mobilization and human rights, she edited the book, *A Mobilização Transnacional do Direito: Portugal e o Tribunal Europeu dos Direitos Humanos [Transnational Legal Mobilization: Portugal and the European Court of Human Rights]* (Almedina Press, 2012).

Laleh Shahideh: Ed.D., University of San Francisco, Organization and Leadership, Pacific Leadership (International Studies emphasis). Laleh’s areas of specialization include expertise in crisis intervention, conflict resolution, and mediation. In Fall 2016, she returns to the faculty after more than 20 years working in high level positions with USF’s student academic services, including her final position as Associate Vice Provost and Dean of Student Academic Services. Now that she has returned to being a full-time faculty member her research interests include the role of narrative in global politics, immigrants’ notions of double identity and belonging: “Being in the World”, the importance of empathy in international relations, and the relationship between understanding of power and capacity to act. She also has interests in the role of historical memory in shaping Iranians’ notion of identity, the place of Iranian women in the Middle East, and art in Iran. Her book *The Power of Iranian Narratives: A Thousand Years of Healing* was published by the University Press of America in 2004.

Yaniv Stopnitzky: PhD, Yale University, Economics. His area of expertise is at the intersection of environmental and development economics, with a focus on applied microeconometrics. In particular, he studies the causes and consequences of social coordination failures related to environmental resources in developing countries. For example, his research has examined how marriage market conditions in rural India affect the ability of women to bargain with potential husbands over toilets, which remain uncommon. Another example of his research shows how informal institutions affect resource use in Tanzanian artisanal fisheries. In a USAID-funded study, Prof. Stopnitzky and coauthors found novel evidence that fishermen were not enforcing in their villages rules that almost all knew were important to collective well-being. Yet after a structured training exercise designed by the team, fishermen became much more likely to enforce to the previously unenforced rules. In this way, Prof. Stopnitzky’s research aims to foster changes

in preferences and behavior that help communities overcome the coordination failures that currently undermine their economic well-being, their health, and their future prospects.

Annick Wibben: PhD, International Politics, University of Wales, Aberystwth, UK. Annick's research straddles critical security and military studies, international theory, and feminist international relations. Her current research reflects these varied interests, and she has become involved in debates about feminist foreign (and security) policy, engaging in some non-academic debates also. Annick is the founder and coordinator of the Feminist Security Studies Network and is involved in an effort to revive Feminist Peace Research. She is currently the vice-chair of the Women's Caucus in International Studies (WCIS), having just completed a stint as chair of the Feminist Theory and Gender Studies (FTGS) section of the International Studies Association, for which she has served on the executive board since 2008. An editorial board member of the journals *Security Dialogue*, *International Political Sociology*, and *International Studies Quarterly*, she co-founded the *Journal of Narrative Politics*. She occasionally writes for the *Duck of Minerva*, an academic world politics blog. Her most recent publications include: *Researching War: Feminist Methods, Ethics & Politics*. New York: Routledge, 2016; "Opening Security: Recovering Critical Scholarship as Political." *Critical Studies on Security* (2016); "The Promise and Dangers of Human Security." In *Ethical Security Studies: A New Research Agenda*. Edited by Jonna Nyman and Anthony Burke. New York: Routledge, 2016 and "The Value of Feminist Scholarship on Security." *Turkish Weekly* (March 2016).

John Zarobell: PhD, University of California, Berkeley, History of Art. John is an Assistant Professor and Undergraduate Director of International Studies. Formerly, he held the positions of assistant curator at the San Francisco Museum of Modern Art and associate curator at the Philadelphia Museum of Art. He is a regular contributor to the *San Francisco Art Quarterly (SFAQ)* and the online journal *Art Practical* and he has written for numerous exhibition catalogues and has curated exhibitions of modern and contemporary art including *Manet and the Sea* (2003), *African Art, African Voices* (2004), *Frida Kahlo* (2008), *New Work: Ranjani Shettar* (2009), *Art in the Atrium: Kerry James Marshall* (2009) and *Indigenous Contemporary* (2015). His first book, concerning French artists and Algerian colonialism in the nineteenth century is titled *Empire of Landscape* and was published in 2010. His next book, *Art and the Global Economy*, will be published by University of California Press in March 2017. This work considers how globalization has affected visual arts exhibitions and the market for art in the last thirty years and asserts a geographical realignment in which center and periphery are in flux and new global art cities are thriving around the world. He also serves as the Associate Producer of *Flying Under the Radar/Voando sob o radar*, a cross-cultural, biennial festival of contemporary art that will be inaugurated in San Francisco and Rio de Janeiro in November 2017.

Dana Zartner: JD, Boston University; Ph.D., University of California, Davis, Political Science. Dana specializes in international and comparative law, with a focus on environmental protections and human rights. Her primary interest lies in understanding how we can better implement positive international human rights laws and environmental protections at the domestic level. Using an interdisciplinary approach that considers both legal cultures and legal institutions within states, Professor Zartner's first book *Courts, Codes, and Custom: Legal Tradition and State Policy Toward International Human Rights and Environmental Law* (Oxford University Press, 2014) considers ten different countries across five different legal traditions to understand

why some states are better at internalizing international law than others. She has also published articles on the role of legal culture in shaping transitional justice in the aftermath of crises (*Indiana International and Comparative Law Review*, 2012), and the institutional factors that best facilitate treaty compliance in the case of the Convention Against Torture (*Human Rights Review*, 2011). Dana's current research focuses more on the environment and the relationship between a healthy environment and the achievement of other human rights. She is interested in the question of how we can use indigenous, religious, and cultural understandings of the natural world as important in its own right to overcome current ideas that nature is simply a commodity and create better law and policy that protects both the environment and human rights.

Stephen Zunes: PhD, Cornell University. Stephen is a writer and senior analyst for Foreign Policy in Focus, an associate editor for Peace Review, a contributing editor of Tikkun, and a member of the academic advisory council of the International Center on Nonviolent Conflict. He also has served as a political analyst for local, national, and international radio and television and as a columnist for the National Catholic Reporter, Huffington Post, Truthout, Alternet and Common Dreams. Stephen's areas of interest include U.S. foreign policy, Middle Eastern politics, human rights, arms control, social movements and nonviolent action. He has served as a research associate for the Center for Global, International and Regional Studies at the University of California-Santa Cruz; a visiting professor for the International Master in Peace, Conflict, and Development Studies at Jaume I University in Spain, and, a visiting research professor at the National Centre for Peace and Conflict Studies at the University of Otago in New Zealand.

Research Culture in the Department

The International Studies Department is working very hard to build a dynamic research culture in the department, and find new ways to promote our faculty research both within and outside the university.

In spring 2015 we created the International Studies Colloquium to showcase faculty research to the USF community. Approximately twice per semester a faculty member presents their work in an informal setting. The colloquia are open to all faculty, undergraduate, and graduate students at the university. So far, Dana Zartner, John Zarobell, Lucia Cantero, Brian Dowd-Urbe, and Lindsay Gifford have presented their work at the colloquia. In fall 2016 Yaniv Stopnitzky will be presenting his work. Attendance is very good for these events (averaging 25-30 attendees) and they have proven to be very useful for understanding the diverse array of research being carried out by our faculty.

The department also profiles faculty research actively on social media. In fall 2016 we have instituted 'Faculty Fridays', where every Friday we profile a faculty member's work on our International Studies Blog and Facebook pages. We have only been doing this for a few weeks now, but these posts receive some of our highest rates of performance on our social media.

Research Resources

The University of San Francisco's Faculty Development Fund (FDF) is available to support faculty research, including research travel, the hiring of research assistants, and book production costs such as indexing. Typically this fund has been very generous in its support of faculty work.

USF also has the Center for Research, Artistic, and Scholarly Excellence (CRASE0, which was created to "support, promote, and celebrate faculty research, artistic, and scholarly excellence through interdisciplinary and community connections, innovative approaches, social impact, and active dissemination." Resources available through CRASE include the Faculty Writing Salon, Faculty Research Circles, writing days, and workshops dedicated to assisting faculty in making the most of their research time. The College of Arts and Sciences also sponsors a number of writing retreat weekends to faculty.

Research Challenges

The biggest challenge to faculty research at USF is time. As a teaching and service intensive university, many faculty point to lack of time to do research as one of the biggest challenges at USF. This is true for both tenure-track/tenured and term faculty. Term faculty are not evaluated on their research and often have higher teaching loads, but many of them (including those in the International Studies Department) maintain active research agendas. Finding time to carry out quality research is a challenge for most faculty.

Another challenge is resources. Particularly for faculty in International Studies and related departments whose research involves travel around the world, finding both enough time and enough money to conduct research can be challenging. Given the extensive teaching and administrative responsibilities most faculty maintain during the academic year, research travel is only able to be conducted on breaks or in the summer, which is not always conducive to the particular project being worked on.

(G) Service

Faculty fulfill their service requirements in many ways. USF faculty are generally very committed to service to the department, college, university, and the broader community. All IS-housed faculty advise for both the graduate and undergraduate programs, serve on the International Studies Faculty Advisory Board, and at least one department sub-committee (Admissions and Scholarship; Graduate Curriculum; Undergraduate Curriculum; Awards; Recruitment and Retention; Faculty Student Advisory Council). In addition, most IS-housed faculty have significant service commitments outside of the department. Please see individual faculty CVs for a complete overview of individual faculty members' service commitments.

In terms of the Affiliated Faculty, it cannot be emphasized enough how dedicated the members of the International Studies Faculty Advisory Board and our regular Adjunct Faculty are to the department (and have been for years). Each of these faculty members volunteers his or her service time to board meetings, committee work, advising, events, and other activities important for the department. Often, working with International Studies is on top of a regular service load

within their own departments, which means many faculty committed to International Studies log additional service hours, particularly with undergraduate and graduate advising. Similarly, many International Studies-housed faculty are also on the Faculty Advisory Boards, teach, or are involved in other ways in other departments and programs – dedicated their time the way some faculty dedicate time to International Studies.

Issues related to service have improved significantly since faculty were hired into International Studies and the MAIS and BAIS programs merged into a single department. On the positive side, there are now faculty dedicated to International Studies whose primary service commitments are in the department. This alleviates some of the burden on affiliated faculty who often have significant service commitments to their own academic departments and programs. On the negative side, International Studies still needs the service of affiliated faculty to help with the administration of the various tracks and regional minors for the undergraduate major and to maintain the interdisciplinary focus of the department that makes it so special. Moreover, as the faculty housed in International Studies are from a variety of disciplines, most of them have service commitments to other departments and programs as well, even though these are not their primary appointment. Additionally, as is generally the case at USF, service commitments of faculty begin early and are, often, quite substantial. It is easy for faculty to become overextended, which can affect other areas of their jobs as well as life outside of the university.

The university has also created the option of a faculty member holding an official Interdisciplinary Appointment between their home department and an interdisciplinary department like International Studies. While this has yet to be used by any faculty member affiliated with International Studies, the idea behind the proposal is to better specify faculty workload so affiliated faculty are not over-burdened.

(H) Recruitment and Development

1. Recruitment

In response to the strong student interest in the undergraduate and graduate programs and strongly increasing student numbers in the period since 2009, the International Studies Department, since 2011, has grown in terms of faculty as well. Following the first undergraduate program review, one tenure-track (Dana Zartner) and two term (John Zarobell and Bill Goldman) faculty were hired. Similarly, in the graduate program, one tenure-track (Chris Loperena) and two term faculty were hired (Lucia Cantero and Lindsay Gifford) were hired. In 2015 we hired our seventh faculty member (Brian Dowd-Uribe) into a tenure-track position. In fall 2016, an additional faculty member (Laleh Shahideh) joined the department as a term faculty member. It is important to note, that in the case of this final faculty member, it was agreed upon with the Dean's office at the time of discussing Laleh's placement in International Studies, that her joining the faculty would not count against us as a new faculty hire when considering which departments receive new lines. In other words, for purposes of considering what the needs of International Studies are, we are really only looking at seven faculty, not eight, so only the seven will be considered below.

This hiring done in International Studies in the past five years has created an excellent group of faculty for the department, but it has not always come with clear response to needs of the department. Therefore, despite this rapid growth, we have a very strong need for additional faculty with particular subject and regional foci that fit the needs of the department and will allow us to cover the teaching and advising needs of our students. Of the seven faculty housed in the department, we currently have three anthropologists, one art historian, one historian, a political scientist/lawyer, and one environmental studies Ph.D. with expertise in human geography. We also see a concentration among faculty in terms of region, where three of the IS-housed faculty focus on Latin America, with one of these also having experience in Africa, one faculty member with experience in the Middle East, and two on Europe, though one of these has a more global scope. The seventh faculty does not have a regional focus.

While each of these faculty have brought a great deal of diverse interests and expertise to International Studies, for an interdisciplinary department we need more breadth. Given this, we have identified the most urgent areas of need for our next three hires. The identification of these areas of need is the result of a number of factors: existing difficulties in scheduling courses for which we do not have professors with expertise; areas of study that are identified by both our undergraduate and graduate students as areas of interest to them but in which we are missing faculty; areas of interest indicated in applications of Master's candidates that they would like to study, but in which we do not have anyone who could serve as an adviser for their thesis or applied projects; and areas in which we are likely to see growth in our undergraduate and graduate programs as we continue to develop our curricula and work to become a center for international studies connected to both the Bay Area and the global community.

Our primary area of need is a social scientist who focuses on East Asia. An ideal combination would be a political scientist or political economist with an East Asian focus who studies issues of development, global health, or state-society relations. This person could fill badly needed holes in the curricula of both the undergraduate and graduate programs, including (depending on their expertise) the required *Introduction to International Politics* and *Global Economy* courses, and offer electives, of which there are currently very, very few on Asian politics, issues of development, and other topical classes that would be relevant for International Studies, as well as Asian Studies* and possibly Critical Diversity Studies. On the graduate side, again depending on expertise and changes to the curriculum, the person could teach any of the four required courses and offer much needed expertise for thesis and applied project advising in the Asia region.

**We feel it is important to note that the Asian Studies program went through a program review in spring 2016. According to Steve Roddy, the current Director of Asian Studies who is on the International Studies Faculty Advisory Board, it is unclear yet whether Asian Studies will be receiving any new hires from this program review. The needs identified above are reflective of what we need for International Studies. Asian Studies may have identified different needs for their own hire, should they get one, and our needs should be considered independently of whatever happens with the Asian Studies program (which is more grounded in the Humanities than the Social Sciences).*

The focus of a second hire would be applied social scientist, with an emphasis in one of the disciplines in which the department is currently lacking – economics, political science, policy, or sociology – with experience in business and industry and strong quantitative analysis skills. We

currently have no faculty with this type of applied focus, nor research emphases in the areas of science or technology, which given our position in San Francisco and the Bay Area is a significant gap. This person would be integral to our continued efforts at building connection (for internships, jobs, research, and development) to some of the most vibrant sectors in the Bay Area, including tech, biotech, the wine industry and agriculture, and green energy and development. As we consider developing a concentration for our students in corporate social responsibility, this hire would also be crucial. Someone with methods experience would also be beneficial as it would provide us with an additional faculty to teach the five sections of research methods that we need to be offering per year to the undergraduate (2 sections) and graduate (3 sections) students.

If we were fortunate enough to receive a third hire, a sociologist or someone in a similar field with expertise in gender and sexuality, in particular LGBTQ rights and movements from a comparative perspective would be a great addition to our expertise in human rights, and provide an additional IS-housed faculty to teach the undergraduate and graduate required courses in human rights, international law, and similar areas – all of which are consistently tremendously popular with graduate students and undergraduates alike.

There are no anticipated retirements among the IS-housed faculty in the department in the next seven years.

Again, as an interdisciplinary department, we are very fortunate to have many faculty who dedicate time to teaching classes for the undergraduate major or the graduate program and advising International Studies students – both graduate and undergraduate. This provides some of the breadth that we are missing among the IS-housed faculty. However, because these faculty have a primary commitment to their home departments, which schedules their classes and is their primary point of service, having more IS-housed faculty with different areas of specialization is absolutely essential to handle both the teaching and service requirements of the department, and to develop our expertise and recognition as a department with strong work in areas that are relevant and important to students, faculty, and the community alike.

2. Development

The International Studies Department is dedicated to the professional development of all faculty housed in or affiliated with the department. As the department is young, and most of the faculty are relatively new to the profession, we are still working to create opportunities for development. As described in the Faculty Research section above, we have created the International Studies Colloquia to give faculty the opportunity to present their research for discussion. Our approach to development is one of collegiality and openness. All members of the department know each other and work together in various capacities.

USF assigns senior faculty mentors to all junior faculty. Three of the junior faculty (Brian Dowd-Uribe, Lindsay Gifford, and Laleh Shahideh) in the department are currently the mentees of Dana Zartner, the Department Chair. Chris Loperena's mentor, Anne Bartlett, has left the university. John Zarobell's assigned mentor was Heather Hoag and Bill Goldman's was Keally McBride.

All faculty in the department are also encouraged to make use of CRASE (describe above under the Faculty Research section) and USF's Center for Teaching Excellence, which puts on significant programming and have workshops to improve teaching.

VI. DEPARTMENTAL GOVERNANCE

(A) Overview of Departmental Governance

When the BAIS and MAIS programs merged into the International Studies Department we created a new structure for departmental governance. Prior to fall 2015, the BAIS program had a faculty Program Director and a faculty Student Development Coordinator who handled the day-to-day administration of the undergraduate program, and a Faculty Advisory Board that met once per month. The MAIS program had, for many years, a single faculty Academic Director. In summer 2014, when the former Academic Director (Anne Bartlett) resigned, faculty Co-Directors (Chris Loperena and Dana Zartner) were appointed for the 2014-2015 academic year. The graduate program also had a Faculty Advisory Board, though until 2014-2015 it was not utilized to the extent of the undergraduate FAB.

Beginning in fall 2015 with the creation of the new department, we condensed the four faculty governance positions across the two programs into three positions: a Department Chair, a Graduate Academic Director, and an Undergraduate Director. The model is largely based on the USF Department of Economics model, which has a Department Chair, two Graduate Directors, one for each of their two Master's programs, and an Undergraduate Director (the primary difference being the UG position in the Economics department is a more informal position than in the IS Department – i.e., does not receive course release). The responsibilities of the three positions are outlined in the Department Bylaws, which were passed in Fall 2015. In a nutshell, the Chair, as outlined in the Collective Bargaining Agreement, is the head of the department and administrative lead. The two program directors are largely responsible for the day-to-day academic administration of the undergraduate and graduate programs. The department also has a 15-20 person Faculty Advisory Board, which largely serves as a sounding board and discussion forum for major issues facing the department. Any significant changes to the department, the program curricula, or similar must be voted on by the FAB.

Chair: The Department Chair serves for a three year term, with the possibility for a one term renewal. Nominations for International Studies Department Chair are put forth in the spring semester preceding the end of the current Chair's term. Any full-time faculty member with a primary or interdisciplinary appointment in the International Studies Department may be nominated for the position of Department Chair. Self-nominations are acceptable. Nominees must approve their nomination. The Department Chair is selected by a simple majority of faculty present in a secret ballot vote of the Faculty Advisory Board, following the voting procedures in Section XII. The selected faculty member's name is then submitted to the Associate Dean for Social Sciences and the Dean of the College of Arts and Sciences for confirmation and appointment.

This position is the administrative head of the department and has primary responsibility for the overall administration of International Studies as a combined unit, including keeping the budget, course scheduling, long-term planning (in conjunction with the FAB), general advising, serving as the representative and liaison for International Studies to external bodies both on campus and in the community, resolving disputes, running Board meetings, etc. overseeing assessment, marketing and branding of the department, etc. (see Department By-Law and Division of Responsibilities Outline on the Canvas site).

Graduate Academic Director: The Graduate Academic Director serves for a two year term with the possibility of renewal. Nominations for Graduate Director are put forth in the spring semester preceding the end of the current Graduate Director's term. Any member of the Faculty Advisory Board may be nominated for the position of Graduate Director, however, persons with experience teaching in the graduate program are preferred. Self-nominations are acceptable. Nominees must approve their nomination. The Graduate Director is selected by a simple majority of faculty present in a secret ballot vote of the Faculty Advisory Board, following the voting procedures in Section XII. The selected faculty member's name is then submitted to the Associate Dean for Social Sciences and the Dean of Arts and Sciences for confirmation and appointment.

This position has primary responsibilities for the day-to-day administration of the academic components of the graduate program, including general advising, reviewing applications for admission (in conjunction with the admissions committee), coordinating events, and working with the Graduate Administrative Director (this position is discussed in Section VIII below) to ensure the smooth running of the program (see Department By-Laws on the Canvas site for additional information).

Undergraduate Director: The Undergraduate Director serves for a two year term with the possibility of renewal. Nominations for Undergraduate Director are put forth in the spring semester preceding the end of the current Undergraduate Director's term. Any member of the Faculty Advisory Board may be nominated for the position of Undergraduate Director, however, experience teaching in the undergraduate program is preferred. Self-nominations are acceptable. Nominees must approve their nomination. The Undergraduate Director is selected by a simple majority of faculty present in a secret ballot vote of the Faculty Advisory Board, following the voting procedures in Section XI. The selected faculty member's name is then submitted to the Associate Dean for Social Sciences and the Dean of Arts and Sciences for confirmation and appointment.

This position has the primary responsibility for the day-to-day running of the academic components of the undergraduate program, including general advising, running the New Student Series and Peer Advisor programs, coordinating events, and working with the administrative staff to ensure the smooth running of the undergraduate program.

Faculty Advisory Board: Members of the Board are nominated by the Department Chair in consultation with the Faculty Advisory Board. Nominations are submitted to the Associate Dean for the Social Sciences and the Dean of the College of Arts and Sciences for appointment. Length of appointments for members of the Board are flexible and are determined in consultation with the Department Chair and the Associate Dean for the Social Sciences and the Dean of the College of Arts and Sciences. All International Studies-housed faculty are on the Faculty Advisory Board, as are those faculty who advise for the different undergraduate tracks and/or who are representatives of key

departments and programs. For a full list, see Section IV(2) of the Department By-Laws on the Canvas site.

The Faculty Advisory Board is an important component of the leadership structure. A dynamic, involved FAB is crucial for the continued success of International Studies at USF. Board members are responsible for attending meetings, advising, discussion and approval of key structural and curricular changes, and participating in department events. A full list of responsibilities can be found in the Department By-Laws on the Canvas site.

(B) Assessment of Department Structure

The new department structure has now been in place for one year and has overall worked well. Given the large number of students in the graduate and undergraduate programs, and the number of events, programs, workshops, and other activities put on by the department in addition to regular advising and administrative activities, there has been more than enough work to justify the course release provided for the three leadership positions.

During the first year as department, it became apparent that some clarification was needed in the division of duties between the director positions and the department chair, as well as between the position of Graduate Academic Director and Graduate Administrative Director. Discussions have been ongoing on these issues, and updated documentation on division of responsibilities has been drafted (see updated responsibilities list on Canvas site). Overall, however, the structure seems to be a success and there is more than enough administrative, advising, and programming work to justify the three faculty administrative positions.

VII. STUDENTS

(A) Undergraduates

International Studies is one of the largest majors in the College of Arts and Sciences and draws a diverse student population. We attract broad-minded students who are eager to learn about the world around them and to apply USF's mission of social justice in an international context. Because the major is so flexible, we attract self-motivated students who are interested in learning about various issues from multiple perspectives. A significant proportion of our students study abroad during their time in the major – a practice we encourage.

From a high of 242 majors in 2011, the number of majors declined to approximately 178 in spring 2016. As of Census date (September 9) in Fall 2016, we have 196 majors. While some of the ups and downs are likely due to the variations in class sizes admitted to USF in different years, the department is working to address the rollercoaster in enrollment. Given our current faculty resources, our target is around 200 majors.

Our students compare very favorably to the College as a whole in terms of academic achievement, including several valedictorians, Dean's medal, and College- and University-wide award winners.

1. Demographics

The undergraduate gender ratio is 72.5% female, 27.5% male, an imbalance significantly greater than the College overall. The major attracts a large number of international students, a number that has increased despite overall enrollment decreases. The BAIS major has seen a decline in the number of self-identified Latino/Hispanic students in the past few years. The major has become less diverse over the past few years in general, with a lower percentage of African-American and Latino/Hispanic students, although the percentage of Asian students has stayed relatively constant. It is possible one of these shifts in diversity may be able to be explained by the development of the Latin American Studies major, the Asian Studies major, and the Critical Diversity Studies major, but as we do not have data about when and why students switch or select majors, it is hard to tell.

The Department has begun making some efforts to specifically recruit a more diverse student body. In Spring 2016, a number of our diverse faculty attended the Multicultural Admitted Student event. We also have plans to find a way to make the major more feasible for transfer students, which may help.

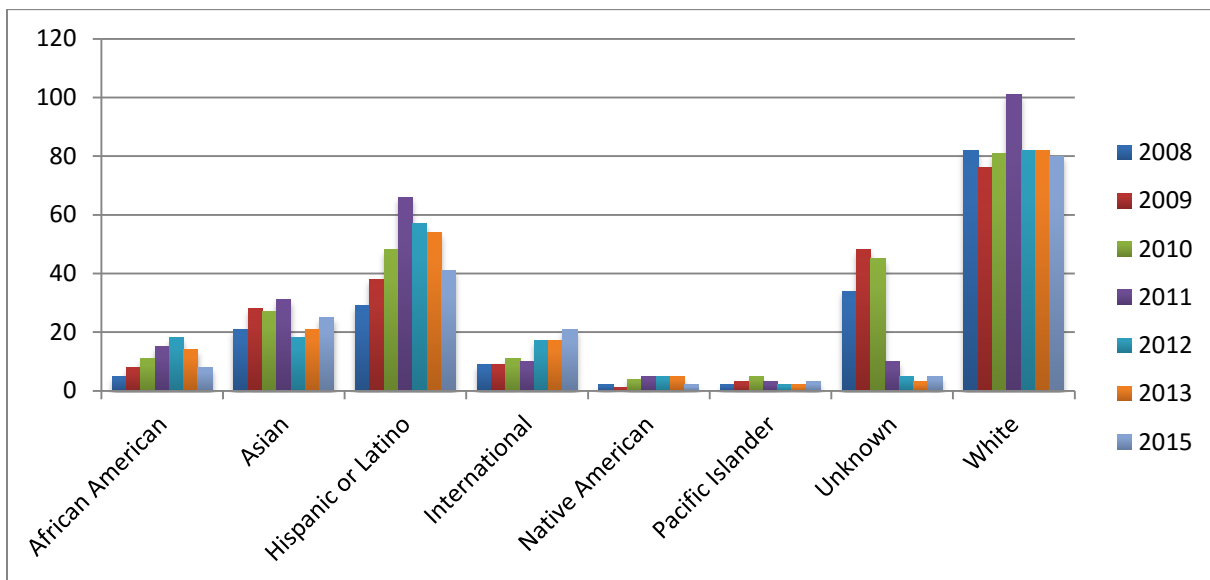


Figure 9: Demographics for the undergraduate major 2008-2015

2. Tracks and Regions

Students choose one of five functional tracks and one of five regional minors to create their own major program. Students choose their own course of study with input from advisors, and the numbers of students enrolled in each track or region fluctuates depending on student interest. That being said, Global Politics and Societies and Peace and Conflict Studies have traditionally attracted the most students, as have European Studies and Latin American Studies. Latin American Studies has grown considerably even as the number of students identifying as Latino or Hispanic has declined over the past few years. Data on the number of students in each track are provided on pages 19 and 22. Many International Studies majors choose their regional minor

based on their language abilities, which tends to increase enrollment in Latin American and European Studies as students disproportionately study Spanish and French in high school.

3. *Recruitment and Retention*

The department works hard to recruit new students to the major. We participate at the faculty and staff levels in all recruiting activities, including the Major/Minor Fair, Multicultural Admitted Student event, High on the Hilltop, Destination USF, and other recruitment events put on by the Admissions Office. The department also strives to ensure that full-time faculty teach introductory courses, which helps bring students and faculty together early in a student's career at USF. While this is not possible as a universal policy given the size of our faculty and the number of courses we must cover, we believe it is an important way to recruit and retain students.

International Studies currently has a four-year graduation rate of 70%, higher than the College as a whole, but still below where we would like. Our holistic advising efforts have been successful in helping students navigate the major and complete their coursework on time. However, financial concerns are an issue, as they are for the College as a whole, and the 52-unit requirement for the major, which is one of the highest in the College of Arts and Sciences, and study abroad occasionally forces students to take extra time to complete required courses and units.

As described above, International Studies is not as transfer-friendly a major compared to many others, such as History, Sociology and Politics. Many transfer students come from Community College where they have access to introductory classes in related fields, but not to ones in International Studies. Moreover, because IS requires 52 units to complete the major and the associated minor, it can be difficult for transfer students to complete the major on an abbreviated schedule. As described in the Section XIV(B) below, creating a parallel version of the major for transfer students is one of our goals for the near future.

4. *Intellectual and Social Climate*

Until recently International Studies has struggled to create a cohesive social and intellectual climate for undergraduates. In the past four years, since faculty have been hired into International Studies, there has been a consistent effort to improve this situation. Still, there are challenges given that students can choose so many courses, and thus often do not take multiple classes together. Also, until very recently, a lack of central departmental space meant that faculty and staff were physically distant from each other, and students had no space to call home. This has been remedied to some extent with the move of the department's administrative staff to the same floor as most of the department faculty. Given space constraints at the university, however, there is still no social space for students to gather near the faculty and staff offices.

There are some bright spots. The Faculty Student Advisory Council is a dedicated group of students who meet monthly with faculty to discuss departmental issues. They also organize events for the department and College as a whole. The department has also begun to hold socials for undergraduate and graduate students, seeking to forge connections between the students at

various levels, and connect them all to faculty. It is still early days, but the feedback has been positive so far.

We are continually striving to both improve our existing programs surrounding recruitment and retention, as well as our intellectual and social climate. We are implementing some new ideas during the 2016-2017 academic year, and will continue to brainstorm other ideas.

Some of the efforts the department has made recently to work to create more of an intellectual and social climate include:

- Creation of the International Studies Colloquia to bring together undergraduate and graduate students and faculty to discuss current faculty research and contemporary issues
- International Studies Department Socials which bring together all students, faculty, and staff in informal, fun atmospheres such as for a meet and greet or to support International Studies students who are part of USF sports teams.
- Revamping of orientations for both undergraduate and graduate students in fall 2016. We changed the structure of our orientation events to make them less about overloading the students with information, and more about getting to know fellow students and faculty and having conversations about interests and concerns students have as they begin either their undergraduate or graduate program.
- Shifting the nature of the New Student Series for undergraduates from a more “lecture style” event, to a more conversational lunch-style event, again to provide more opportunity for conversation and connection, while at the same time giving students important information about study abroad, internships, or whatever the topic is for the day.
- Social media. We have worked to actively increase our social media presence in a way that is appealing to students. We have hired a student photographer to capture more visual images we can use, and we working to develop a schedule of social media postings to continuously connect with our students, alumni, and members of the university and broader San Francisco community.

5. Academic Expectations

The Department works to be very upfront with students on the academic expectations. All of our advising materials, orientations, and advising sessions are designed to prepare the students for the rigors of the major and the need for planning and coordination. We discuss Academic Integrity issues broadly speaking and also provide our new students with a list of tips for success in college that includes some tips about academic expectations.

Individual faculty are also encouraged to include statements about academic integrity in their syllabi and take a hard line with academic integrity violations in their classes. All faculty are encourage to, at a very minimum, file a report with the Academic Integrity Committee, should students be caught in a violation.

Faculty are also encouraged to incorporate the Program Learning Outcomes into their syllabi, and provide for the students a clear statement of assessment and expectations for each class.

(B) Graduate Students

1. *Demographics*

MAIS students represent the international and diverse interdisciplinary nature of the field and our particular program at USF. From 2011-2015, 244 students total have enrolled in MAIS, representing every major continent (excluding Australia). A further proportion of our students have immigrated and naturalized to second countries and therefore add to the international character of the MAIS program, although their official national status has changed over time. MAIS students have included refugees and asylees from Eritrea, Somalia and Sudan who have permanently resettled in the US and Canada. Other students have immigrated or held dual citizenship in countries such as Colombia, El Salvador, Greece, Iran, Lebanon, Mexico and Peru.

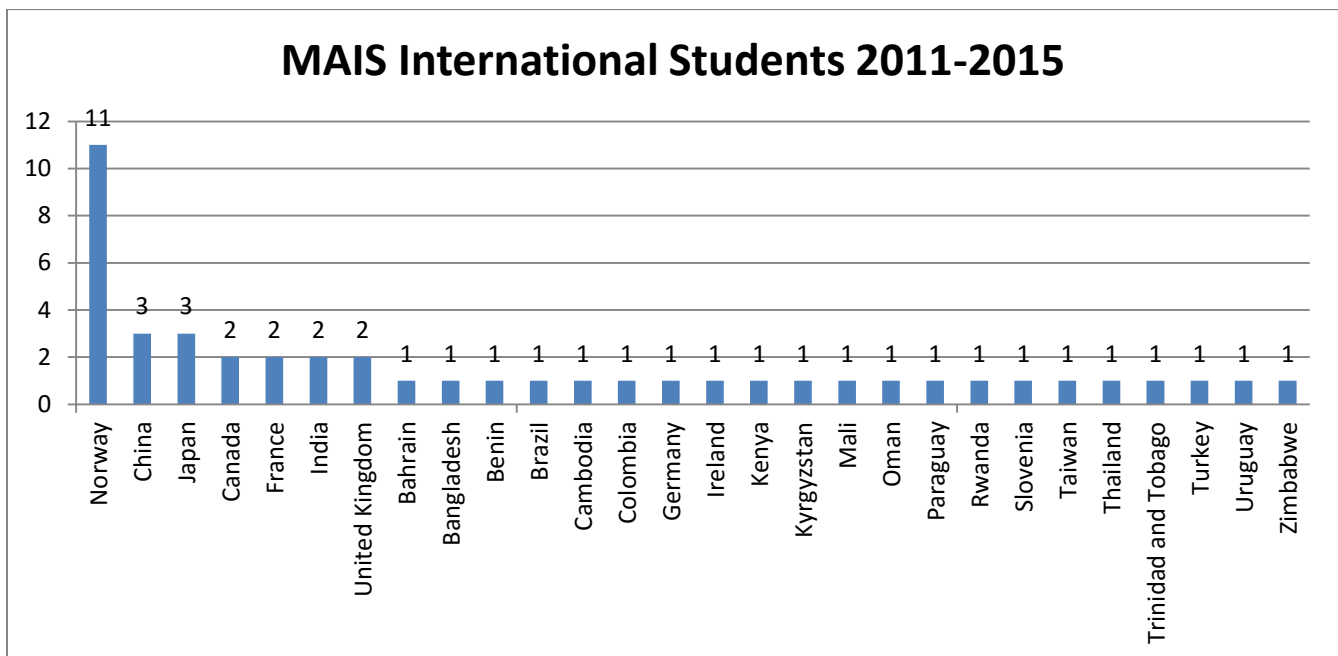


Figure 10: Country of origin of international graduate students

Similarly, the ethnic identifications of MAIS students vary widely and reflect the global nature of the interdisciplinary program of study. The greatest proportion of our students from 2011-2015 identify as White (35%), with the second largest group identifying as International (19%), which includes students from African, Asian, European and Latin American backgrounds. Hispanic or Latino students constitute another 17% of students for this time period, with Unknown (10%), Asian (7%), African American (7%), Multi Race (4%) and Native American (<1%) contributing the remainder. Students of color and underrepresented groups therefore constitute a significant percentage of our student body, especially when considering that students in the International, Multi-Race, and Unknown CIPE (Center for Institutional Planning and Effectiveness) categories contribute to the ethnic, racial, and national diversities of our student demographics.

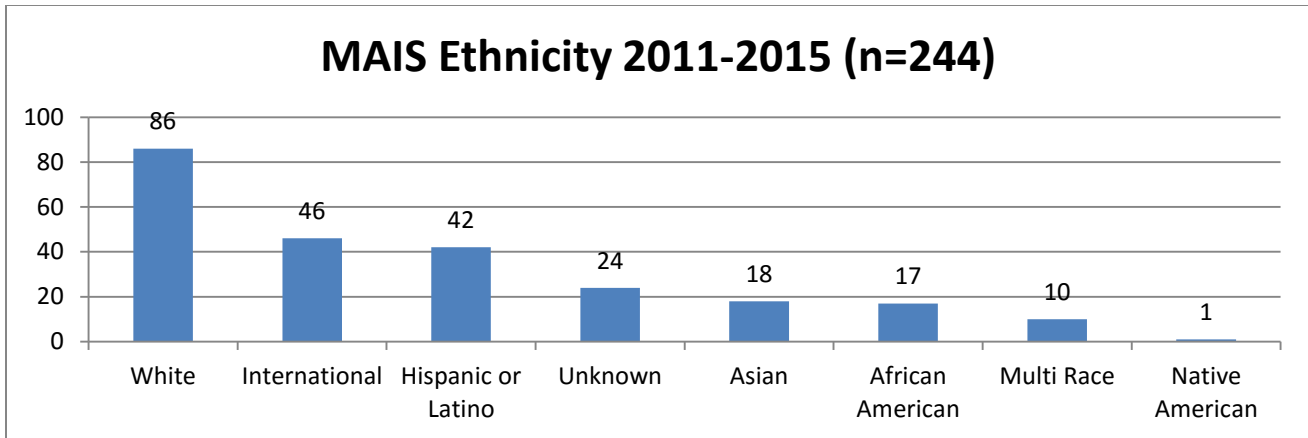


Figure 11: MAIS Students by Ethnicity

From 2011-2015, MAIS students by sex were comprised of 159 females and 85 males, for a sex distribution of nearly 2:1 female-to-male (1.87:1). While this imbalance is high, it is consistent with the general trend at USF as a whole (in the 2015-2016 academic year, there were 948 women seeking a first-time graduate degree compared to 549 men), and is congruent with general trends in the social sciences over the past few decades toward the increase of women in many fields. For those of our students interested in pursuing professional work in human rights and humanitarian aid, there may be a further compounding bias toward women in these fields, similar to other professions focused on care and service.

The median age of MAIS students over the past five years is 25, with a mean of 27 years of age. The majority of MAIS students (54%) enter the program between the ages of 20-25, either directly after graduating from an undergraduate institution or after a few years travelling, volunteering, interning, or working. The next largest age-group segment enrolls in MAIS between the ages of 26-30, again after a few years in the professional sector. MAIS enrollments show a downward trend for students in the mid-career phase between the ages of 31-35 (7%) and 36-40 (2%). However, late-career enrollments show a slight uptick at 5% for students between the ages of 41-54 (the maximal reported age in MAIS CIPE data 2011-2015).

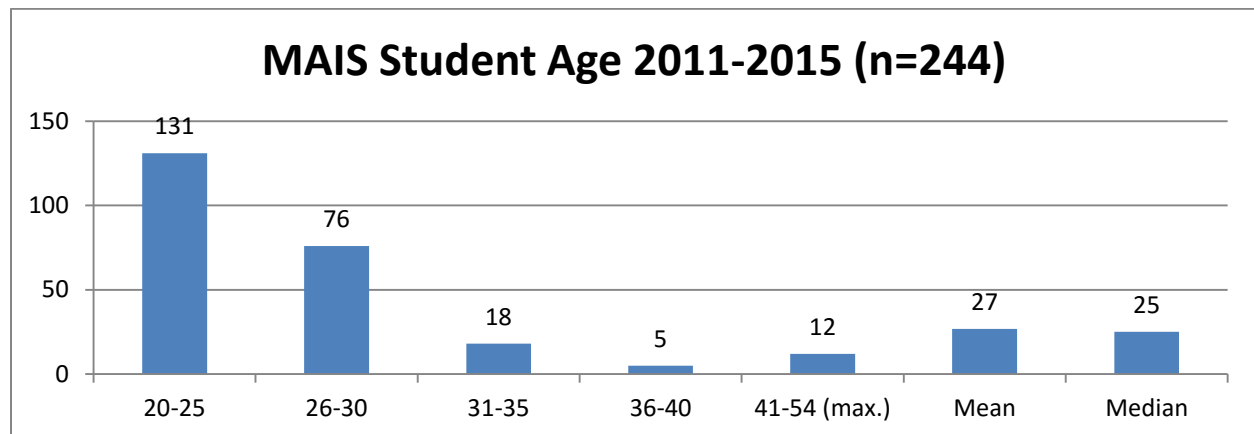


Figure 12: MAIS Students by Age

2. Undergraduate Education of MAIS Students

The mean GPA for MAIS students enrolling from domestic undergraduate institutions over the past five years is 3.24, with a median of 3.18. Students with undergraduate degrees from universities located abroad are excluded from this calculation due to the varying numerical rubrics and evaluation standards that exist worldwide. The academic quality of MAIS students – as evidenced by undergraduate GPA – is thus good overall, but there is room for improvement.

Students enroll in MAIS from varied institutional types. For the enrollees on which we have prior institutional data (excluding international institutions; $n = 179$), the greatest proportion of our students (36%) come from the California public university systems (Cal State and UC). A further plurality of MAIS students have graduated from other Public 4-year Colleges around the country (25%). Public 2-year Colleges and Private Nonsectarian 4-year colleges each account for 13%, and Jesuit 4-year Colleges combined with Catholic 4-year Colleges contribute a further 12%. Overall, most MAIS students are enrolling at USF after attending public universities in California and around the United States. These data support our university and program mission to provide quality education to students who may come from humble or underprivileged backgrounds.

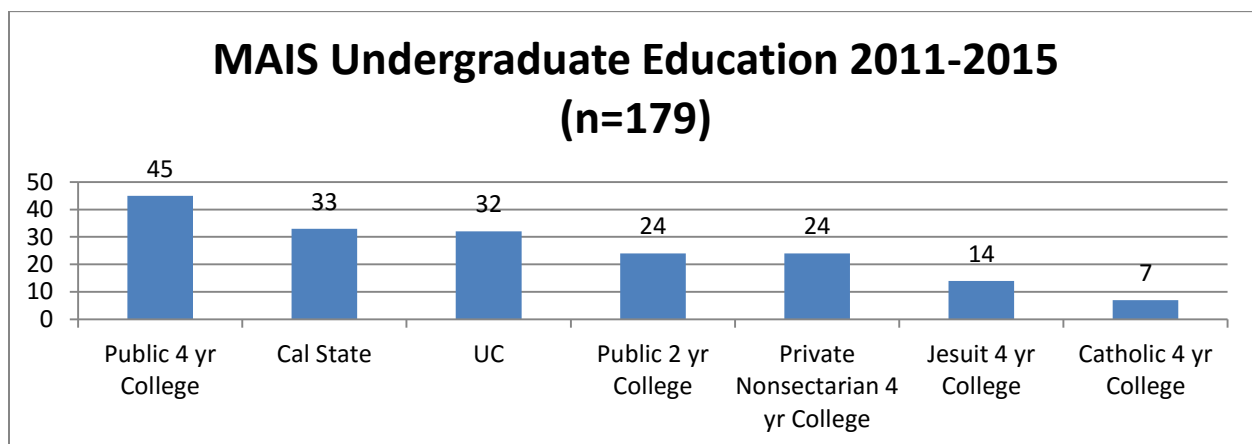
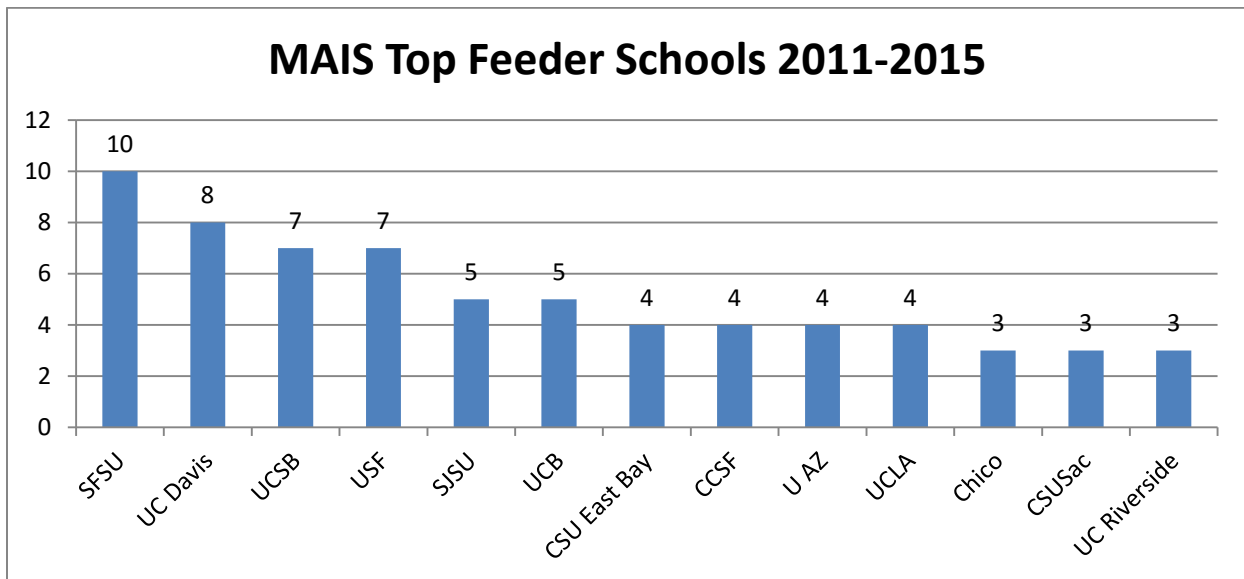


Figure 13: Most Common Types of Undergraduate Institution for MAIS Studies

From a geographic perspective, MAIS primarily serves students from the state of California and the American West more generally. Our top feeder schools over the past five years are all California public universities: San Francisco State University (1st), UC Davis (2nd), UC Santa Barbara and USF (tied for 3rd), San Jose State University and UC Berkeley (tied for 4th). The single exception to this pattern of in-state enrollments for the top MAIS feeder schools is the University of Arizona, which is tied for 5th with Cal State East Bay, City College of San Francisco, and UCLA. The regional character of MAIS students is further reinforced by the geographic (state) data for all MAIS enrollees 2011-2015. Overall, 105 undergraduate institutions were located in California, with a further 8 in Arizona, 7 in Oregon, 3 in Washington state, and 4 in Hawaii, totaling 127 students ($127/244 = 52\%$) enrolling from Western-region and Pacific Island schools. From the East Coast, MAIS students have enrolled from 6 New York institutions and 3 from Massachusetts from 2011-2015. From Midwestern states, a further 5 have enrolled from Illinois, 4 from Minnesota, and 3 from Ohio. In addition, 19 students have enrolled from various international institutions around the world.



This trend in drawing students from California and regional environs will largely continue given the costs associated with moving to and living in the Bay Area.

3. *Recruitment & Retention*

Faculty in the International Studies Department are actively involved in recruiting potential Master’s candidates each year, led by the efforts of the Chair, the Graduate Administrative Director, and the Graduate Academic Director. In 2015, the Chair and Graduate Academic Director attended graduate fairs at San Francisco State University and UC Santa Cruz, as well as USF Open Houses. Beginning with the Fall 2016 recruiting season, we have a new Graduate Administrative Director, Christie Meno, who was hired, in large part, to take the lead on recruitment of students to the program. She has developed a new recruitment and communication plan for the fall (see Canvas site) and a new timeline for the admissions process in the spring (also on Canvas site).

Communications will be actively pursued with potential applicants, particularly via email contact. Christie is the primary point of contact, and calls of the Chair, Graduate Academic Director, and other faculty as needed to field emails, make phone calls, and meet with potential applications and admitted students. This work is done in conjunction with the Office of Graduate Program Outreach, which also has its own schedule of recruitment events, open houses, and communications on behalf of all graduate programs at USF.

Each year, a select group of MAIS students are offered merit-based financial aid packages, which serve as a recruitment tool for top-tier national and international students. From 2009-2013, the available financial aid budget received from the university was \$100,000, and has since increased to \$120,000 in 2014-2015 and \$130,000 in 2015-2016. While we are grateful to have this scholarship funding for our students, it is nowhere nearly enough funding to compete with some of our top competitor schools and attract our top applicants. Every year we consistently

lose a number of our top candidates to schools that can provide greater financial assistance packages. Additionally, the high cost of living in the Bay Area, the minimal amount of on-campus housing available for graduate students, and the difficulty of procuring suitable affordable housing off-campus is a limiting factor in MAIS recruitment efforts. These economic dynamics add a further comparative layer between the advantages of studying in MAIS at USF versus competitors located in more affordable areas. In addition to financial aid, various paid positions are offered to select MAIS students. Beginning in Spring 2016, the department budget was adjusted so that we are able to offer a TA position to each of the faculty members housed in International Studies that are teaching an undergraduate course. This provides approximate 6-7 TA positions to MAIS students each semester. Faculty are also able to hire RAs when they secure funds from the Faculty Development Fund to do so.

In conjunction with the roll-out of the new USF website, many International Studies faculty have taken the opportunity to update their websites and faculty photographs in order to attract applicants and potential candidates to our program as they browse the web. MAIS and the International Studies department are also actively pursuing branding opportunities for our programs. We are also, as is the case with the undergraduate program, making as much use as possible of social media to recruit students and promote the program.

Students that enroll in MAIS are highly likely to graduate (see Table 4 below). The MAIS mean graduation rate is 89% over 6 years since the program’s inception in 2009. Students that do not graduate may find the final MA thesis to be an obstacle for many reasons, or may have simply moved on to busy careers that impede the completion of the thesis. Other students have left the program for personal, professional, or financial reasons prior to completion.

Year	Number Enrolled	Number Graduated	Percentage
2009	19	18	95
2010	37	35	95
2011	42	40	95
2012	38	30	79
2013	47	38	81
2014	46	40	87
Mean			88.6

Table 4: MAIS Graduation Rate

4. *Intellectual and social climate*

MAIS students hail from a wide variety of professional and academic backgrounds which contributes to the overall interdisciplinary nature of the program. Many of our students have social science training across the disciplines – including anthropology, economics, geography, international relations, political science, and sociology as well as ethnic and area studies concentrations. Other fields of study among MAIS students express disciplinary or career changes or international studies enhancements, such as a shift from English literature, journalism or finance. The prior professional experience of MAIS candidates is also broad. MAIS students have come to the program with previous experience as Peace Corps volunteers, educators, journalists, social workers, non-profit staff, international NGO staff (such as the Red Cross,

World Wildlife Fund), UN staff, US military personnel, and foreign government staff (such as the Omani Department of Agriculture), to name a few. The wealth of prior academic and professional training that MAIS students bring into the program helps establish a vibrant and unique intellectual environment for each cohort.

All MAIS students complete an internship with an organization performing work relevant to the International Studies field. Information about internships is developed by the MAIS staff, faculty, and independent student research. The wide variety of research and professional interests of MAIS students is reflected in the internships they are able to earn, many of which have a competitive national or international applicant pool. Below is a non-comprehensive list (in alphabetical order) of previous MAIS student internship organizations:

Amazon Watch
Association for Diplomatic Studies and Training
Border Community Alliance
Bridges of Promise
Center for Human Development
Consulate General of Ireland
Cruz Roja Dominicana
Democratic Voice of Burma
Fara Foundation
Global Exchange
International Rescue Committee
Jewish Family and Children's Services
Law Office of Park and Taylor
Mama Hope
Mercy for Animals
Office of the United Nations High Commissioner for Human Rights
Oxford Circle Christian Community Development
Ploughshares Fund
Room to Read
US Department of the Army – Pacific Command
US Embassy – Rangoon
USF University Ministry
VOX-Pol
Women and Girls Lead Global
World Wildlife Fund
US Department of State
Zero Tolerance for Domestic Violence Initiative

MAIS students also have a number of opportunities for academic and social engagement with their peers, faculty, the Bay Area community, and the national and international scholarly community. In August, the new MAIS cohort is brought together for the first time in a half-day Orientation event which introduces them to the University of San Francisco, the MAIS program, IS faculty and staff, and their peers. The Orientation helps to introduce students to the intensive MAIS curriculum of the upcoming year, the Honor Code, the Student Conduct Code and

expectations to maintain academic integrity while at the University of San Francisco and in any capacity as a MAIS candidate.

During the fall semester, students take the foundational course series divided into three small cohorts. In these classes, each cohort develops strong ties and patterns of collaboration and critical inquiry. Collaborative presentations are regularly required in many MAIS courses, so MAIS students quickly learn to work effectively with others toward a common goal.

Students are encouraged by faculty, staff, and the MAIS newsletter to take advantage of the numerous academic opportunities taking place at USF and in the Bay Area during any given week. MAIS students attend research talks of interest organized by International Studies, other USF Departments, and in the greater community such as events at the World Affairs Council. In 2015, the International Studies Department initiated the Faculty Research Colloquia, a forum in which IS faculty can present research talks to IS students, faculty and the greater USF community. Students may network with potential MA thesis advisors in class, office hours, at research talks, and at one of the International Studies Department's socials focused on student-faculty interaction launched in spring 2016. During the Spring semester, students identify a thesis advisor and begin the formal process of designing, researching and writing their MA thesis prior to December graduation. Advisers are encouraged to meet at least bi-weekly with their advisees throughout the thesis project, providing regular communication with students and progress evaluations.

We also hold regular social events for MAIS students, and hope to soon add events for alumni, as well as departmental events open to both graduate and undergraduate students. Current MAIS students have the opportunity to attend a San Francisco Giants game at AT&T Park and Friday Nights at the DeYoung Museum as a group. These and other social events provide important networking and bonding opportunities for MAIS students and accompanying faculty and staff.

5. Academic Expectations

The Department holds high expectations for students in the graduate program. Candidates undergo a rigorous, condensed and intensive training in international studies theory, methods and applications. The reading load in the MAIS curriculum is relatively high, with hundreds of pages assigned each week throughout the various classes. MAIS students are regularly required to express themselves in written, oral and visual assignments and to demonstrate strong critical thinking skills by practicing evidence-based scholarly argumentation. Some students thrive in this demanding environment, while others may be overwhelmed by the workload and shift from undergraduate study or professional work to graduate study.

Faculty are encouraged to incorporate both statements about the university's Honor Code and the Program Learning Outcomes into their syllabi and take time to explain their standards for assessment to the students at the beginning of each semester. Students receive regular evaluations of their work from instructors as well as thesis advisors. The MAIS program maintains high standards of academic integrity and demands that students learn proper academic citation standards and consistently develop their own ideas in written form, not just report the ideas of others. All graduate students at the University of San Francisco must maintain a

minimum 3.0 GPA to remain in good standing and graduate. Students who are found to have violated the Honor Code are reported to the Academic Integrity Committee, the Chair, and the Graduate Director. Students who will conduct original research with human subjects for their Master's thesis are required to obtain IRB approval. Overall, MAIS students graduate with a deeper understanding of scholarly production, applied work, and professional expectations in international studies settings and increased capacity and competency in these areas.

VIII. STAFF

(A) Overview

There are currently three administrative positions in the International Studies Department, two Program Assistants and the Graduate Administrative Director. This combines the staff positions that existed when the two programs were separate entities. The two Program Assistant positions are part of the Office and Professional Employees (OPE) Union and operate under a Collective Bargaining Agreement, which dictates the rights and responsibilities of the position. The position of Graduate Administrative Director is a non-OPE position. The general responsibilities of each of the three positions are outlined below.

Our current administrative staff includes:

Program Assistant for the Undergraduate Program: **Jenny Alcivar**, hired in June 2010

Graduate Administrative Director: **Christie Meno**, hired in January 2016

Program Assistant for the Graduate Program: **Amanda Mitchell**, hired in May 2016

As indicated, two of the three positions have been recently filled. There has been a great deal of turn-over and flux in the two graduate program administrative positions over the past several years. We are hopeful that the current composition of staff will remain for the foreseeable future as it provides a great deal of stability for the department (and because they are all fantastic!).

Graduate Administrative Director

The responsibilities of the Graduate Administrative Director center on the day-to-day administrative side of the graduate program, including running the admissions and scholarship process, handling daily student issues, working with graduate faculty to ensure smooth running of their courses, certifying completion of language and internships requirements, collection and analysis of assessment materials, and recruitment and marketing – including attending graduate fairs, working with prospective students, and coming up with new methods of recruitment.

This position will also serve as the administrative point person for the JD/MA program on the CAS side once this program is created (presumably there will all be an administrative point person on the law school side). More than the day-to-day activities, however, the Graduate Academic Director is in charge of working with the Department Chair and Graduate Academic Director on some of the major projects necessary for improvement of the graduate program and

department, including recruitment and retention initiatives, marketing and social media, developing relationships with feeder schools and employers, and working with others administrative directors on campus to create a more dynamic environment for graduate students at USF.

Program Assistants: The department has two PA positions. The job responsibilities of Program Assistants at USF are outlined in the Collective Bargaining Agreement for staff positions. These include:

- Exercises independent judgment and decision-making abilities, organizes work and sets priorities, and manages Department/Program Office under the general guidance of the Department Chair or Program Director.
- Helps create warm, welcoming environment and assists faculty, students, staff and other visitors to the office.
- Acts as a resource person/liaison between and among faculty, students, and the University community, as well as members of the public.
- Receives and screens a variety of calls. Takes information, answers inquiries, provides information using knowledge of University, College and Department/Program academic policies and procedures.
- Creates and develops new office work procedures to increase efficiency, maintenance of confidentiality, or work flow using knowledge of operations and creative problem solving techniques; designs new forms, as appropriate, to implement changes.
- Handles confidential, sensitive materials relating to faculty, student and other issues.
- Provides administrative support for professional and scholarly activities of the faculty.
- Hires, trains and supervises student assistant(s).
- Creates or inputs, revises, stores, retrieves, edits and prints a variety of (sometimes confidential) documents, reports, or records using word processing software on microcomputer equipment.
- Prepares and does minor editing of manuscripts, reports, grant proposals, catalog copy, meeting minutes, class schedules, tests, and course syllabi and manuals, as well as routine Program correspondence.
- Sets up, maintains and revises record-keeping procedures and files as appropriate for the Department/Program.
- Performs other duties as assigned.

As the International Studies Department has two PAs, each is largely responsible for handling the above-listed tasks for either the graduate or undergraduate program. The undergraduate PA is also the PA responsible for the European Studies minor program, the Middle Eastern Studies minor program, and the African Studies minor program.

There are a number of areas where the responsibilities of the program assistants overlap. They have worked together to create a division of these common departmental responsibilities. This is available on the Canvas site.

(B) Achievements and Contributions of International Studies Staff

The International Studies Department operates in an extremely collaborative manner, and this includes the extensive participation of the administrative staff. Some of the most significant ideas and contributions that have pushed the programs forward and created better departmental communication, cohesion, and collegiality have come from the staff members.

A partial list of some of the significant contributions staff members have made to the department includes:

- Created new communications mechanisms, including newsletters, orientation materials, and social media, to both conduct student outreach and keep students informed
- Developed a new filing system to better organize student paperwork
- Created new student intake system to better acclimate incoming students and transfers into the undergraduate major
- Redesigned and overhauled BAIS student information database (Filemaker) to better track student data and created auxiliary databases to track different information
- Redesigned MAIS student information database and separated data for better tracking
- Created new website for study abroad resource materials, including student reviews
- Developed alumni outreach program and hosted successful alumni events on and off campus
- Implemented the Peer Advisor program, developing new materials and supervising the students
- Innovated graduation celebrations, i.e., setting up the fall dinner
- Created and maintained social media accounts (ahead of the University's adoption of these media) - Facebook, Twitter, LinkedIn
- Redesigned the recruitment and admissions schedule for the graduate program
- Instigated the redesign of both the undergraduate and graduate orientations to make them more collegial and effective

(C) Staffing Issues/Needs

The International Studies Department is very fortunate that we have three dedicated staff positions to handle the large volume of undergraduate and graduate students and assist with the continuous development, recruitment, marketing, fundraising, and other activities in which the department consistently engages. We pride ourselves on being very forward-thinking in terms of the continuous development of our curriculum and programs, working to ensure our students get the most out of their time while at USF and achieve their goals after they graduate. We operate on a personalized service mantra of significant individual attention for each student from their point of entry into the Bachelor's or Master's programs through graduation to when they become part of our extensive alumni network. The staff members are an integral part of all of these efforts, and in fact, are often the first people our students speak with and remain primary points of contact and information for the students throughout their time with us.

While we have internally worked to create a clear and workable division of responsibilities between the three positions, we are often stymied by the restrictions that are placed on the

positions of Program Assistant by the Collective Bargaining Agreements (CBAs) between the university and staff union. Specific job duties are outlined for PAs as OPE positions, as are specific working hours. These restrictions often do not align with what we are trying to do as a department, nor do they allow for the development of some of the skills possessed by our PAs.

It would greatly facilitate our efforts as a department if there was more flexibility for the Program Assistants in terms of hours, responsibilities, and professional development/promotion within the department. As it stands now, if one of our PAs wishes to seek a promotion it means she would have to look outside the department and/or university. This is not conducive to departmental development and is often not what the PA would want. While we understand that the PA positions are restricted by the language of the CBA for OPE personnel, we would like to see more flexibility in adopting other kinds of non-OPE positions in lieu of the traditional PA which would allow for more flexibility and growth.

Our staff have many, many wonderful ideas, but are not able to run with them due to the constraints of the PA position – whether in terms of specific responsibilities or in terms of the limits of their workday (for example, they are not able to participate in night or weekend events without permission). By way of example, here are some of the things our staff could do/ideas they have had that cannot be put in place because of current structural constraints:

- Off-site professional development and networking
- Implement ideas for recruitment and retention (both at student fairs on-and-off campus, and within the department for events such as orientation, New Student Series, and professional and networking events)
- Implement ideas for fundraising
- Implement ideas for marketing
- Redesign the *International Affairs Review* to make it a showcase publication of the department
- Working on inter-departmental relations on an administrative staff level to improve all-around efficiency
- Work with alumni
- Develop deeper relationships with community partners, employers, and internship sites

Faculty work on these issues as well, of course, by the reality is that faculty, particularly those three faculty in the department leadership positions are already so busy with the academic administration of the department, as well as research, teaching, and other service commitments, that these types of new projects often get pushed to the side. Having more opportunities for the staff would be of great assistance.

IX. DIVERSITY AND INTERNATIONALIZATION

(A) Diversity

Consistent with the broader demographics of USF undergraduate and graduate students, both the BAIS and MAIS comprise students from diverse ethnic and national backgrounds. Much of this

data has already been provided above in Section VII above. Summaries of some of the primary demographics are provided below.

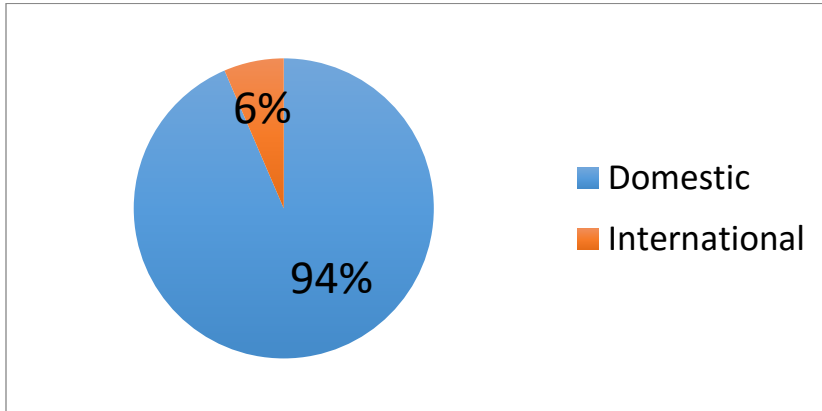


Figure 14: Percentage of BAIS majors who are domestic or international students, 2008-2015.

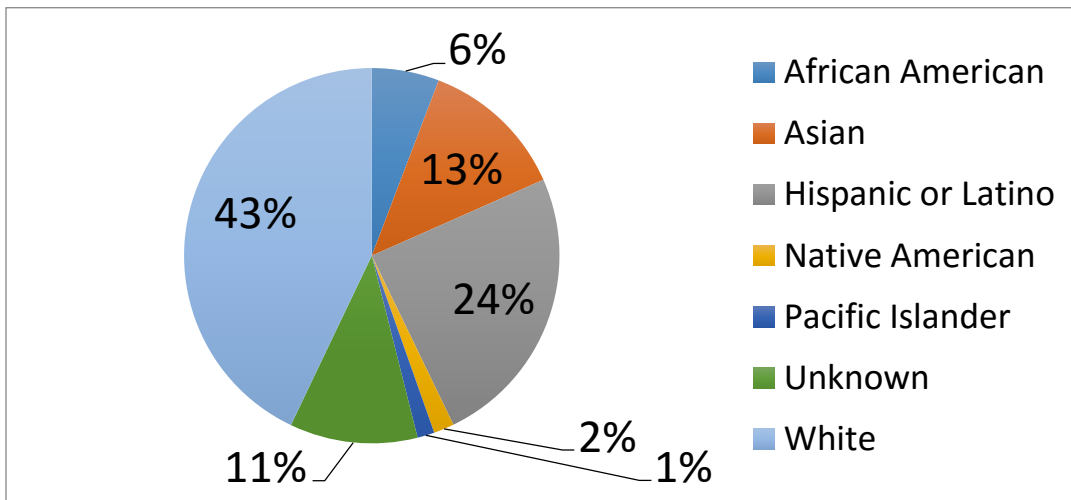


Figure 15: Self-reported ethnic identity of US students as a percentage of total BAIS majors, 2008-2015.

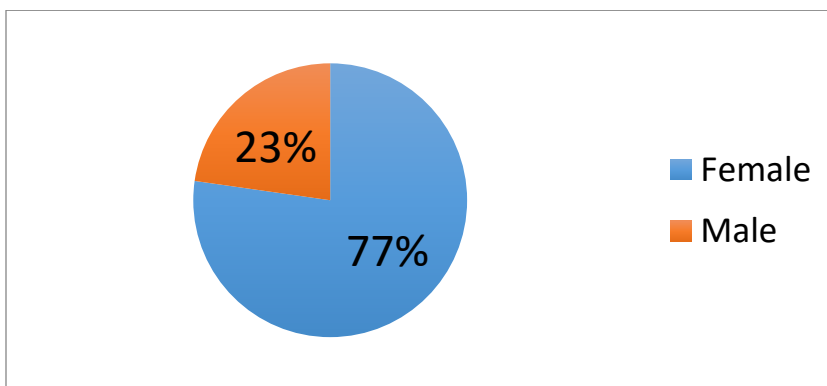


Figure 16: Gender composition of BAIS students, 2008-2015.

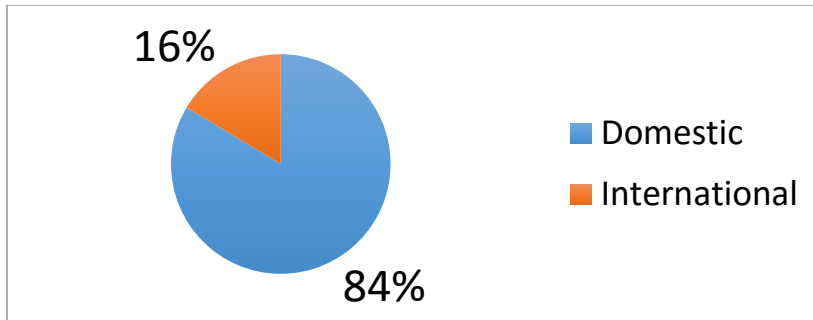


Figure 17: Percentage of MAIS students who are domestic or international students, 2010-2015.

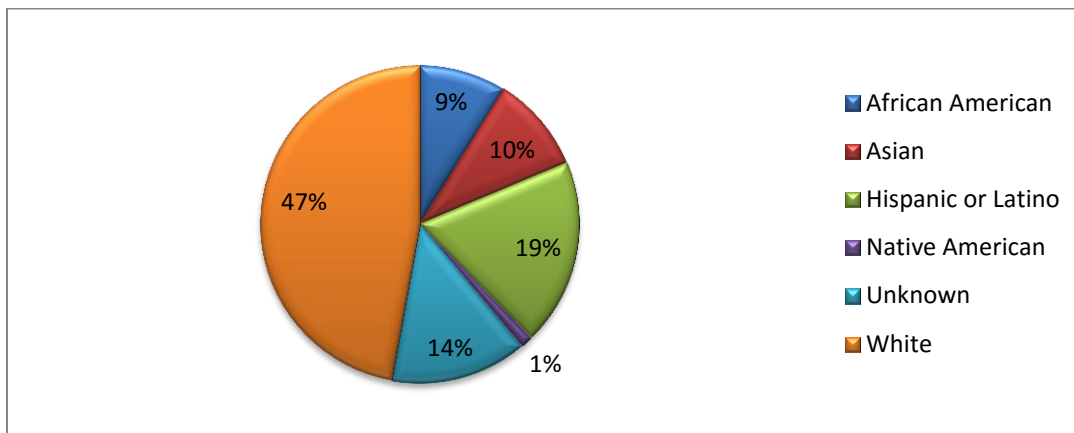


Figure 18: Self-reported ethnic identity of US students as a percentage of total MAIS students, 2010-2015.

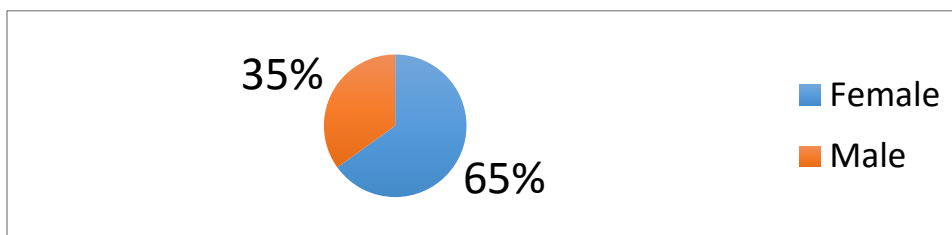


Figure 19: Gender composition of MAIS students, 2010-2015.

(B) Internationalization

The International Studies Department is by its very nature international. Our faculty, students, curricula, and extra-curricular programming are grounded in understanding international issues, different cultures, and the impacts our local actions have on global issues and vice versa. As shown above, 6% of our undergraduate students and 16% of our graduate students are international. Approximately 60% of our students study abroad as undergraduates, and approximately one-third (32%) of our graduate students have conducted research or do their internships abroad. We very much promote spending time abroad to our students, and are always working on ways to increase opportunities to do so.

We do have ideas to increase the internationalization of the department, including the following:

- Creation of courses with international field study/site visit content.
- Creation of a spring break trip open to graduates and undergraduates to Nogales on the US-Mexico border.
- Summer internship programs with international organizations such as FAO (United Nations Food and Agriculture Organization), international tribunals, or other international organizations
- Creating stronger connections between the BAIS major and other USF programs with a global focus including the Privett Global Service Learning program run out of the McCarthy Center and the Erasmus living-learning community in the College.
- Fundraising to establish dedicated funds for travel and research grants for our graduate and undergraduate students

X. TECHNOLOGY AND INFORMATIONAL RESOURCES

Using up-to-date informational platforms and tools is a central element of the International Studies Department, and one of the key challenges facing faculty. Resources and tools change rapidly, requiring faculty commitment to stay abreast of new sources for information, and to make sure that the library stays current in the tools and databases they subscribe to.

(A) Website

Over the course of the 2015-2016 academic year, the USF website has undergone significant changes. The university now maintains a dual website system, with an external marketing site and an internal site. The website changes have been somewhat problematic as a great deal of content was erased or misinterpreted with the change to the new marketing site. Departments also have very little individual control over the content on the marketing site, which has created some difficulties.

Things have improved over the course of the year. We now have more flexibility and access to our internal website (which can be accessed by external users), so we can provide some additional content which we feel to be important, but which the university has not put on the marketing site. The College of Arts and Sciences web liaison, Mike Routhier, has been tremendously helpful to us in making changes to our web presence.

The limits of the university's external marketing page have been somewhat difficult for us because it does not provide us with a single department web page to which we can direct people. It would be very helpful for us to be able to have a single web page on which we could post lots of information, in addition to having links to the details of the undergraduate or graduate program. Our biggest competitors have such sites and this is something we think would be very helpful for us. We recognize the examples below are all schools of international/global studies, not just departments, but these three are some of our biggest competitors, which means when students are searching for programs these are the websites they are reviewing in comparison to ours. Being able to advertise a single website (we don't have a single URL we can put on advertising materials) that not only offers program information for both the graduate and undergraduate programs, but also other information on events, faculty, students, community events, etc. would be very helpful and help us develop our department brand.

- Middlebury Institute of International Studies at Monterey, <http://www.miis.edu/>
- Pardee School of Global Studies, Boston University, <http://www.bu.edu/pardeeschool/>
- University of Denver, <http://www.du.edu/korbel/>

(B) Informational and Data Tools

We are an interdisciplinary department both in terms of discipline and in terms of method. Our faculty are varied in their use of different methods and data skills and we seek to impart this to our students as well. The research methods courses at both the undergraduate and graduate levels introduce students to both quantitative and qualitative methods. Students, particularly undergraduate students, are encouraged to take advantage of opportunities to take classes in a variety of computer programs and data skills while on campus. There are many 2-unit courses offered to all students to build skills in web design, programming, Excel, Photoshop, and other common technology skills that benefit our students. We provide our undergraduates with a list of these classes every semester at advising time, and count these courses towards the major in instances when students need extra units.

The department is also working to increase our use of, and training in, a variety of databases and GIS. Through discussion with the librarians in our fields (Deborah Benrubi and Carol Spector) the library was able to pay for subscriptions to new databases (such as Passport) that allow our students to conduct policy research in subnational regions. Another issue is that employers have started to desire job applicants to have familiarity with Geographical Information Systems and the kinds of data that they can provide. To address this issue, the University of San Francisco has opened a GIS lab, and faculty have been able to create modules for using these tools in collaboration with the Environmental Sciences Department. This has been done with success in the revised Research Methods course for the BAIS program. Unfortunately, the lab's capacity is unable to serve all of the students who need access to the tools. In order to serve the needs of our program, the GIS lab will need to be expanded, and more faculty will need to be trained in GIS methods.

All of this suggests that the ever-increasing amount of international data and newer research tools requires active commitment on the part of faculty to stay current with different tools of research in order to provide the best possible introduction to these tools for our students.

(C) Collaborations with Librarians for Building Information Literacy

The redesigned Research Methods course has involved an extensive collaboration with two librarians at Gleeson. Collaborative learning exercises have been jointly developed and new materials needed for International Studies coursework has been identified through this process. Recently, the library purchased the Armed Conflict Database in order to serve the research component of *The Politics of War and Peace* course and librarians have also developed research guides to serve different courses in order to make the wealth of resources more readily available for our students.

Additionally, librarians have provided faculty and students in the International Studies program the newest tools for data presentation. Active collaborations such as this one are crucial for keeping the library collections up-to-date with the evolving nature of International Studies, it also provides valuable training for faculty in new tools in teaching and developing information literacy in our students.

(D) Online Instruction

The department currently has no plans to offer online or hybrid courses or programs.

(E) Social Media

The International Studies Department maintains a number of social media accounts that we use to communicate with students, alumni, and the wider community. We utilize our social media content to make announcements and advertise programming and events put on by the department and in the community. We also highlight student and alumni stories, as well as the current activities of our faculty. We currently maintain the following social media sites:

- International Studies Department blog (ISatUSFCA.wordpress.com)
- International Studies Department Facebook page (facebook.com/ISatUSFCA)
- MAIS Facebook page (facebook.com/MAIS)
- BAIS Alumni Facebook page (facebook.com/usfbaisalumni)
- International Studies Department Twitter (@ISatUSFCA)
- MAIS Instagram ([usfmais](https://instagram.com/usfmais))

We have also begun to incorporate an understanding of the various social media platforms and their importance as ‘skills’ for our students. As evidenced by events such as the Arab Spring and Black Lives Matter movement among many others, social media forms are tools that can be used for advocacy, information, and policy. This will become more important for our students and we will continue to work to incorporate into our classes and programming.

XI. FACILITIES

Due to the manner in which USF assigns offices to faculty (by seniority according to the CBA), members of a department may not be all housed on the same floor or even in the same building. This creates difficulties when it comes to cohesion and collegiality. Over the past couple of years, the IS-housed faculty and staff have converged on the second-floor of Kalmanovitz Hall, with only one of our IS-housed faculty now with an office in a different building (by her choice). This has helped significantly with communication among members of the department. The lack of common space for faculty, staff, and students to congregate, however, remains a problem for the International Studies Department. We recognize there are only a couple of departments on campus who have this kind of communal space (Psychology and Asian-Pacific Studies, for example), but given the fact that we have both graduate and undergraduate programs, a large number of students, and a significant number of affiliated faculty, having a more centralized space for the department would be useful.

Moreover, as graduate students, the MAIS students would very much benefit from a space of their own in which to gather or where TAs may meet with students (we hire MAIS students as TAs for BAIS classes). Many of our students commute from a great distance (due in large part to the dearth of housing options for graduate students at USF), and having a home for them on campus would create a greater sense of community. This could also be opened up as a space for all International Studies students to further the sense of community. This will likely become even more important as we add 4+1 and JD/MA programs.

We are also fortunate to have one extra office that has been assigned to International Studies. This office is used by our undergraduate Peer Advisers and International Studies Writing Tutors to hold office hours and meet with students. We are contemplating trying to also squeeze in TA office hours, and perhaps even Adjunct office hours, but there just are not enough hours in a week and the space isn't big enough for two people to be in there at once. Moreover, this office is a different wing of the building from the faculty and staff offices and is not large enough to serve as a communal gathering space.

We know that space on campus is at a premium and there are seniority issues when it comes to office space, but we argue that more than other departments, having a centralized home for our department will be beneficial for all concerned - undergraduate and graduate students, faculty, and staff.

XII. ALUMNI

The International Studies Department is working to significantly improve our communication and connection to our alumni at both the graduate and undergraduate levels. For both programs these are relatively new efforts that we wish to continue to improve over the next few years.

1. Undergraduate Alumni

Jenny Alcivar, the BAIS Program Assistant, has been working to compile and maintain a comprehensive alumni database for the past several years. This includes conducting a survey of all recent graduates on their plans for the future, and periodic follow-up communication to maintain up-to-date information. We have an alumni mentor program in place through which a current student can be matched with an alumni mentor in their geographic location or professional area of interest. We are continuing to develop new ways in which to assist our alumni on their post-graduation paths, and also keep them connected to the International Studies Department.

In the past few years we have held more alumni events, both for the benefit of the alumni and for the benefit of current students. In spring 2015 we brought back several alumni to be part of a panel on their career trajectories since graduating from the BAIS program. We have also held two alumni mixers that bring together our local alumni and current seniors to network. The event held in fall 2015 was an enormous success with over 35 students and alumni attending. We are holding the event this fall at the end of September and already have received over 30 RSVPs.

2. *Graduate Alumni*

As with much of the graduate program, due to the newness of the program and issues in past administration, there has been no effort made to keep an alumni database and maintain close contact with MAIS alumni until recently. With Christie Meno and Amanda Mitchell joining the department, we now have the opportunity to create a concrete alumni network that can benefit both our current students and alumni. Alumni-related projects we are working on include a comprehensive alumni database, a networking system to help alumni contact each other, and programming to bring alumni back to campus to connect with current students.

Resources for the department to develop more alumni connections would be very useful. For example, money to throw a reception for alumni in different cities if a professor happens to be there for a conference or other travel.

XIII. ISSUES AND CHALLENGES

The International Studies Department at the University of San Francisco is only a year old and its constituent programs are also relatively young (12 years for the undergraduate program and 7 years for the graduate program). We are in a period of great possibility as we work to both improve our degree programs and develop the department to ensure that IS at USF forms the center for international programs, global issues, and regional studies on campus and in the broader Bay Area community.

Given we are in this period of transition, there are many issues that are currently "up in the air" regarding department structures, curricula, new program development, and the role of IS at the university as a whole. To take advantage of the expertise of our external reviewers, as well as receive feedback from students, faculty, staff, and the administration, we are laying out in this final section the various issues, questions, challenges, and concerns that have come up during discussions over the past year. There may be a greater number of open-ended questions here than in most self-studies, but we feel that putting all the issues and topics we have been discussing out there for consideration during our program review is beneficial for the department.

(A) Faculty Hires

We do not currently have sufficient faculty that are housed in International Studies to meet our goal of being able to cover all our required courses in the undergraduate and graduate programs and provide the advising needed. We are blessed with many, many faculty who can and do teach electives that are available to our undergraduate and graduate students across a variety of departments and programs, but we need to be able to guarantee we can offer our BASIC and required courses to our students. We are also never certain from year to year which affiliated faculty will be able to devote time to undergraduate and graduate advising, working with Master's thesis/applied projects, and other needs of International Studies because of their responsibilities in their home departments.

We therefore, would benefit from the addition of two to three new faculty positions for which we get to conduct a competitive international search based on the needs of department.

The primary needs that International Studies has in order to cover the courses that are required for our graduate and undergraduate programs are listed beginning on page 47 and summarized again below:

- Our primary area of need is a social scientist who focuses on East Asia. An ideal combination would be a political scientist or political economist with an East Asian focus who studies issues of development, global health, or state-society relations. This person could fill badly needed holes in the curricula of both the undergraduate and graduate programs, including (depending on their expertise) the required *Introduction to International Politics* and *Global Economy* courses, and offer electives, of which there are currently very, very few on Asian politics, issues of development, and other topical classes that would be relevant for International Studies, as well as Asian Studies and possibly Critical Diversity Studies. On the graduate side, again depending on expertise and changes to the curriculum, the person could teach any of the four required courses and offer much needed expertise for thesis and applied project advising in the Asia region.
- The focus of a second hire would be applied social scientist, with an emphasis in one of the disciplines in which the department is currently lacking – economics, political science, policy, or sociology – with experience in business and industry and strong quantitative analysis skills. We currently have no faculty with this type of applied focus, nor research emphases in the areas of science or technology, which given our position in San Francisco and the Bay Area is a significant gap. This person would be integral to our continued efforts at building connection (for internships, jobs, research, and development) to some of the most vibrant sectors in the Bay Area, including tech, biotech, the wine industry and agriculture, and green energy and development. As we consider developing a concentration for our students in corporate social responsibility, this hire would also be crucial. Someone with methods experience would also be beneficial as it would provide us with an additional faculty to teach the five sections of research methods that we need to be offering per year to the undergraduate (2 sections) and graduate (3 sections) students.
- If we were fortunate enough to receive a third hire, a sociologist or someone in a similar field with expertise in gender and sexuality, in particular LGBTQ rights and movements from a comparative perspective would be a great addition to our expertise in human rights, and provide an additional IS-housed faculty to teach the undergraduate and graduate required courses in human rights, international law, and similar areas – all of which are consistently tremendously popular with graduate students and undergraduates alike.

We anticipate that we could provide expertise in these areas with two or three additional hires. Ideally, we would like to see the number of IS-housed faculty increase to at least 12 in the next several years. This would better align with the number of undergraduate and graduate students we have and bring us more on par with other departments. For example, according to its 2014

self-study, the Economics Department (which is one of the only other CAS departments with both graduate and undergraduate programs) has a combined total of approximately 230 undergraduate majors and minors and graduate students. According to the same self-study, the Economics Department also has ten full-time faculty (eight tenured or tenure track, and two term) and is hiring an additional full-time faculty member in the 2016-2017 academic year. The Sociology Department, which has approximately 155 undergraduate majors (as of the S16 census) and no graduate program, but yet has 16 full-time faculty (two of whom are Anthropologists).

(B) Mission and Outcomes

We have a department mission and program outcomes for both the graduate and undergraduate programs. The outcomes for both programs are currently somewhat vague and not as clearly mapped to either the USF institutional learning outcomes or the WASC outcomes as we would like. As we rethink the curricula and other issues outlined below, we need to better specify our outcomes to clearly delineate what our students are getting from our programs and what makes us unique.

As outlined in the above sections on assessment, there are special challenges to assessment for interdisciplinary programs given that many of the courses our students take are offered through other departments, and we do not have control over the course content or course objectives. Therefore, we are currently limiting the assessment of our program outcomes to those classes which are specifically offered by faculty in international studies. As we make changes to both our undergraduate and graduate curricula we will continue to improve our learning outcomes and assessment.

(C) Resources for Students

We need greater resources for our students, particularly our graduate students. Our recruitment of graduate students has been uneven and we have not yet been able to attract a sustained number of highly qualified students each year. One of the primary reasons for this is the limited amount of financial assistance we are able to provide for graduate students, as well as the limited nature of graduate housing available through the university and the cost of living in San Francisco. We lose a number of our top candidates every year to competitor schools, and one of the primary reasons for this is that we cannot provide enough financial incentives or housing for our students. We know these are issues which affect all the graduate programs on campus, but as one of the largest programs and as one that has as one of its core foundations the recruitment of students from a diverse array of backgrounds and international students from less developed states, the limited funds and housing affect us disproportionately hard (as compared to, for example, the Master's in Data Analysis or the Master of Science in Environmental Management where the students are often already located in the Bay Area, working, from higher income demographics, etc.). Additional resources that would be beneficial for our graduate students would be dedicated university staff across the various offices who focus solely on graduate students including career services, the writing center, financial aid, and the Office of Global Programs.

It would also be extremely beneficial for recruitment and retention of both graduate and undergraduate students if we were able to offer funding for summer research and travel. Since we are International Studies, many of our students wish to do internships or community engagement projects, or conduct research for their theses or applied projects abroad. We also have students who would very much like to study abroad, but are unable to due to financial constraints.

Funding for these types of opportunities is currently almost non-existent, and this is detrimental to our department. In spring 2016, we received our first dedicated grant to the MAIS program, which will provide a small amount of funding over the course of the next five years for student travel and research. We are actively working with the Office of Development CAS Liaison, Lindsey McClenahan, to identify additional sources for development opportunities and in fall 2016 will begin a more targeted campaign for smaller donations through our website. But these efforts will take time, and in the meantime we continue to lose potential and current students to other institutions or locations due to money.

(D) Development

In spring 2016, the department received its first dedicated donation. The Rue E. Ziegler Fellowship Fund created a five year fund of \$10,000 per year to provide travel and scholarship funding for deserving MAIS students. Grants given out from the fund in summer 2016 provided resources for students to travel and conduct research in Armenia, Kenya, Mexico, and Washington, DC.

This was very exciting, but it is one of the primary missions of the department to develop a more sustainable source of outside funding to supplement university resources and provide additional funds to students and faculty for research, travel, and scholarships and support on-campus programming. One of the primary goals of the department chair this year is to explore better ways of tying the International Studies Department to the wealth of resources and opportunities in the Bay Area, including the tech sector, the wine industry and agriculture, and green energy and development, with the aim of both potentially securing additional independent funds and also opening up avenues for internships and jobs for our graduate and undergraduate students.

Eventually, we would like to raise enough money to create a stand-alone Center for Global Studies on campus. Initial conversations with the administration indicated that a minimum of \$10 million dollars would be required for such an endeavor, so this is obviously in our long term plans.

(E) Integration and Cohesion

The Department of International Studies has been in existence for only a short time. One of the challenges we face is integration of the various aspects of what were two independent programs into a single department. By 'integration' we mean creating a cohesive community for the department with a common message, ensuring that all IS-housed faculty are familiar with and participate in both the undergraduate and graduate programs in the department, assessing our administrative processes and systems to remove redundancies and make the best use of our

resources, and creating curricula which is unique enough to best serve our graduate and undergraduate populations, while at the same time presents a cohesive and progressive whole for those students who wish to move from one program to the other.

Improvements on these issues have been made over the course of our first year as a single department. Beginning in fall 2016, all IS-housed faculty will advise both graduate and undergraduate students to become familiar with both curricula. We are also moving towards having all IS faculty teach at least one graduate class per year and one undergraduate class per semester. We held two very successful events in spring 2016 to which all members of the department were invited (a ‘meet the advisers’ social on campus and a global potluck off-campus at a professor’s house) and we have a number of joint events planned for the fall 2016 semester. The move of the administrative staff to the second floor nearer to most of the faculty will also facilitate communication and cohesion. There is still a great deal that could be done, however, to continue to improve integration and cohesion, including:

- (1) **Curriculum.** We want to create an educational experience for our students that builds on itself and provides a learning experience in which each class develops from the previous. This is true for both the undergraduate as well as the graduate program. Issues we have identified as being related to this include:
 - a. Undergraduate course numbering. Currently, there is little coherence to the course numbers within the undergraduate courses. We would like to see better course numbering (by which we mean giving different meaning and weight to 100-level, 200-level, 300-level and so on) so that second year classes clearly build on first year, third on second, etc.
 - b. Graduate curriculum. We need to better specify what our graduate program adds to or provides on top of the undergraduate curriculum. In other words, why would someone who did a BA in International Studies at USF move on to the Master’s program? What additional knowledge, training, and skills does the graduate program provide to someone with a Bachelor's degree that makes it a worthwhile investment? We have not yet clearly identified the thing that makes our graduate program unique and special, and that remains one of our biggest challenges.
 - c. Expanding Course Selection. We have discussed whether we should offer courses that are open to both undergraduate and graduate students. This might address one of the common critiques among the graduate students, which is that elective options are limited by opening up course options and creating more cross-over between the two programs, but questions remain as to how this could most effectively be implemented in a way that works for both undergraduate and graduate students, as well as faculty teaching the courses. In spring 2016, we will be offering out first trial of such a course – a 2 unit seminar on Human Rights Advocacy taught by Professor Zartner.

- (2) **External Message.** One of the primary reasons the task force cited for becoming a department (see Task Force Report on the Canvas site) was to have a stronger external message and build our reputation. The feeling of the task force being that a ‘department’ has stronger recognition and more power in terms of conveying our message, attracting students, and obtaining resources. There has been some struggle, however, in creating our

external message and shaping how our external message will best reflect these desires, while at the same time continuing to recognize and promote the unique characteristics of the graduate and undergraduate programs. This is something we continue to work on.

(3) Faculty and Staff time allotment: As is the case with all interdisciplinary programs on campus, the question of faculty time allotment is a crucial component of the challenges for the International Studies Department. This takes on a number of different aspects. First, there is the question of our Faculty Advisory Board members who are housed in other departments. They all have service and teaching commitments to their home departments, and so their time and resources can often be limited when it comes to the International Studies Department. This, in turn, leaves the vast majority of the administrative work in the department to the eight faculty housed in the ISD. We are very lucky to have eight core department faculty, as well as an administrative structure that has a Chair and two Directors. But there is some uncertainty remaining in terms of undergraduate advising, graduate thesis advising, and what the level of participation and role of the Board members can/should be (see section on the Board below). Moreover, most of our IS-housed faculty have commitments to departments and programs outside of International Studies, so we face similar issues there too.

(4) Creating sense of community. The task force report recommending the creation of a department cited the desire for an improved sense of community among all the stakeholders in international studies. During this first year, this has been somewhat of a struggle as we continue to work to find ways to bring all students, faculty, and staff together in ways both academic and social. As mentioned above, we tried a number of different events during the 2015-2016 academic year to bring the entire International Studies community together, including social events, colloquia where International Studies faculty speak about their current work, and speakers coming to campus. It has been a slow progression, but slowly events are attracting more attendees and a better mix of attendees.

A number of other ideas have been put forward as well to create a sense a community across the graduate and undergraduate students. These include the creation of our TA programs, holding International Studies writing days (the first one was held in May 2016), creating a book club, selecting a yearly theme with structured events built around it, and hosting a conference. As with any list of events of this sort, time and money are the two things most needed in order to develop them.

(F) Relationship between FAB and IS-housed Faculty

Within the new department structure, we need to figure out what is the optimal relationship between the IS-housed faculty and the International Studies Faculty Advisory Board (which is composed of 8-12 additional faculty from different departments) as well as any other affiliated or adjunct faculty. Key to this relationship is maintaining the interdisciplinary nature on which both programs are grounded. The IS-housed faculty by themselves cannot provide this depth or breadth of interdisciplinary perspectives, neither can they cover all the courses that must be offered in both the graduate and undergraduate programs nor handle all the advising for a

combined total of between 225-300 students (whether undergraduate major advising, general graduate advising, or thesis advising).

The question has been raised: *what do Board members get out of their participation?* Many of the FAB members have been long-standing supporters of International Studies at USF—indeed a number of them were part of the creation of the two programs—and their participation is crucial. It also allows faculty to sometimes teach classes more aligned with research interests, and provides additional intellectual community to faculty housed in other departments. As the number of faculty housed in International Studies has grown, however, there is some uncertainty among all faculty about what the role of each faculty member is as a part of the department. To date, no one has taken advantage of the interdisciplinary appointment option, though the department would be open to that. Interdisciplinary appointments are a new option that the College of Arts & Sciences now offers to faculty who advise, teach, and/or conduct service in multiple programs.

The related question is: *how can Board members best contribute?* Now that there are IS-housed faculty, many of the daily administrative tasks are handled by those faculty. So, what is the role of the FAB? How do we best make use of the extent of expertise of members of the Board? Board members are encouraged to continue advising, teaching, and taking on administrative tasks in the department (the only position that requires faculty to be housed in the department or have an official interdisciplinary appointment is that of Chair). Figuring out how best to make this work is an issue we are still addressing. For the 2016-2017 academic year, we are making more use of committees (recruitment and retention; graduate admissions and scholarship; awards; graduate curriculum; undergraduate curriculum) to give people the opportunity to have more targeted discussions on those areas which most interest them. We welcome feedback from the external reviewers with other suggestions.

(G) Relationship with other Departments and Programs

- **Regional Minors:** One topic of discussion that has come up for International Studies is whether to make sense to bring the regional programs under the umbrella of the International Studies Department. The Asian Studies program discussed this briefly in conjunction with their program review last year, and in the end the faculty board was split on whether this would be a good idea and the Program Reviewers for the Asian Studies program recommended in their report that Asian Studies create its own department (a decision on this has yet to be made). This has both pros and cons. This issue of relationships is relevant to the Asian Studies Major and Minor, the Latin American Studies Major and Minor, and the African Studies, Middle Eastern Studies, and European Studies minors, as well as the Cultural Anthropology minor that is currently housed in Sociology.
- **Double majors:** The International Studies undergraduate major is a rigorous 52-unit major that allows students to "choose their own adventure" putting together one of 25 different combinations that best matches their interests. While this has been one of the biggest draws of the major for students, one of the challenges is that it can be difficult for students to double-major. Thinking about ways to moderate the undergraduate curriculum

to facilitate double-majoring will likely be beneficial for the undergraduate program in the long term, as well as serve the purpose of better linking other faculty, programs, and departments to the International Studies Department to maintain our interdisciplinary nature. Currently we have a guide for students wishing to double-major in International Studies and Latin American Studies. We would like to create similar guides for other majors as well.

- **Sharing resources with other grad programs:** Another issue that has come up is the relationship of the International Studies graduate program with other graduate programs on campus. The number of Master's programs on campus has increased significantly over the past decade. Some of these programs, such as the Master's in Migration Studies (launched in Fall 2016), the Master's in International and Development Economics, and the Master's in Asia-Pacific Studies overlap to some extent with the MAIS program. Others, such as the Master's in Public Affairs or the Master's in Urban Affairs, do not overlap to the same extent, but have some similar programming or student interest. There has been some initial discussion among the directors of these various programs on better ways to share resources, including allowing students to take courses in other departments and joint programming for special workshops and professionalization seminars that cover such things as resume writing, networking, careers and internships, and grant writing. Since there is no centralized Office of Graduate Student services on campus or a Dean of Graduate Studies, any kind of coordination has largely been left to individual faculty and, to a very minor extent, through the Graduate Directors meetings. Having more resources to facilitate coordination would be helpful.

(H) **Recruitment and Retention**

Recruitment and retention is an issue for both the graduate and the undergraduate programs. During the 2015-2016 academic years we have implemented a number of practices and strategies in an effort to improve recruitment in both programs.

- **Undergraduate Program:** On the undergraduate side we dropped from a high of 265 majors in 2010 to approximately 175 majors in 2015-2016. As of September 9, we are up to 196 majors by our estimate. Our ideal numbers would be between 200 and 225 majors. Some faculty in the department took an active role in attending all admission events during the Spring 2016 recruitment season. We are developing new recruitment materials that focus on the uniqueness of the USF International Studies major, the benefits of attending university in San Francisco, and the skills and jobs students get with our major. As with almost all other departments, however, we continue to need administrative support to bring in new students, particularly as the undergraduate admissions process is not run through departments, but rather through the admissions office.

On the retention issue, International Studies comes out about even when it comes to students leaving the major versus new students coming in. We would like to tilt this balance, of course, to gaining more students than we are losing. The issues of curricular updating (discussed below), and better options for double-majoring, transfer students, and dual-degree students might also be ways we can attract and retain students.

- **Graduate Program:** Recruitment is a more significant issue for the graduate program. We very much want to increase the number of students who apply to the program, our yield of students we admit to the program, and the overall caliber of students who are admitted to the program. Prior to the 2015-2016 academic year, there was not much organized recruitment done by the department in addition to the general recruitment done by the Office of Graduate Programs. In the fall of 2015, the Department initiated a few recruitment steps, including attending two graduate fairs on our own (UC Santa Cruz and San Francisco State University) and developing a one-page flyer that highlights what make our graduate program unique. In January 2016, we sent individual emails to students who had begun an application for the graduate program to provide them with more information, as well as the code allowing them to apply with an application fee waiver. These efforts appear to have paid off as we had a higher number of complete applications by the February 1 priority deadline, and approximately 60% of those used the application fee waiver code. Overall, however, our number of applications was down for admission in fall 2016, and in the end, we missed our target of 42 new students by 7 students, ending up with 35 students in the fall 2016 class. We are hopeful that with the addition of a full-time Graduate Administrative Director, these numbers will steadily improve over the next several years.

While recruitment is a significant issue for the graduate program, retention is not as much of a problem. We only lose a small percentage of our graduate students every year, and many who drop out for a time eventually finish their program.

XIV. PLANS FOR THE FUTURE

(A) Overall Department Structure

Our department structure is new and is still being tweaked to find the best disbursement of responsibilities among the faculty and staff. There are some bigger structural issues which have been brought up regarding department structure and what should be under the umbrella of the International Studies Department.

Bringing the regional programs under the IS umbrella: As mentioned above, one big question is whether the regional programs should stand alone or whether they should be brought under the umbrella of the International Studies Department. This is something that has been brought up by at least a couple of the regional programs, and is discussed in the Self-Study of the Bachelor of Arts in Asian Studies Program.

In some ways, it would make sense for the regional programs to be under the umbrella of the International Studies Department as the vast majority of students who do minors in the regional studies programs are International Studies majors (see Table 1 on page 20). However, there are differences in the focus of regional studies programs and the global scope focus of international studies, so it might be to the benefit of the programs to remain separate.

Bringing the Cultural Anthropology minor under the IS umbrella: Similar to the above is the question of whether the Cultural Anthropology minor should be transferred from the Sociology Department to the International Studies Department. Anthropology is one of the disciplines represented in the interdisciplinary International Studies department, and three of the five full-time anthropology faculty on campus are housed in International Studies, so to some extent this makes sense.

On the other hand, Anthropology and Sociology are more similar as stand-alone disciplines, as opposed to the interdisciplinary International Studies, so it makes sense to leave Anthropology within the Sociology department. Should it be decided to bring Anthropology under the umbrella of International Studies there would have to be policies developed to ensure that the department and International Studies is not seen as primarily Anthropology, but rather a distinct interdisciplinary programs of which Anthropology is simply one part.

Staff Positions: As discussed above in Section VIII (page 62), being able to alter the Program Assistant positions to some other kind of non-OPE position would afford a greater deal of flexibility to the department in implementing our ideas and programming. There are entities on campus which have a more varied situation in regards to administrative staff – such as the McCarthy Center which has six employees with ‘director’ in their title in some way, one ‘program manager’, one ‘program coordinator’, and only one OPE position in the program assistant – so there is some precedent for a different type of structure.

(B) Undergraduate Program

There is general agreement that the current structure of the undergraduate curriculum is sound, however, we have been discussing some potential changes to better meet the issues and challenges described above. We have only engaged in preliminary discussions of these potential changes to the program and there is not yet consensus on these suggestions (though there is more consensus for some than others).

- (1) We have discussed adding the requirement of a **Capstone or Senior Seminar** to the major requirements, which would not only provide our students with the opportunity to come back together and discuss the broader themes of international studies that cut across all the different tracks, but it would also assist the department with assessment, which, as described in Section IV above, is especially challenging in interdisciplinary programs like ours. Our idea of a Capstone or Senior Seminar is that it would be combination of academic and professional components. Students would work on a final project that would allow them to synthesize all of the work they have done throughout the major, as well as work on professional skills such as resume writing, networking, etc. Adding a Capstone would bring us up to a 56-unit major.

While this is a greater number of units for a major than many majors at USF, we would not be the only major in the College of Arts and Sciences with this many or more: Environmental Science requires 56 units, Environmental Studies requires 58 units, Biology requires 66 units, and Data Science requires 68 units. Moreover, it is important to remember that the 52 units currently required is a combination of *both* a major and a

minor. In reality, the independent major components are 32 units and the regional minor is 20 units. If a student chose a different major with fewer units – the average number of units appears to be 44 – and then added a minor of 20 units, the total would be 64 units, which is more than the BAIS major even if a capstone was added.

- (2) Another possibility that has been discussed is moving from having a single common research methods class, to a **thematically-based research methods class taken as part of the functional track**. One of the required courses in each functional track would be designated as a research methods course (following the model of departments such as History and Politics). This would have the benefit of allowing students to more specifically target their learning of social science research methods to their substantive areas of interest and possibly decrease the aversion of 'research methods' (while correlation is not causation, the number of majors has decreased since we instituted the research methods requirement for the major). On the downside, professors would need to volunteer to turn their courses into these research methods courses, and we would have to have enough offerings to ensure that students in all functional tracks had ample opportunity to take such a theme-specific course. We would also have to create some kind of common learning outcomes for all the classes to ensure all our majors were getting a similar core skill set.
- (3) We have also discussed the need more **2-unit course** options for students. Since many of our students study abroad and many of those classes transfer back as 3 units per class (as opposed to the USF norm of 4 units), our students often need a few extra units in the major in order to graduate. Currently, we offer one 2-unit course within the major, *International Affairs Review*, which is offered every spring. In spring 2017 we are offering a second 2-unit class, *Human Rights Advocacy*. We would like to develop more options so that we can offer at least one 2-unit course every semester. This will require coordination to ensure that 2-unit courses can be added and not take away from the other classes we need faculty to offer.
- (4) We have also discussed whether we should revisit the **five functional tracks**. The Environment & Development track has never had many students. There is significant overlap between the Global Politics & Societies Track and the Peace & Conflict Studies Track in terms of the courses students can take to count for the track. The Culture, Society and Values Track is quite vague and allows students to take four completely different kinds of classes without creating a coherent theme. One potential way we could revise the tracks would be more along thematic lines, which could better draw on faculty expertise and align better with the graduate program tracks if they are instituted. Some examples of new tracks are: Human Rights Policy & Advocacy; Refugees, Migration, & Citizenship; Corporate Social Responsibility and Development; International Law, Politics & Diplomacy; and Culture, Social Movements, & Power. Another possibly attractive option for students could be a 'Design Your Own' functional track where students have to create a "pathway" of four courses that cross disciplinary boundaries, but draw directly on a theme of interest. For example, we have one student now who is doing the Culture, Societies, and Values function track, but is interested in Hospitality Management, so he is concentrating his courses on issues of tourism.

- (5) We have also been discussing whether we should develop a **separate set of requirements for transfer students** coming to USF after two or more years at another institution. Currently, it is very difficult for students to major in International Studies if they are only at USF for two years because of the number of requirements in the major and the fact that often their classes from another college or university do not transfer to the major. Creating a streamlined track for transfer students, or developing more flexible rules for counting courses which transfer in from other institutions, may result in a higher number of transfer students selecting the major.

(C) Graduate Program

There has been more discussion about a significant overhaul of the graduate program curriculum. As this is the first program review for the graduate program, this is an excellent time to consider what structural and curricular changes should be made to take the program to the next level. There is general consensus that the current graduate curriculum does not quite get at what USF can offer in the best way, nor does it adequately draw on faculty expertise or prepare our students for careers. A number of these changes are things we would like to see implemented fairly quickly as they will improve the overall quality and marketability of the graduate program.

- (1) Length of the Graduate Program:** There is seemingly some consensus among IS-housed faculty that the graduate program should move from a three-semester program to a four-semester (2-year) program. Students and faculty alike have expressed concern over the short time-frame of the graduate program, and the limits it puts on students in terms of the number of classes they can take, the time they have to develop their expertise, and the difficulty of writing a quality thesis or applied project over the course of a few months. There are additional, more practical issues that come with a shorter program that are outlined in the following paragraph.

The original goal in creating a three-semester program was a noble one – to cut the cost for students attending the program. Moving to a two-year model, however, will allow us to spread out the units a little more evenly over a longer period, which will result in lower tuition costs per year. This is particularly beneficial for international students, as it means they need to demonstrate a smaller amount of cash-on-hand as part of their immigration certification for a student visa. Moreover, having the students stay for two years will likely facilitate housing choices for students (as opposed to trying to get a six-month lease for the final semester) and will encourage students to stay on campus for the entirety of the program. Currently, because students can't find housing for the final semester of the program, many of them write their theses or applied projects from elsewhere, which makes the adviser/advisee relationship more difficult.

A recent study done by USF places us in the middle in terms of per unit costs of graduate education, overall number of units for the average graduate program, and the total costs of the program (see report on Canvas sit). The average number of units required for a Master's degree among the schools in the study is 40 units, 12 more than the MAIS

program. A 36 unit program at USF would, at today's tuition cost \$46,620, which places USF as the 6th most expensive (the average cost, excluding USF, being \$48,440).

(2) Graduate Curriculum: One of the biggest questions we need to tackle is the graduate curriculum itself (which, in its current iteration is described in Section III(C) above). Particularly if we move to a two-year program, the curriculum needs some significant reconsideration to better distinguish our program from our competitors and draw on what make it unique from other programs, what we can offer in San Francisco that others can't, and to better draw on faculty expertise. Many questions have been raised about what the curriculum should look like, but the Faculty Advisory Board has not yet undertaken serious discussion of this issue. Questions that have been raised include:

- What should be the total number of units for the MAIS program? One of the primary goals of moving to a two-year program would be to spread out the costs of attendance and not drastically increase the overall tuition required. Would a 36 or 38 unit graduate program be feasible? It is better to keep it to 32 or 34?
- What should be the required courses for all students? How many required courses should there be? What should be their content?
- Should the students select a thematic emphasis?
- Should the students select a regional emphasis? If so, what about those students who want a global emphasis?
- How many electives should the students take?
- Should there be a research methods class offered early on and then a separate writing class offered during the final semester while the students are working on their theses or applied projects?
- Should we change the final project requirement from a thesis or applied project to something else?
- Should the language requirement be more stringent or be removed altogether?
- Should the internship requirement be more stringent? Should it be taken for units?
- Should the research methods class be revised? What is in the best interests of our students to give them the skills they will most need on the job market?
- How do we enhance our curriculum to better fit with the expertise of the faculty we currently have?

We have begun discussions about what a new graduate curriculum would look like and to consider the questions outlined above. Some changes that have been briefly discussed (though again, no consensus has yet been reached and the opinions of the external reviewers are most welcome), include:

- Combining the *History & Politics of Global Issues* class and the *International Studies: Themes, Theories, and Perspectives* class into a single course designed to be the basic introductory course for the graduate program.

- Altering the *Human Rights & International Law* class to be a broader class that includes issues of policy and global governance (Human Rights, Law, and Governance).
- Changing the *Environment and Development* course from an elective to a required course.
- Requiring students to select a thematic track or concentration. These would be hone student expertise and would be designed to make the best use of faculty expertise and better utilize what USF and San Francisco have to offer. Some suggestions include:
 - Corporate Social Responsibility and Development
 - Human Rights, Advocacy, and Social Justice
 - Urbanization, Migration, and Displacement
 - LGBTQ Issues in a Global Context
- Add more professional/practical options, perhaps through 2-unit courses or workshops. These could include topics such as: grant writing, advocacy tips and tools, use of social media, OpEd and editorial writing, additional research methods training, computer skills training, etc.
- Separate the course on research methods from the course on writing.
- Incorporation of additional community engagement components beyond the internships requirement.
- Adjusting the language requirement.

(3) Better integration of social justice mission: One of the factors that makes the graduate program in International Studies at USF unique is the university mission focused on social justice and community engagement. Additionally, the MAIS program has long had an emphasis on critical examination of issues, processes, and systems (“critical, progressive orientation to global issues”), but has not been good at advertising that as a key benefit and explaining to students why it is important. This needs to be a crucial part of our mission and learning outcomes and a thread that carries throughout our curriculum. Better integration and explanation of this component of the program should be an important part of any curriculum development, but how this is best achieved has not been decided.

(4) Practical/Professional Relationship: The graduate program in International Studies has, since its inception, been grounded in a heavily academic approach. While there is general agreement that this is crucial for a graduate program like MAIS, it is becoming increasingly important to attract students and ensure our graduates find meaningful careers that we incorporate more professional training into the program. How best to achieve this balance between a rigorous academic core and providing the necessary

professional skills is a key component of ongoing discussions on how best to update the curriculum. We also need to be able to emphasize that a MAIS degree will provide knowledge and skills students cannot get elsewhere. But how that is best achieved remains up in the air.

One component of this that has caused debate is the question of *who are our students?* USF is not Stanford or Berkeley. We have neither the reputation nor the resources of these or many other schools our students are also applying to (some of our biggest competitor schools are the Middlebury Institution of International Studies at Monterey, University of Denver, Pardee School of Global Studies, NYU, UC Santa Barbara, and George Washington). While we are continually working to improve the quality of our student body in our graduate program, we do not largely attract students who are planning on pursuing a Ph.D. Our students largely want to pursue careers in NGOs, government, policy, and advocacy in fields such as human rights, development, environmental protections, and similar social justice issues. Therefore, as part of rethinking the MAIS curriculum, it seems important that we consider more carefully our audience and what the balance of academic core and professional training should be.

Alternatives to a traditional Master's Thesis: Currently our graduate students have a choice of completing a traditional thesis, which is an academic research paper, or an applied project, which focuses on a more professional project (see Section III(C) above). Another area that has received some discussion, is whether we should have additional alternatives to the thesis such as the completion of a publishable quality article, oral exams, or a series of a number of smaller papers. These questions align somewhat with (4) above as we think about what kind of students we are attracting, what kind(s) of students we would like to attract, and what the unique benefits are of a Master's in International Studies degree from USF.

XV. CONCLUSION

The International Studies Department and its constituent programs have a relative short history at USF, but in the short time have grown significantly and made a significant impact within the College of Arts and Sciences. Rapid growth, both in terms of students and faculty, has resulted in a diverse array of courses, programming, and interests. We look upon this self-study as our opportunity to further develop the curricula of our undergraduate and graduate programs to better fit with faculty expertise, student interest, and the local, national, and international communities into which are students will go after graduation from USF.

As outlined in this Self-Study, we have identified a number of key issues that we are currently discussing as we decide the best path forward. The issues are:

- *Redeveloping the MAIS curriculum to better reflect the unique expertise of faculty, draw on the opportunities offered by USF and the Bay Area, and improve recruitment efforts.

- *Improving the BAIS curriculum to remain competitive, assist our students in achieving their goals, and improve recruitment and retention.

*Building relationships and development opportunities to generate additional funding and other resources for department needs and activities.

*Cultivating and maintaining the interdisciplinary nature of the department and its programs.

*Developing departmental identity, community, and cohesion.

*Solidifying administrative structure and identifying best role for Faculty Advisory Board.

To continue to maintain the high standards we have established, ensure adequately faculty and staff time to carry out the teaching, advising, programming and other components of the department, and continue to improve the reach and reputation of the department, we believe the following additional resources are necessary:

*Additional faculty hires based on the specific needs of the International Studies Department,

*More opportunity and flexibility in staff positions.

*Better financial resources for students for scholarships and research & travel funding.

*More support and coordination for graduate students, including housing and writing resources.

*Additional communal space designated specifically for the department.

*Additional funding for alumni outreach and events in other cities.

*Additional support for language instruction at USF.

The International Studies Department at USF is a dynamic, innovative group of dedicated individuals who have created a true community for the study of global issues at USF. Our undergraduate and graduate programs continue to be some of the largest in the College of Arts and Sciences, and we only see room to grow. While we recognize that we still have much work to do – particularly in the areas of better honing our expertise to draw on faculty resources and connect with the Bay Area community – we are excited about the opportunities this work presents. We look forward to the opportunity to discuss these issues with the external reviewers and receive thoughts and feedback on all these ideas.