

April 9, 2012

To: Candace Barrington, President
CCSU University Senate

Fr: David Kideckel, Interim Director
International and Area Studies Committee

Re: Annual Report to the University Senate

I. Overview to the International and Area Studies Program:¹

International and Area Studies (IAS) is an interdisciplinary program reporting to the Provost and the University Senate, whose cooperating faculty are primarily housed in the Ammon School of Arts and Science. The program has a strong core curriculum, and is sub-divided into six Area Studies programs relating to the following world regions: Africa, East Asia, East Europe, European Union, Latin America and Middle East. The IAS student population has almost doubled in size in the last five years, though the resources devoted to the program have fallen, in certain cases precipitously. The program currently serves fifty-seven graduate and fifty-six undergraduate students. We are likely to admit an additional nine to ten MS students in the coming fall semester. Each Area Studies elects a Coordinator responsible for advising graduate and undergraduate students in their program, leading program development activities, and representing their colleagues on the International and Area Studies Committee (IASC). Area Studies Coordinators do not receive released time. Ghassan El-Eid (Middle East), MaryAnn Mahony (Latin America), Matthew Specter (European Union), Matt Ciscel (Slavic/ East Europe), Sheri Fafunwa and Warren Perry (Africana Studies) and Xiaoping Shen (East Asia) coordinate the Areas Studies programs.

David Kideckel, is Interim Director of International and Area Studies (DIAS). He replaced Evelyn Phillips, who was on sabbatical leave Spring, 2011, and who has since resigned as DIAS. Kideckel agreed to serve through Summer 2012. An Election for a new IASC Director will take place by the end of the semester. The Director's represents the IASC to various University constituents, develops and coordinates the International Studies program and the various Area Studies sub-committees, assists development of curriculum, oversees and approves graduate admissions, advises both Undergraduate and Graduate students, and otherwise manages all daily affairs of the program. In collaboration with the coordinators, the DIAS works to ensure that courses offered meet the programs requirements as well as student needs. The Director of International Studies currently receives three hours of reassigned time each semester. The IAS Director is a faculty member in the CCSU Anthropology Department.

The program shares one secretary, Stephanie Waldman, with Political Science and Anthropology. Graduate assistant, Ryan Nicoletti, works half time for the IASC and for the Africana Center,

¹ This evaluation was prepared with major assistance from Ryan Nicoletti. Lisa Bigelow and Matthew Bielawa were also very helpful for providing essential data. To prepare this report I also consulted Ghassan El-Eid, Evelyn Phillips, Tim Rickard, Xiaoping Shen, Lilián Uribe, and Rod Waterman, and other members of the IASC and faculty who teach or taught courses in the International Studies program.

assists with a wide variety of administrative and program needs. The IASC received no formal operating budget for the 2011-2012 academic year, however, \$4000 was provided to International and Area Studies for the graduate assistant's salary and another \$6,000 was provided by the Provost's office to support the International Speaker Series and related program activities. The budget was barely adequate for the IAS program, and should be enhanced to enable other activities, such as student development, student faculty research, travel stipends. The IAS program could also be enlivened by a returning control of funds from the Provost's office to the IASC generally, and to the Area Studies coordinators.

Over all the International Studies academic program at CCSU is strong. However, the expansion of student numbers combined with resource challenges, increasing lack of courses, and loss of faculty lines in the program shape some critical and growing weaknesses that threaten the program's integrity. Below, I first discuss the program's dimensions and accomplishments. I then discuss the challenges faced by the program and offer some recommendations to address them. Many of these recommendations are resource-neutral. Some are not. If the University chooses to address these issues, the program could be positioned as a critical, visible, and entrepreneurial component in the University's developing engaged identity.

II. The Attraction of International Studies:

International Studies is a necessary component of any modern comprehensive university's faculty and curriculum. Globalization has rendered isolated university education an anachronism. Faculty increasingly research internationally. Professions are increasingly globalized and so students, too, increasingly seek globally relevant education. This larger context will continue to make International Studies a magnet for undergraduate education for some time to come. At a graduate level, students that specialize in world regions or related issues of a policy nature should also have a favorable job market for some time. Furthermore, International Studies is one of the key components of the University's mission, having been named a Center of Excellence in International Education since 1986. The CCSU faculty is highly active internationally in research, teaching, and developing international partnerships. There is a strong, six semester hour, international component in General Education. International Studies counts on support from and has a good relationship with CIE to facilitate study abroad experiences for its students. A strong faculty nucleus participates in IAS activities, including bringing in guest lecturers, teaching courses, attending committee meetings, and the like.

III. Program Dimensions

A. Enrollments: The attraction of International Studies is reflected in student enrollments, both in absolute numbers and as a trend over the last years. There is sizable and growing student interest at both graduate and undergraduate levels.² As of Spring 2012 the program has fifty-five undergraduate majors and fifty-seven Masters students. We will admit nine to ten new MS students in the coming fall semester.

² Ryan Nicoletti and I spoke with another seven very interested prospective MS students at the recent Graduate Studies Open House.

Considering the last five academic years, from 2007-08 through 2011-12, matriculated undergraduate students increased 72%, from thirty-two to fifty-five declared majors. Data as of 2011-12 show the largest concentration of enrolled undergraduate students to be sophomores and seniors; fourteen sophomores (25%) and twenty seniors (36%). Remaining undergraduate enrollment consists of eight first year students (15%) and thirteen juniors (24%). Undergraduate data from the 2007-08 through 2011-12 is listed below.

	2007-08	2008-09	2009-10	2010-11	2011-12
First Year	8	7	3	8	8
Sophomore	6	12	14	10	14
Junior	6	13	16	16	13
Senior	12	8	11	18	20
Totals	32	40	44	52	55

For Graduate students, the overall enrollment increased 58%, or from thirty-six to fifty-seven students, with the vast majority of increase among full time students. As of the date of this report we have admitted nine new MS students for the coming fall semester. The breakdown of incoming full- and part-time graduate students is listed below.

	2007-08	2008-09	2009-10	2010-11	2011-12
Full-time	10	16	14	16	11
Part-time	26	22	23	33	46
Totals	36	38	37	49	57

B. Area Studies enrollments: Another component of the program is its emphasis on Area Studies. All students, both undergraduate and graduate, must specialize in a particular world region. For 2011-12 distribution of students in the diverse Area Studies programs was:

Area	Undergrad		Grad		Total	
	2007	2012	2007	2012	2007	2012
Undeclared	7	9	NA	0	-	9
Slavic/E Eur	0	1	NA	5	-	6
EU/W Europe	7	9	NA	10	-	19
Africa	3	5	NA	6	-	11
East Asia	12	14	NA	8	-	22
Latin America	1	9	NA	12	-	21
Middle East	2	8	NA	16	-	24
Total	32	55	36	57	68	112

Reviewing these data suggest that all of the regions, with the exception perhaps of Slavic/ East European, are “holding their own.” They each have a strong complement of students at both undergraduate and graduate levels of instruction. I believe that in the interest of program coordination, and articulated with changing boundaries and spatial categories globally, the IASC must undertake some discussion of merging the two European programs. Another concern related to the strong Area Studies focus is the growing outdated quality of Area Studies pedagogy in its own right. This issue is discussed below in the section on issues to be addressed.

C. Degrees Awarded: From the 2007-08 academic year to 2011-12, the International & Area Studies program awarded a total of thirty-three Bachelors of Arts and twenty-eight Masters of Science degrees. The distribution of degrees across the period is as follows:

Year	2007-08	2008-09	2009-10	2010-11	2011-12
BA degrees	6	6	6	8	7
MS degrees	5	10	5	8	5
Total	11	16	11	16	12*

* Figures for 2011-12 are likely to increase. Students at both undergraduate and graduate levels enrolled in Special Projects courses, as opposed to theses, have yet to be tallied. Summer graduate numbers are also not included. These numbers are reasonable, but still relatively low, given the program’s potential. In the section on recommendations, I indicate ways they might be increased.

D. Study Abroad: Study Abroad is an essential component of International Studies. All IAS students, if at all possible, should have a study abroad opportunity. Consequently, the numbers below reflect a considerable shortfall from desired outcomes.

AY	Undergraduate	Graduate	Total	Percentage
2007-08	21	8	29 of 68	42.6
2008-09	23	5	28 of 78	35.9
2009-10	20	6	26 of 81	32.1
2010-11	15	7	22 of 101	21.8
2011-12*	8	2	10 of 112	9.0
Total	87	28	115 of 440	26.1

According to CIE statistics, slightly less than 6% of all CCSU students studied abroad in 2011. Contrasting the University generally, International and Area Studies students were much more likely to go abroad, though most abroad experiences are short courses. At the same time, the number of IAS students gaining international experience has declined steadily over the last five years. Though this might be explained by the economic recession, IAS ought to attempt to be proactive to reverse this trend. Study abroad of IAS students could be improved both by

increasing absolute numbers as well as the number of semester and/or year long programs. To do so we might better publicize the program, work more closely with CIE to coordinate course offerings and student recruitment, or attempt to develop external funding to facilitate student and faculty travel, and other benefits to facilitate interest.

E. Internship Opportunities and Student Development: International and Area Studies encourage students to pursue internship opportunities to develop career possibilities and experience and assess the realities of a professional work environment. An internship course is recommended in both undergraduate and graduate curricula. Some recent student internship experiences include Karoline Karlman, undergraduate (European Union), who was a State Department Intern in Lithuania for Fall 2011. Jatna Nova-Tapia interned at the Peruvian Consulate in Hartford. Justin Laurie, undergraduate (European Union), will intern at the US Immigration and Customs Enforcement bureau. These are all individual examples, and data the number of internships is low compared to what the program ought to accomplish. Increasing student internships is an IASC priority.

IASC has relationships with a variety of local community organizations such as the Bristol Community Organization, the City of Bristol Planning Office, the International Red Cross in Farmington, the West End Community Center in Hartford, the Spanish Speaking Center in New Britain, the Opportunity and Industrial Center in New Britain, the Hartford Boys and Girls Club, Mi Casa in New Britain, the ARC in Plainville, the Central CT Regional Planning Agency, and the Institute for Community Research in Hartford. This list provides a strong base, but needs to be expanded and internationalized. This could be an activity organized for the coming academic year, perhaps by developing an Internship subcommittee. Still part of the hesitancy of students to take internships is the way that students receive credit for them; often in a different semester than that when the internship work was performed.

F. Academic Support Program: International Studies actively sponsors a number of films, speakers, and related activities throughout the year. These activities contribute to a cosmopolitan atmosphere on campus and inform our students and others in a detailed way about key events and processes on-going in the International environment. Many, if not most, of these venues are sponsored by faculty in particular Area Studies programs, who often secure co-sponsorship from their home departments. IASC lends a hand with organization, publicity, and funding. The IASC receives funding from the Office of the Provost to support this academic program. In the past these funds were apportioned directly to each Area Studies program, and we recommend this practice be adopted again, with additional monies earmarked for the main IASC office. Also, this year the program received a grant from the Office of Diversity to support the Film Series. Such funding and related on-campus opportunities should be regularly sought.

The 2011-2012 Lecture and Film Series consisted of seven lectures, six films, and one campus-wide event. (One lecture and one other event will occur during the first week of May, after this report is submitted). To assess the Lecture Series, estimated headcounts as well as CCSU Interdisciplinary Studies (IDS) Event Evaluation Forms were used to record attendance, perceived quality of events, reasons for attending, and future attendance. IDS Evaluation Forms were distributed at random events, and headcounts were taken for first twelve events. Total attendance for these was 316, a mean of 26.3 people per event.

The data below were collected at six IAS-sponsored events, via the IDS Evaluation Form. Total attendance for the six events was 158. Fifty-three IDS forms were completed and returned. Projected attendance for the two remaining events is 435 (35 estimated for the lecture and 400 estimated for the music performance and discussion with the band).

Reason attending	Required	Extra-credit	Personal	Total
	13 (25%)	17 (32%)	23 (43%)	53

Event Quality	Excellent	Good	Fair	Poor	Total
	24 (57%)	16 (38%)	2	0	42

Future attendance	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Total
	20	27	1	0	48

Thus the IAS ancillary academic program is strong and with slight tinkering can be made even more so. However, we now turn to discuss a number of program issues with larger implications and larger challenges to address.

IV. Program Assessment:

The IASC is in the process of developing precise learning objectives for its program and assessing the extent to which instruction meets these objectives. Generally, to earn either a Bachelors of Arts or Masters of Science degree in International and Area Studies students are expected to demonstrate understanding of the diversity of cultural values, beliefs and worldviews, the interconnectedness of global phenomena, the ability to critically approach global social, political, and economic cultural issues, the capacity to collect and analyze data on projects of a global scope or which relate to a particular world area, and the ability to produce and defend a scholarly paper based on primary research, again focused on a single world area. Both undergraduate and graduate students complete either a special project or thesis as their capstone experience. To consider the degree to which we are meeting our instructional goals the IASC developed a rubric for assessing the capstone courses in both the undergraduate and graduate curriculum and will apply that rubric within the next few weeks. We have also begun work on more precisely defining learning objectives for the Gateway courses and will begin to develop a rubric for those courses, for application in the fall semester. By the end of the fall semester 2012, IAS will have a full complement of rigorous, outcomes-based assessment data, to enable us to more precisely develop, implement, and evaluate the success of our program.

V. Issues Affecting the International Studies Program:

As the above makes clear, CCSU International and Area Studies can point to considerable past achievements, current strengths, and future possibilities. A few troubling trends (student completion of program, Study Abroad, Internships) can be addressed by specific short-term action. However, IAS also has a number of more serious and systematic problems that implicate the program's integrity. To continue to operate at any meaningful level, these areas need to be addressed. Most issues are interrelated and form a vicious circle where one problem intensifies the others. Consequently, effective solutions must also be systematic and the primary responsibility of IASC members and the IAS Director. However, we believe University administration must also direct some needed resources toward the program. In this context, it is important to emphasize that in the last five years the International and Areas Studies program has virtually doubled the number of students it serves. Yet all resources (and all categories of resources) on which IAS depends have remained the same or declined, often precipitously.

One set of problems emanate from the intersection of faculty demography with the particular demands of the IAS curriculum. Together they cause a severe and increasing lack of classes at all levels of instruction. This especially impacts the less-than-stalwart numbers of students completing the program. But more than numbers, the lack of classes complicates construction of students' planned programs of study. These often have a jury-rigged feel to them, lacking thematic focus and relevant content. Finding sufficient relevant courses for both undergraduate and graduate students is often a Herculean task so that student programs become replete with course substitutions and costly independent studies. We tarnish our brand by these practices, to say nothing of the disservice we do to our students.

The decline of faculty participation in IAS results from a fairly large number of retirements, department hiring decisions that did not reflect IAS priorities, and declining interest of other faculty due to personal reasons or changing academic interest. However, as much as declining faculty resources affect all those above issues, so too does the organization of the IAS curriculum exclusively along Area lines. In fact, the Area Studies curriculum structure exacerbates the felt shortages of faculty in the program. With six areas to cover, imbalances in faculty resources necessarily develop, intensifying perceived shortage. Furthermore, lack of regular faculty to teach IAS courses also means we rely to a great extent on services of adjunct faculty who mainly teach our gateway courses at both graduate and undergraduate levels. Better scheduling and coordinating efforts with the chairs of faculty home departments might enable regular faculty to again teach core courses. However, until that is accomplished we will continue to rely on adjunct services. Consequently, within the guidelines of academic freedom, it is important that we work with adjuncts to ensure relevant course structure and content for these critical courses.

The Area focus of the IAS curriculum (even reflected in the program name) means that all students, undergraduate and graduate, specialize in a global area (and related language). Since the program's inception this curriculum has been a strong suit and is still a draw, especially for certain world areas, such as East Asia and the Middle East. We should not abandon our areal focus, since International Studies requires in-depth knowledge of actual international circumstances, and linguistic competence within those global actualities. However, in a globalized and interconnected world, academic interest (and the job market) increasingly

articulate with diverse social, political, economic, technical, processes that link the world, instead of focus on diverse geographic and cultural traits that separate its regions. If the IAS curriculum could develop transnational, thematic issues, and cut across the various world regions, IAS faculty could be redeployed, and other faculty whose courses were previously disregarded in graduate programs or in departments more poorly represented in International education would increase their involvement.

We hope to address these inter-related aspects of curriculum, course coverage, and advising via a Curriculum Development Grant for Summer 2012, that I submitted, together with Lilián Uribe and MaryAnn Mahony. Rod Anderson, the adjunct faculty teaching our two gateway courses is also included. The proposal specified five main goals: 1) to review and revise the Undergraduate and Graduate core course syllabi and develop an outcomes-based assessment rubric to apply to those courses in the fall semester, 2012; 2) develop the syllabus and organize staffing for the new one-credit graduate research orientation class; 3) develop a comprehensive course schematic, correlating curriculum offerings in other departments including Modern Languages, for International Studies relevance and availability; 4) rethinking the Area Studies-based curriculum to devise possible Theme-Based programs (e.g. Environment, Security, Equality/ Inequality, Health, Labor, etc.). These will be presented and debated at the IASC committee, fall, 2012; and 5) begin to plan for future funding activities. Better linking IS courses with extant courses in other departments, and organizing the theme-based curriculum, should enable increased numbers of courses for IS students as well as expand the numbers of faculty contributing to the program. We also hope this will draw in the activities of faculty in other programs that are typically less involved in International education.

Curriculum reform and development will go a long way toward addressing IAS current challenges. However, this will only bring piecemeal change unless the University commits to filling critical holes in IS programs affected by recent retirements and department hiring. For example, Middle Eastern and East Asian studies at both undergraduate and graduate levels are strong magnets of student interest and of high federal funding priority. However, both have lost faculty in History, Philosophy, Economics, etc. It is especially difficult to imagine a quality International Studies curriculum without an Economics component. We are consequently remiss as an institution if we let our strength in all these areas dissipate.

Finally, the continuing ambiguous administrative structure of the IASC complicates all the above issues. First, there is still uncertainty whether the IASC should report to the Senate and the Provost, or become more integrated into Arts and Sciences. Second, as International Studies is cross-disciplinary, faculty who teach in the program focus their allegiance (and their concern for promotion and tenure) to their home departments. There was one brief past attempt to push the idea of a separate IAS department, but this didn't and doesn't make sense fiscally or substantively. An earlier-constituted International and Area Studies Committee voted to integrate within the Ammon School of Arts and Sciences and be removed from under the Provost and University Senate, though the level of support for this today is uncertain. Additionally, development of a thematic-based curriculum, to complement Area Studies, may create links between Arts and Science and other faculty working in International venues. Consequently, it may make sense for the short term to continue with this administrative line of responsibility. Whatever its ultimate home, International Studies at CCSU, with its faculty and faculty loyalties

focused on their home departments, will remain dependent on those same departments to fulfill its own mission. However, this dependency can be countered if future faculty appointments might be made with an eye to filling holes in the IAS program.

VI. Summary of Action Plan and Recommendations:

Short Term:

- Program name change to reflect increasing curriculum focus on policy themes;
- Moderate enhancement of budget and resources generally;
- Return of some budgetary authority to Area Studies coordinators;
- Course rescheduling to better articulate IS courses with other departments' offerings;
- Expand, systematize, and internationalize internship relationships. Develop an Internship subcommittee;
- Improve the administrative status of the IASC to enhance program activism and influence.

At the same time the IASC must begin to engage in a series of activities focused on medium and long-range goals. These include:

- Curriculum reform to develop theme-based approaches to complement Area Studies;
- Enhance enrollments, program completions at graduate and undergraduate levels;
- Enhance student and faculty Study Abroad participation by closer articulation with CIE.
- Enhance existing faculty resources and development of new faculty resources;
- Design a new relationship for International Studies with other departments, including STEM departments generally;
- Engage in fundraising and grant development activities;