

## **UCC Program Review Committee summary of review**

### **Program – Center for International Studies**

This program includes the following degrees, minors, and certificates:

- Bachelor of Arts
  - Global Studies—Africa Major (B.A.)
  - Global Studies—Asia Major (B.A.)
  - Global Studies—Europe Major (B.A.)
  - Global Studies—Latin America Major (B.A.)
  - Global Studies—War and Peace Major (B.A.)
- Other Programs
  - African Culture Through Music and Dance Certificate Program
  - African Studies Certificate Program
  - Asian Studies Certificate Program
  - East Asian Studies Certificate Program
  - European Studies Certificate Program
  - Global Leadership Certificate Program
  - Latin American Studies Certificate Program
  - Southeast Asian Studies Certificate Program
  - War and Peace Studies Certificate Program
- Graduate
  - M.A. in African Studies (AFR)
  - M.A. in Asian Studies (AS)
  - M.A. in Latin American Studies (LAS)
  - M.A. in Communication and Development Studies (ComDev)
  - M.A. in International Development Studies (IDS)

### **Recommendation**

This program is found to be viable. See report for commendations, concerns, and recommendations.

### **Date of this review – AY 2018**

This review has been sent to the director. Her response is attached.

Graduate council has considered this review. Their comments have been attached.

**Ohio University Curriculum Committee  
External/Internal 7-Year Academic Program Review**

**Center for International Studies  
Ohio University**

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**March 8, 2018**

**Executive Summary**

**VIABLE**



**Date of last review: February, 2008**

**Date of this review: February 27-28, 2018**

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## Introduction & Process Overview

The Center for International Studies, a stand-alone (i.e. not in another college) at Ohio University underwent an external/internal academic program review in February 2018. The Academic Program Review Committee was comprised of Dr. Leonardo Villalón, External Reviewer, Dean of the International Center (and former director of the Center for African Studies), University of Florida, Gainesville, and three internal reviewers, Dr. Zaki Kuruppilil (Engineering Technology and Management), Dr. Lauren McMills (Chemistry and Biochemistry), and Dr. Robert L. Williams II (Mechanical Engineering).

Over the course of two days (February 27 and 28, 2018), the team met privately and independently with MA graduate students, and undergraduate students; Office of Global Affairs and International Studies Vice-Provost (and Director of the Center for International Studies) Lorna Jean Edmonds; Graduate Program Directors; Staff; Global Studies Director and Assistant Director; Curriculum Committee and Undergraduate Advisors; the first CIS tenure-track Group I faculty member (and Director of the Global Leadership Center, hired one year back); the first CIS Group II faculty member (World Languages and Thai lecturer, from Linguistics hired in January 2018, after the Self-Study Report was prepared); affiliated faculty in Political Science, History, Linguistics, Economics, and Global Health, Global INTENT platform members; the deans of Arts & Sciences and Health Sciences and Professions, the chairs of History and Political Science, director of the School of Journalism; and Associate Provost Howard Dewald.

Ohio University's Center for International Studies (CIS) is a **Viable** program as evidenced by a healthy cadre of dedicated affiliated faculty, a clearly collaborative and collegial environment, engaged and strongly motivated undergraduate students, integrated international graduate students, and significant international reputation and experience abroad.

This report is divided into seven sections, directly organized as requested by the Ohio University Academic Program Review effort.

## 1. The Program as a Whole

The Center for International Studies (CIS) is a stand-alone academic unit, which draws on faculty and course offerings from across Ohio University to offer five MA degrees, a BA degree with five majors, and several certificate options, of which the Global Leadership Certificate is particularly innovative and noteworthy. In addition to the current BA and the two-year MA degrees, CIS is working to develop “4+1” options for students to receive both degrees within a five-year period. This would appear to be a very worthwhile endeavor, answering to student demand and likely to help reverse some recent enrollment declines in the BA and MA programs.

CIS is led by a Director, who currently also serves as Vice Provost for Global Affairs and International Studies, in that capacity overseeing several administrative services including International Student and Faculty Services, and Study Away. The two positions were separated and then re-merged during the tenure of the current Director/Vice Provost, a change that has the potential for some synergies but which remains unclear and/or unsatisfactory to some stakeholders. As head of a cross-university unit answering directly to the Provost, the CIS Director meets with the OU deans group, and there is some discussion as to whether “Dean” might be a more appropriate title for this position.

CIS hired its first Group I faculty member last year, recruited specifically to direct the Global Leadership Center. As of January 2018, CIS added a second, Group II, faculty member to serve as lecturer and coordinator of the World Languages program.

There is much variation around the country in terms of the administrative organization of international studies programs. In many cases such programs are embedded within Colleges of Liberal Arts and Sciences, or in Schools of International Studies with their own faculty. The OU model is somewhat unique for being an independent center that offers an impressive range of innovative and strong degree options without regular faculty of its own. This administrative structure is clearly in part responsible for some real and important strengths, which contribute significantly to OU’s academic, research and service missions. It also presents a number of challenges.

Among the strengths is the high degree of inter-disciplinarity in academic programs made possible by drawing on courses from across colleges. The MA degrees in Communication and Development, and in International Development Studies, for example, are strikingly enriched by drawing on courses in the health sciences and in journalism and communications (among others), in addition to Art and Sciences.

Moreover, by facilitating connections among faculty in different colleges, by incentivizing colleges to develop course offerings that serve CIS degrees in whole or in part, and by enrolling many international and internationally-focused students alongside other graduate students in courses across the university, CIS also serves to infuse an international and global dimension across the university. It is no surprise that OU is known nationally for the impressive depth and breadth of faculty international expertise, and this is a strength on which the University’s higher administration would be well advised to build.

The CIS organizational structure also presents some challenges. While some tension would seem to be inherent to the structure, these might well be managed by institutionalizing frequent and regular channels of communication and coordination with stakeholders, and by diplomatic leadership.

A core challenge is the relationship between CIS and the various colleges that contribute teaching and faculty effort to CIS programs. While the status of the RCM budget model is in question and under reconsideration at OU, the competitive zero-sum logic of RCM is likely to remain embedded in institutional culture. In the current difficult budget climate, it is tempting for CIS to attempt to expand courses under its own “INST” prefix as a means of attempting to increase revenue to the unit. This, however, inevitably leads to competition and even conflict with colleges.

A policy at the higher levels of the university to ensure CIS’s base funding *independent of the production of student credit hours* in the unit would go very far to alleviate this tension. Centers such as CIS should not be set up as competitors to colleges, but rather as units that complement, enhance and add value to disciplinary programs. It is very clear that the CIS programs increase OU’s visibility in many ways, not least by helping to recruit both top faculty and students who serve and study in the various colleges. As one CIS affiliate faculty noted in our meetings, “Some things have to be exempt from the pressure to generate revenue given their intrinsic value.”

A related but distinct challenge is the issue of defining and managing the relationship of faculty affiliates to CIS. It is clear that affiliated faculty share a strong personal and professional commitment to the programs housed in CIS, that they benefit from their affiliations in various ways, that they appreciate the collaboration with colleagues across disciplines, and that they tend to value the CIS students in their classes. There is a strong “pull” factor that explains the voluntary affiliation of large numbers of faculty members to these programs.

At the same time, faculty expressed some significant dissatisfaction with their current relationships. One aspect of the concerns was with the limited communication and consultation from CIS about the programs to which the affiliates contribute. (It should be noted that these critiques may reflect dissatisfaction with CIS broadly and/or with individual programs.) A second aspect concerned the perception of limited credit or recognition in faculty members’ home departments for the work they do for CIS. Improved communications and some discussion about policies that might formally recognize such contributions (e.g. changes to the forms for annual reviews), could go a long way towards addressing these issues.

It may merit noting that there is some concern about the tenure process for the new Group I faculty member, given the specificities of his position, namely the very heavy administrative/service load.

## **Language programs**

Given their critical importance, and the significant challenges they present to universities, the OU language programs merit particular attention in this review.

A viable language program with reasonably diverse offerings beyond the handful of high demand languages (e.g. Spanish, French), and that are linked to other curricular and programmatic strengths, is an essential component of any academic effort at internationalization. OU has historically been quite distinctive and nationally recognized in this respect, notably for its offerings in African and in Southeast Asian languages. Language offerings in these areas made possible the series of prestigious Title VI US Department of Education grants which OU has held in those areas, and maintaining these offerings would be a *sine qua non* of any future effort to regain Title VI or similar funding.

While fully recognizing the extraordinary challenges of supporting low enrollment courses in the current budget context, it is important to recognize that language courses should never be considered in isolation, but rather as an essential component of international programs. Particularly with regards to the least commonly taught languages (LCTLs, now creatively referred to as “World Languages” at OU) these should be considered in terms of what they contribute to the program as a whole. (An imperfect analogy: A serious university library cannot only purchase books likely to be read by many students or faculty, but rather must target depth in collections in some specialized areas even if there will be only a few users.)

Students studying “world languages” at OU, as elsewhere, tend to be highly motivated, and undertake the challenges of language study so as to acquire a *specific and necessary skill* for their research and future career goals. The possibility to study such languages can be a very important factor in attracting both graduate students and faculty members to OU. Indeed, one of the two alumni whom we interviewed for this review stated that she chose OU for her graduate program over other options specifically because of the possibility of studying the Wolof language.

At the same time, it is of course important to devise sustainable models for language offerings that incorporate some flexibility, maximize efficiencies, and minimize costs. Currently at OU language offerings are scattered among various units: They are split between the Department of Modern Languages and the Department of Linguistics in the College of Arts and Sciences (with additional offerings in Classics), and a number of the world languages are now taught in CIS itself. There is no clear logic to this arrangement from a scholarly or pedagogic perspective, but rather this appears to be only a historical artifact of institutional development. Few if any stakeholders in our review discussions saw this structure as positive, or even as sustainable, though it is clear that change would meet resistance in some quarters. The OU language situation cries out for rethinking and reorganizing.

One possibility would be to group all languages together in one large department in A&S. In this scenario—and if the college administration is willing to evaluate the departmental enrollments holistically in terms of their contributions to the university mission—high demand languages could help to subsidize the lower enrollment ones, sustaining a rich and diverse department.

Alternatively, and perhaps more realistically, the high enrollment languages might all be combined in the Department of Modern Languages, while CIS would maintain and take on the other specialized world languages that serve CIS academic programs. While these are (mostly) lower enrollment, placing them within the same structure as the academic programs of which they are a crucial component underlines their importance, and minimizes the temptation to consider them in isolation.

Within any unit, thought must be given to the staffing model for such languages. The model that has recently been implemented for the languages that are being taught within CIS is a fully viable one, and one that has been adopted by other universities that have successfully maintained such programs. Sidestepping the expense and long-term commitment of hiring regular faculty members, these languages are currently being taught primarily by graduate teaching assistants who are native speaker of the language, and who are simultaneously enrolled in OU graduate programs. These GTAs work under the supervision of a professional language pedagogy specialist, who is herself a language instructor.

In terms of efficiency this model means that the costs of teaching the language are simultaneously supporting a graduate student who adds important diversity to OU. And because graduate students are by definition a transient population, this allows for flexibility in language offerings over time as programs may shift their focus. If there is diminishing demand for a language due to a shift in partnerships, for

example, that language can be phased out when the GTA rotates out of the position, and replaced with another.

The coordinator's role is essential in this model, and the inherent challenges should be recognized, and appropriate consideration given to managing them. There is a need for sufficient funds to provide at least minimal training to new GTAs. (There are several intensive 2-3 week summer courses on language pedagogy offered nationally). And the amount of work required for appropriate supervision and training and related efforts (e.g. acquiring pedagogical materials for little taught languages) should not be underestimated. Indeed, the number of languages that might be housed in CIS might require two coordinators/supervisors at the Group II level.

Considered holistically in terms of their crucial contributions to maintaining an area that has long been a distinctive and unique strength at OU, bringing national visibility as well as attracting top faculty and high caliber and diverse graduate students, a well-designed and managed world languages program can be a modest yet very worthwhile investment with high longer term returns.

**Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?**

**Staff**

There are currently four staff positions assigned to CIS with one currently vacant, but the Center also draws on other Global operations staff for various functions.

**Libraries**

We heard no complaints about library resources, and at least one person mentioned that they were quite strong for Asian and African materials

**Physical facilities**

The Center is located in Yamada House, a well updated, attractive and pleasant building, with many good spaces for meetings and for students.

**Technology**

The technology all seemed appropriate and up-to-date; we heard no complaints on this.



## 2. Undergraduate Program

### BA Majors

- Global Studies – Africa
- Global Studies – Asia
- Global Studies – Europe
- Global Studies – Latin America
- Global Studies – War & Peace

### Undergraduate Certificate Programs

- African Studies
- Asian Studies
- East Asian Studies
- European Studies
- Global Leadership Center
- Latin American Studies
- Southeast Asian Studies
- War & Peace Studies

#### **a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?**

The Center for International Studies (CIS) offers five Bachelor of Arts Degrees in Global Studies in the areas of African Studies, Asian Studies, European Studies, Latin American Studies, and War and Peace Studies. The center is also home to eight certificates in the areas of African Studies, Asian Studies, East Asian Studies, European Studies, Global Leadership, Latin American Studies, Southeast Asian Studies, and War & Peace Studies. Upon review, the committee is of the conclusion that the four-year undergraduate programs are highly interdisciplinary in nature adding value to the CIS majors but as well as majors across various disciplines who in particular are double majoring. In addition, the certificate programs give students across different majors in OHIO an opportunity to achieve their aspirations by learning more about their areas of interest in global studies. These programs truly serve Ohio University's mission of being an international community and its vision of being a transformative learning experience. The committee is convinced that these programs are renowned nationally and globally and, serve as front doors for OHIO's global presence. The Global Studies requirement that students participate in either an education abroad program or an overseas internship of at least five weeks has provided students with life-changing learning experiences. As the home of World Languages (Swahili, Wolof, and more), CIS contributes substantially towards general education at Ohio University.

#### **b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?**

In spite of the commendations above, the committee could not ignore the fact that three of the five 4-year degree programs have experienced a continuous decline in enrollment with the remaining two experiencing a decrease in the past two years. This is certainly a concern for the committee as the self-report did not attribute the decline to any particular causes. However, from the committee's observation, this could be primarily due to lack of a recruitment plans beyond internal opportunities such as major fairs. The committee recommends capitalizing on existing contacts such as domestic and international partners

and utilizing the broad base of interdisciplinary affiliated faculty that CIS have towards a coordinated effort to boost enrollment. A continuing downward trend could jeopardize some of these programs given the fact that CIS has started the process of hiring its own faculty. It should be noted that the committee was impressed with the energy, capacity, insight and diversity of the current majors.

**c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?**

While the students expressed satisfaction with the programs and the curriculum does appear comprehensive and well structured, the lack of data on student success is one of the areas which needs attention and into which CIS might want to channel some resources. CIS lacks a system of tracking the placement of graduates. Neither does it survey potential employers for feedback about how well the program prepares the graduates to meet the requirements and challenges of the workplace. Such a closed-loop feedback mechanism is integral in maintaining the validity of programs by continuously improving the curriculum. The committee also recommends the need for an undergraduate advisory board which may consist of alumni, subject experts, or potential employers who can provide constructive criticism of CIS programs.

**d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?**

CIS currently has only one group I and one group II faculty member appointed fully in the unit. The committee did not identify any specific indication in the self-report that these faculty are solely for undergraduate curriculum and hence the assumption that their duties will be spread across undergraduate and graduate studies. These faculty numbers may seem low for a department that offers five undergraduate degrees and five master's degree and certificates at both level. But it should be noted that the majority of the courses required by CIS undergraduate programs are offered by external academic departments and taught by the so called affiliated faculties (150+), therefore faculty adequacy is not an area of concern. The committee had a chance to meet with a group of affiliated faculty members and found that one of the main reasons for their association with CIS is because of their interest in global studies. This emphasizes the fact that CIS's collaboration with external departments is extremely important to successfully pursue its mission.

**e. Are pedagogical practices appropriate? Is teaching adequately assessed?**

This area could improve on the ground work that CIS has already done. Clearly defined program objectives and outcomes should be developed for each undergraduate major with evidence-based, measurable competencies that could assess alignment with the already established CIS outcomes. Assessment measures shall exist for each of the measurable competencies. For example, if being an effective leader is one of the program outcomes which has one of the measurable competencies identified as public speaking skills, how will that be assessed? Validation of the general outcomes and competencies could be accomplished through a combination of external experts (similar program officials), the proposed advisory committee and follow up studies of graduates.

**f. Are students able to move into to discipline-related careers and/or pursue further academic work?**

This point is uncertain – see question c above.

### 3. Graduate Program

#### MA Programs

##### Area Studies

- African Studies
- Asian Studies
- Latin American Studies

##### Development Studies

- Communication & Development Studies
- International Development Studies

##### Collaborators

- Tropical Disease Institute
- Environmental Studies
- Global Health Program

##### Graduate Certificate Programs

- African Culture through Music and Dance
- African Humanitarian Studies
- African Studies
- Development Practices
- Latin American Studies
- Southeast Asian Studies
- War & Peace Studies

**a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?**

The Center for International Studies has five masters programs: MA in African Studies, MA in Asian Studies, MA in Latin American Studies, MA in Communication & Development Studies and an MA in International Development Studies. As of Fall 2016, there were a total of 96 students. This number is at the low end of the number of students over the 2010-2016 period in which the low was 94 students in 2012 and the high was 138 students in 2014. The program attracts a large number of international students. Over the past six years, on average 65% of the students have been nonresident aliens. For the 2016-17 Academic year, 74% of the students were nonresident aliens. The diverse nature of the students is a definite strength for the program, however, it is also a potential vulnerability given the current climate in which it can be difficult for students to obtain visas to travel to the United States. This is one possible reason for the decrease in enrollment over the last two or three years. From 1996-2014, the African Studies program was funded as one of 11 Title VI National Resource Centers in the country. The loss of this designation has had an impact on the program and is another reason for the decrease in enrollment. Another reason for the decrease in enrollment could be due to fewer numbers of resident students coming in to the program, as noted by the 2016 increase in the percent of nonresident students. It is possible students are turning to other majors based on perception of job opportunities and concern for safety when traveling overseas.

The students in the MA programs are actively engaged and invested in the program. The faculty are also highly invested in the programs and in the students. CIS has two faculty members (one Group I and one Group II), therefore the majority of faculty members involved in the program come from other colleges. Their interest in participating in the program is crucial to its success.

The MA programs are very interdisciplinary in nature by design. This means that the educational backgrounds/majors of the students are quite varied. This allows students to share their knowledge and perspectives with others in a collaborative setting and consequently enhance the overall experience of the students. In a few cases however, students take graduate courses in which they have had little to no exposure to the content as an undergraduate. This has resulted in some faculty having to adjust their expectations of CIS students versus students in their home disciplinary programs. Faculty expressed their willingness to accommodate this difference, however given the valuable additional perspectives the CIS students bring to the class.

**b. Does the graduate curriculum provide an adequate background to pursue discipline related careers following graduation?**

The program does appear to provide students the appropriate background for the careers pursued following graduation. The alumni appear to be very happy with the education and mentoring they have received during their time at Ohio University.

**c. Does the program provide adequate mentoring and advising to students to prepare them for discipline related careers?**

Mentoring and advising within the program is a strength of CIS. The students feel strongly connected to the program and to their advisors. CIS provides many opportunities for students to meet with advisors and mentors.

**d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?**

There is one Group I faculty member in the Global Leadership Center and One Group II faculty member in Research & Languages, therefore the large majority of faculty involved in the graduate program are not housed within CIS. The advantage to this model is that it brings in a very diverse group of faculty from throughout the university enriching the program. The major disadvantage is that faculty have responsibilities for teaching, research and service in their home departments and not to CIS, at times leading to tension between the two. There are faculty who perceive their contributions to CIS as not being recognized by their home departments and similarly home departments whose resources are stretched due to budget constraints. In addition to faculty, graduate students are often instructors of record, especially in the area of World Languages. The number of students available to teach these courses is dependent on the amount of financial support that CIS has. Communication between CIS and contributing units will need to be clear and transparent in order to maintain viability of the program within this model.

**e. Does the program offer appropriate financial support to graduate students?**

The Director is committed to finding/committing funds for graduate students. In addition to her budget she has been able to secure some funding from other units on campus. Students are also supported through sources such as Fulbright. There are currently two Fulbright Language Teaching Assistants

(FLTAs) at OU, but these grants/scholarships are not guaranteed from year to year. In addition to teaching assistantships, students have been awarded assistantships to work in the Office of the President, the OU Women's Center, and the Global Leadership Center for example.

**f. Is teaching adequately assessed?**

Teaching is assessed through regular teaching evaluations. Students rate their instructors very highly overall and appear to be satisfied with the classes they are taking.

**g. Are students able to move into discipline-related careers?**

Students are able to find jobs in their area after graduation. The alumni we talked to spoke highly of the program in terms of providing them with the communication and organizational skills required for the types of jobs they were seeking. They were highly satisfied with their experience. Many CIS MA graduates have also gone on to pursue PhDs both at OHIO and elsewhere, and a significant number of CIS alumni have entered the academic profession.

## 4. Areas of Concern

- At Ohio University, 20 foreign languages are taught in 4 departments, in the College of Arts & Sciences and in CIS. It appears that many important languages are in danger of disappearing, including such important languages as Russian, Mandarin, and Arabic, which are clearly essential for international endeavors. It seems like there are plenty of students for these major languages, but they are threatened by a lack of instructors and/or budget.
- The Least Commonly Taught Languages (LCTLs) can be important in the CIS missions, but reduced budgets may make these easy targets for elimination. This is especially true of certain African and Southeast Asian LCTLs (now called World Languages at OU), important to OU due to historical and current strengths in these areas.
- We discovered that CIS is laboring under a potential Catch-22 situation: Title VI funding is hard to get and requires good World Languages (see above) support; but it is hard for OU to support World Languages without Title VI funding.
- The CIS leadership style by the CIS director is perceived by some faculty and others with whom we met as centralized and top-down.
- There is no formal procedure for becoming and maintaining affiliate faculty status with the CIS. On the website and in the self-study report, it is difficult to assess who is truly affiliated and participating regularly and who simply is part of the list.
- CIS-affiliated faculty are in an uncomfortable situation since they want to participate in International Studies teaching and scholarship, but often their home departments do not value these contributions in a quantitative way. Often such work is done on overload or by choice with no remuneration or recognition. The lack of encouragement for collaborative work in the P&T and merit raise processes is a larger OU issue. RCM budgeting may be to blame in part, but generally this problem existed before and will exist after RCM.
- There appears to be no regular curriculum development or assessment. In fact, it was mentioned that the curriculum was last seriously viewed as a whole during Q2S, ending in 2012.
- The CIS wants to create additional INST-prefix courses, with the revenues from those courses going to CIS, rather than the home department of the instructor in each case. There were mentions of special exceptions and deals struck, but that is sub-rosa in the normal OU operation.
- The CIS had none, and now has only two faculty members (a Group I who is half administrative, started February 2017, and a Group II language instructor, started January 2018). This is a very difficult situation in which to create and maintain academic excellence.
- There have been decreasing undergraduate and graduate student populations over several years in CIS. This is a negative trend which is hard to reverse.
- Many CIS students, especially graduate students, are international students, who, in some cases are having a difficult and delayed time in obtaining student visas and even in the worst case may

be denied student visas. Of course, this is a national challenge and out of the control of CIS and OU.

- 60% of the CIS annual budget is provided directly by the OU Provost, i.e. not covered by revenues the CIS generates. In an ideal collaborative world, this would be fine; however, in tight budget times, this can be a problem.
- The Administrative Associate for the CIS undergraduate programs left for another job at OU, leaving this position vacant. The Administrative Associate for Graduate Programs has taken on all these duties in addition to their original duties; that person reported they can currently handle it easily. This suggests that the second position may not be necessary and should perhaps remain unfilled.
- There is evidently poor communication between the CIS leadership and its affiliated faculty members, with a lack of consistency, and different answers obtained for the same questions.

## 5. Recommendations

- The language program should be comprehensively reorganized. All languages taught at OU could be combined into a single department, most likely in the College of Arts & Sciences, or alternatively the major languages could be placed in that department, while the least commonly taught World Languages, which serve primarily CIS programs, could be housed in CIS.
- An Advisory Board of CIS alumni should be formed and meet regularly to help set goals, priorities, provide contacts and internships for students, as well as support continuous improvement of curriculum development.
- The CIS leadership style should be decentralized and driven from the faculty level. The CIS director should empower the affiliated faculty and the various program directors.
- There should be a formal procedure (preferably short and easy) for becoming and maintaining affiliate faculty status with the CIS.
- The Ohio Program for Intensive English (OPIE) could be moved to CIS.
- The single position of Vice Provost for International Affairs and Director of CIS should once again be separated to two different individuals. Otherwise, CIS may suffer due to other priorities. The CIS Director should have regular access to the OU Provost and President.
- CIS should not be made to compete with other colleges and academic units for funding based on weighted student credit hours. Instead, a cooperative, collaborative, value-added model should be used.



## 6. Commendations

- The 4 + 1 UG and graduate degree under development is a good idea.
- Talented, dedicated and excited student body.
- Individualized, personalized scholarly education and creative training.
- CIS-affiliated faculty are participating because they are passionate about international scholarship and teaching. There is a long OU history for International Studies, which helps recruit undergraduate and graduate students, plus faculty members to OU.
- CIS has initiated portfolio-based assessment of undergraduate students in their programs, over the entire 4 years education at OU. While this collection and evaluation represents a large additional set of duties for the advisors and faculty, it should be a good method for assessment.

## 7. Overall Judgment

**VIABLE.**

Date: May 31, 2028

To: David Ingram, Chair, Program Review Committee,  
Office of the Executive Vice President and Provost

From: Lorna Jean Edmonds, Director, on behalf  
of the Center for International Studies Leadership Team

Re: **CIS Seven-Year Review (2011-2017) Response**

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The Center for International Studies (CIS or the Center) would like to extend our sincere gratitude to the program reviewers for our seven-year review and with the recommendation that the CIS is viable. The review has provided valuable insight into our programs and an opportunity to capture our social history, identify areas of priority and define our goals for the future. It has given us meaningful feedback that has already proven to be beneficial as we continue to move the Center forward. We also appreciate that the committee acknowledged the immense value that the CIS brings to the whole university with our innovative, interdisciplinary and robust degree programs, our diverse student body and most importantly the breadth and depth of our affiliated faculty with international expertise recognized nationally and internationally. We take seriously the recommendations, and we have detailed our strategic plans and initiatives as a response below.

We would like first address two areas: the misinterpretation that there is no regular curriculum development or assessment and the structure of the CIS Group I position.

#### 1. Curriculum Development

The CIS Curriculum Committee, formerly the GFAB (Global Faculty Advisory Board), meets regularly to work on and update the curriculum. Over the last few years, many curriculum changes have been added, including expanding our course options to classes offered in other colleges outside of the College of Arts and Sciences, and our study away guidelines. We have added new courses as new faculty are hired into the university and when current faculty expand their course offerings. Dr. Catherine Cutcher, the Assistant Director for Global Studies Programs, represents the CIS at the University Curriculum Committee and Programs Committee meetings, and consults with other faculty and departments on international and global studies curriculum issues. At the graduate

level, each year we update our program handbooks to reflect updated courses. We follow the university schedule for ACALOG catalog updates and provide oversight of curriculum change through OCEAN.

Further, Professor Edna Wangui, an affiliated faculty member in Geography and former interim director of the International Development Studies program, is leading the development of our outcomes and assessment tools this year with Dr. Catherine Cutcher. We are now implementing the evaluation and assessment of undergraduate learning outcomes through a portfolio review process, and using the feedback for continuous improvement and curriculum change. We are following best practices in higher education by using the Global Learning VALUE Rubric established by the American Association of Colleges and Universities (AAC&U). Next year, we will also work with the graduate program directors to develop learning outcomes and an assessment process for the culminating experiences of our graduate students (i.e., theses, comprehensive exams, and professional projects).

2. The appointment of the Group I Director of the Global Leadership Center (GLC).

The GLC director is Group 1 faculty in which the job description was uniquely written to address the fact that a core responsibility of the GLC is to offer a large certificate program that aims to promote the leadership, educational, and scholarship opportunities for, and competencies of OHIO undergraduate students. It is also to expand the GLC mandate as a center positioned to support global leadership skills and knowledge development.

The job description for the GLC director clearly states that significant educational oversight and related coordination is required to lead the GLC and this is noted in the 40% commitment to service, 50% for teaching and 10% for research and scholarship. There are three TAs and a program assistant who support the coordination of this educational program.

It will be important, however, to ensure that this position is well understood and the expectations of the tenured position are achieved through the Promotion and Tenure committee, which is actively engaged with the director. There were no concerns identified by the committee nor the director following the first year of employment.

## **A. Summary of Key Observations and Response to Review**

The following table is a summary of key observations from the review. Below the table, the response to the review's constructive observations is presented:

## Key Observations

Positive	Constructive
1. Innovative, interdisciplinary & strong degrees	1. RCM's zero-sum logic
2. National recognition of breath & depth of faculty with international expertise	2. Affiliated faculty standing/status
3. Diverse student body	3. Current grouping of language offerings
4. Continued support of Less Commonly Taught Languages (LCTLs)	4. Declining enrollments ( <i>see chart</i> )
5. 4+1 initiative as a way to respond to student demand	5. Lack of student data, especially employment and placement data
6. Benefit to the university - infusing international & global dimensions	6. CIS Director/ Vice Provost of Global Affairs and International Studies portfolio leadership structure, titles and approach

## Response

### 1. Financial and Program Stability

We are aware that RCM can foster a zero-sum logic. Our aim is to foster cooperation and not competition across colleges and departments. It is to stabilize enrollment while we add new and improve upon the quality, diversity and profile of the CIS programs. This is a challenge in which the CIS is striving to achieve within its mission and recognizing its distinct structure and access to affiliated faculty.

The set of new CIS proposed courses for CIS students aim to meet the demand for on-line accessibility of our programs, and complement the courses offered by other colleges and departments across the university. An introduction to global studies and competencies is also being developed to offer to all OHIO students. These courses will benefit students by offering opportunities that are not currently available to them. We are also excited to be creating new 4+1 initiatives and the Global Studies HTC program. These new initiatives offer niche areas, enhance program quality and diversity and will generate revenue. Collectively they further define the core of CIS and its distinction.

### 2. Affiliated faculty standing and status

Our affiliated faculty are at the core of what makes CIS successful and our aim is to continue to support their work and advocate for it to be recognized. We want our faculty to be engaged in CIS academic, professional, service and governance activities. In FY18, we established regular

meetings with all affiliated faculty and we plan to continue this by increasing communications and networking with, and among faculty and chairs as well as supporting faculty led partnerships and initiatives. In FY19, we will establish an annual research support award and determine how best to increase affiliated faculty involvement in CIS governance.

### **3. World Languages with CIS focus on the Less Commonly Taught Languages (LCTLs) and current grouping of language offerings**

We remain committed to supporting the teaching of languages both within our unit and across campus. In FY18, we hired our first World Languages Lecturer to oversee CIS language offerings with a particular focus on overseeing the Less Commonly Taught Languages and to support pan-university profiling of all OHIO language offerings. In FY19, African Studies will also support a teaching assistant for Swahili. Asian Studies will also support at two-year teaching assistant for Hindi starting in FY19 with funding from Asian Studies, the Friends of India and the Office of Global Affairs. The goal is to use this time and investment to develop a strategy for sustaining world languages.

### **4. Increasing student success and enrollments**

In this past year, there has been a greater focus on our communications and outreach strategy and interactions with the admissions and enrollment management teams to increase first-year and transfer student admissions. Early records indicate that there is a first-year student increase from 4 to 15 students from FY18 to FY19. For the graduate program, we have received 51 acceptances of 114 admitted many of which are now pending visa acceptance.

The revisions of our two assistant director positions will enable the CIS to better respond to student needs and interests, and improve the quality and diversity of CIS programs. In FY 18, we established the Global Professional Development Series, which we have been continually assessing to ensure better programming in FY 19 and beyond. For example, in FY 19, the Center for International Studies will be launching a mentorship program. We are also excited about all the new course and program offerings in global studies to add to the selection of programs for our students.

### **5. CIS Data and Profile of Students and Alumni**

The CIS has more access to information about its students this year than in the past thanks to the seven-year review process! It was timely. In addition, the CIS has since collected an academic profile of the undergraduate students' academic focus and the study away and language courses chosen to complete their degrees. Of note is that the CIS started administering the undergraduate Global Studies program in 2012 and produced its first alumni who started the freshmen within CIS only in 2016. CIS is eager to learn from past experiences and reach out to potential partners and employers as recommended by the reviewers.

Much more information is required, particularly, as it pertains to being able to monitor and evaluate student success and alumni profiles and career trajectory. This summer, the CIS will be investing in building our alumni data base while advancing our alumni relations goals. In

addition, a future goal is to hire an administrative specialist responsible for the CIS database and analytics.

### 6. Leadership and Structure

All members of the leadership team are striving to determine the approach to governing and managing the CIS that serves its academic interests to remain distinctive through engagement of its stakeholders. This includes identifying the ways to increase involvement of affiliated faculty and their departments and colleges. The goal is to enable progressive thinking and collective decision making that ensures the CIS meets its vision and mission with faculty and students who are proud to be involved.

This leadership team has been in place for one year now with growing knowledge and experience for advancing policy development and programming. Although there is greater access, communication and transparency, the CIS leadership and the affiliated faculty need to do more to find the balance for greater impact. Discussions regarding the structure of the CIS in relation to other colleges and the global affairs and international studies portfolio would be timely.

## B. CIS Strategic Initiatives as Response to Review

The following highlights examples of the CIS FY18 strategic initiatives and activities in which it is investing:

Strategic Area	1. Student success	2. Supporting Languages	3. Financial and Program Stability	4. Supporting Affiliated Faculty Engagement
<b>FY18 Goal/Aim</b>	Improve quality and diversity of CIS programs to better respond to student interests	Increase enrollment in LCTLs along with other languages	Foster cooperation and not competition across colleges and departments and stabilize enrollment	Advocate for work of faculty to be recognized and increase CIS visibility
<b>FY 18 Activities</b>	<ul style="list-style-type: none"> <li>4+1 model</li> <li>Increase CIS courses - global and online</li> <li>Global studies HTC</li> <li>Professional development, mentorship and social programs</li> <li>Revise jobs: Assistant Directors of Graduate &amp;</li> </ul>	<ul style="list-style-type: none"> <li>World Languages Coordinator</li> <li>FY19 - African Studies support Swahili GA</li> <li>Expansion of</li> </ul>	<ul style="list-style-type: none"> <li>Working to engage more with our alumni</li> <li>Increase scholarships</li> <li>Increase engagement with admissions</li> <li>Increase GAs</li> <li>Strengthen communications</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of an annual research support award</li> <li>Increase engagement in CIS academic, professional, service and governance activities</li> </ul>

	Undergraduate programs and Administrative Associates	STARTALK languages	and data analytics	<ul style="list-style-type: none"> <li>• Increase communications and networking with and among faculty and chairs</li> <li>• Support partnerships initiated or led by our affiliated faculty</li> </ul>
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### C. Conclusion and CIS Recommendations

The Center for International Studies has played a vital role at Ohio University for more than 50 years. This review process is assisting our faculty and staff as we move forward into this next phase of the university's history. It is the only academic unit offering this unique mix of interdisciplinary area studies, development studies, war and peace and global leadership for undergraduates and graduates. The Center attracts students from around the globe, and our graduates are making a positive impact in Ohio, nationally and internationally. As already mentioned, the review has provided valuable insight into our programs, helped us to identify areas of priority and further defined our goals for the future. As part of the process of continuing to meet the needs of our students and the university, the Center for International Studies would like to make the following recommendations:

1. OHIO's language policy and current grouping of language offerings should be revised at the senior policy level of academic administration. We propose that the issue be addressed and evaluated by the University International Council (UIC) in cooperation with the College of Arts and Sciences and the CIS. The goal is to facilitate an inclusive and pan-university discussion about OHIO's language programs and to propose a plan for sustainability. CIS is requesting a budget allocation be made for a Linguist Group 1 Faculty position to oversee the LCTLs. This could be a position in Arts and Sciences or a joint position with the CIS.
2. A budget allocation for an additional Group 1 Faculty position to lead CIS (INST) courses and research in global studies as part of strengthening OHIO's academic programming and profile in global studies. This new faculty line expands the reach of the Center while complementing President Nellis' Strategic Pathways for the University. It enhances the research and creative profile through interdisciplinary collaborations as well supporting and investing in outstanding faculty.
3. Accord the title of Dean to the CIS director consistent with all other academic and student affairs units significantly engaged in education, research and service.



## Appendix: CIS Student Profile

### Ohio University Athens Campus Undergraduate Profile

Data	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>African Studies</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>1</b>
Freshman	1	2	3	1	0	0	
Sophomore	3	2	1	2	1	0	0
Junior	1	4	1	1	2	1	0
Senior	7	4	8	5	1	2	1
<b>Asian Studies</b>	<b>22</b>	<b>23</b>	<b>23</b>	<b>16</b>	<b>18</b>	<b>16</b>	<b>10</b>
Freshman	4	3	5	3	4	1	
Sophomore	6	4	5	4	2	2	1
Junior	2	7	3	6	7	2	3
Senior	10	9	10	3	5	11	6
<b>European Studies</b>	<b>20</b>	<b>21</b>	<b>23</b>	<b>21</b>	<b>18</b>	<b>12</b>	<b>10</b>
Freshman	6	5	5	4	1	0	
Sophomore	4	8	5	5	6	2	1
Junior	6	4	7	4	5	5	2
Senior	4	4	6	8	6	5	7
<b>Latin American Studies</b>	<b>17</b>	<b>22</b>	<b>20</b>	<b>13</b>	<b>10</b>	<b>6</b>	<b>4</b>
Freshman	3	5	2	2	0	0	0
Sophomore	3	5	6	1	3	0	0
Junior	5	5	5	6	3	2	0
Senior	6	7	7	4	4	4	4
<b>War &amp; Peace Studies</b>	<b>40</b>	<b>44</b>	<b>43</b>	<b>42</b>	<b>45</b>	<b>44</b>	<b>42</b>
Freshman	4	8	5	7	6	7	
Sophomore	13	8	11	9	10	7	8
Junior	11	10	12	14	11	13	10
Senior	12	18	15	12	18	17	24
<b>Retention &amp; Transfers</b>	<b>93</b>	<b>121</b>	<b>122</b>	<b>101</b>	<b>95</b>	<b>81</b>	<b>67</b>
<b>Recruitment</b>	<b>18</b>	<b>26</b>	<b>20</b>	<b>17</b>	<b>11</b>	<b>8</b>	<b>15</b>
<b>TOTAL</b>	<b>111</b>	<b>121</b>	<b>122</b>	<b>118</b>	<b>106</b>	<b>89*</b>	<b>82**</b>
*As of October 15, 2017							
** As of May 7, 2018							

### Ohio University Athens Campus Graduate Profile

Data	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>African Studies</b>	<b>30</b>	<b>26</b>	<b>23</b>	<b>21</b>	<b>20</b>	<b>17</b>	<b>17</b>
First years	***		14	10	6	11	12
Returning	***		9	11	14	6	5
<b>Asian Studies</b>	<b>19</b>	<b>18</b>	<b>18</b>	<b>14</b>	<b>8</b>	<b>6</b>	<b>13</b>
First years	***		9	7	5	2	6
Returning	***		9	7	3	4	7
<b>Comm &amp; Dev</b>	<b>25</b>	<b>36</b>	<b>38</b>	<b>29</b>	<b>27</b>	<b>26</b>	<b>29</b>
First years	***		22	14	12	8	11
Returning	***		16	15	15	18	18
<b>IDS</b>	<b>17</b>	<b>27</b>	<b>43</b>	<b>32</b>	<b>25</b>	<b>24</b>	<b>26</b>
First years	***		21	19	9	12	14
Returning	***		22	13	16	12	12
<b>Latin American Studies</b>	<b>12</b>	<b>16</b>	<b>14</b>	<b>8</b>	<b>13</b>	<b>11</b>	<b>8</b>
First years	***		8	3	7	7	4
Returning	***		6	5	6	4	4
<b>Totals</b>	<b>103</b>	<b>123</b>	<b>136</b>	<b>104</b>	<b>93</b>	<b>84*</b>	<b>93**</b>
*As of October 15, 2017							
**Admission accepted but pending visas as of May 7, 2018							
*** Data Not Available							

The Graduate Council met on April 12, 2019 and considered the program review:

Center for International Studies

Graduate Council agrees with the recommendation of the review committee and positively noted that concerns brought forward in the review are being already addressed in a timely fashion as stated in the response by the director.