To: Executive Vice President and Provost Elizabeth Sayrs

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Summary:
The working group has been convened by EVPP Elizabeth Sayrs to report on how the Center for International Studies (CIS) would operate if it was embedded in the College of Arts and Sciences (CAS). CIS is an independently chartered Center, which remains the only center at OHIO that is not embedded in a college. Currently, six out of the seven CIS Program Directors are from CAS (the Center Interim Director is also a CAS faculty member); similarly, all undergraduate faculty advisors are from CAS. Majority of the required and elective courses for most CIS degree programs are also located at CAS. In order to envision how an official transition would impact CIS operations, the working group met every week to discuss the logistical aspects of the transition, including opportunities, challenges and future scenarios. Various administrative stakeholders were also contacted to ask for their views on such a transition and if this transition would pose an obstacle to their unit’s relations with CIS. As detailed below, the working group concludes that if the transition is managed carefully, with attention to the interdisciplinarity and with the necessary investments in the future of international studies, the status of the Center for International Studies can be maintained, even elevated. Embedding CIS in the College of Arts and Sciences - with suitable arrangements in place regarding the Communication and Development Studies and the Scripps College of Communication - can be a successful example of how horizontal structures that are embedded in a college can maintain their interdisciplinary intellectual vigor.

UNDERGRADUATE PROGRAMS
As of Summer 2022, the undergraduate degree program of CIS (Global Studies) has 5 major tracks with a total of 63 students, and 10 certificates with a total of 221 students. Especially the language and study abroad requirements attract high caliber undergraduate students to CIS. All of Global Studies students study abroad (this requirement was modified due to Covid) and study a foreign language for three years. Global Studies is currently exploring efficiencies, and it is in the process of revising its curriculum and streamlining the five tracks into two. Global Studies affiliated faculty will continue conversations with units outside of CIS on additional opportunities for collaboration in the creation of one more interdisciplinary major.
Possibilities and Issues of Consideration for and after Transition:

Program Director/Team Responsibilities: Global Studies students are served by a faculty director, and three center-wide administrators (one position has been vacant since November 2021) all of whom cover Global Studies responsibilities as a fraction of their full workload. This is in contrast to three years ago when the students were served by a faculty director, a full-time assistant director and a full-time administrative assistant. This loss of human resources has occurred even as more responsibilities have been added to Global Studies portfolio. Examples of these responsibilities include assessment of the majors and advising and administration of the Diversity Studies Certificate which has 121 undergraduate students, which significantly increased the responsibilities of the Director and the Global Studies Team. In 2021-2022, Global Studies leadership created an assessment plan for the 10 certificates, and it is on track to complete the first assessment of undergraduate certificates in December 2022. During the transition process, some of these responsibilities will be delegated to the existing CAS staff, and the faculty director will be compensated for their time and efforts in the new structure.

Curriculum: Global Studies used to be administered by CAS until 2012. In other words, for the undergraduate programs, this will not be the first time they would be embedded in CAS. The College Distribution Requirements already reflect the CAS requirements, and CAS already counts INST courses under its Distribution Requirements. Especially since the DEI mission and programs are core parts of CIS, pedagogical initiatives related to this mission will need to continue to be prioritized. With the transition, there are opportunities for stronger linkages to CAS programs such as African American Studies and Women’s, Gender and Sexuality Studies. With its decades of experience, CIS will also be an asset for CAS in advancement of the College’s DEI mission.

Languages also constitute a critical part of the international and DEI mission, not just for CIS, but for the entire university. At this time, the languages are taught in CAS (in units such as OPIE, Modern Languages, Linguistics, Classics and World Religions) and CIS (World Languages). The transition is a real opportunity for CAS and the university to think about how to strengthen language instruction at OHIO.

Recruitment and Admissions: Student recruitment and admissions could be streamlined and be more efficient in a CIS embedded in CAS, provided that the CIS would continue to be prominently represented in recruitment and admissions events, including the Rufus Road trips.

Advising: Especially in light of the Guarantee+, CIS students would benefit from the help of the Success Advisors at CAS in making sure that they create and stay on a graduation plan. It is important that CIS faculty advisors/mentors continue to play a critical role in student’s academic planning.

Awards and Student/Faculty Support: In terms of the maintenance of the interdisciplinary community of the scholars and to support the intellectual mission of the Center, it is crucial that CIS continues to have the means to give awards to faculty affiliated with CIS, staff, and students.
GRADUATE PROGRAMS
There are five 2-year MA programs at the Center for International Studies, one 1-year MA program (War and Peace Studies), and nine certificate programs. The Program Directors are in the process of developing Accelerated Graduate Pathways, which will provide undergraduate students the opportunity to get a head start on their graduate studies, while also freeing up time during the MA to engage in focused, independent research and professional activities. It will also allow prospective students more time to develop their core interests and to seek out relevant internships and forms of professional training that may be folded into their MA programs, while working toward their undergraduate degrees.

Program Snapshots and Program-specific Possibilities / Issues:
Since CIS Graduate Degree has multiple established tracks each of which is administered by a Program Director, it is important to be familiar with the backgrounds of each program. Unlike the undergraduate program (Global Studies), it would be the first time these programs would be embedded in CAS. It should be noted that Communication and Development Studies has a different status due to its close intellectual and logistical linkages to the Scripps College of Communication. As a result of internal discussions and conversations with CAS and Scripps Deans, the working group strongly recommends an arrangement where Communication and Development Studies would remain in the Center but would report to and operated by the Scripps College of Communication as a program.

African Studies
Founded by faculty initiative in the 1960s, the African Studies Program has been acclaimed for its academic quality, range of faculty expertise, and for hosting—in Ohio University and in Africa—important international conferences, symposia, meetings on African culture and its role in world affairs. In Africa, it is also recognized as a leading American University institution that supports the decolonization of the continent by recruiting and training a diverse pool of African students in various, academic fields. African Studies Program has brought about 20 million federal funds to the university, which led to establishment of a critical infrastructure for international studies at OHIO. A big part of this funding has been used to recruit faculty in African Studies and support their research, and to develop curricula, language teaching, and raise global awareness of Ohio University students by organizing cultural events. Before Covid-19, the program had an average of 20 students (1st & 2nd year). That number is manageable for the program, without overstretching its material and human resources. In the past two years of the pandemic, enrolment varied between 3 to 8 students. For the academic year 2022-2023, the program received about 80 applications, of which only 9 have been admitted, due to the program’s constraints to give out (GA) scholarships.

Asian Studies
Beginning in Fall 2012, the Center for International Studies (CIS) launched the Master’s Program in Asian Studies, the only graduate program in Asian Studies in the State of Ohio at the time. This program, built upon and expanded from the existing Southeast Asian Studies program (established 1966) to provide students with an option to pursue a concentration in East Asia Studies as well as Transnational Asia Studies. This inter-disciplinary Asian Studies program is
committed to excellence in the study and education of the Asian region through our undergraduate and graduate degree and certificate programs, an extensive library collection, two endowed chairs, regional language supervision and offerings, strategic international partnerships, and many outreach activities. The program currently has 48 students (12 in the graduate program and 36 in the undergraduate B.A. and Certificate programs). Within the organizational structure of OGAIS (Office of Global Affairs and the Center for International Studies), the Asian Studies program has played a central role in working with various academic and administrative units, student organizations, and strategic international partners on matters related to Asia. While many of these activities and initiatives directly involve CAS, others do not. But all of them serve a vital role in promoting OHIO’s global engagement with Asia, as well as advancing OHIO’s commitment to diversity and inclusion.

Communication and Development Studies
Communication and Development Studies (CommDev) was established in 1984. CommDev. It combines a mass communication, communication and development, and research methods core with courses in development studies, area studies and a minor focusing on professional skills. The placement of the program in the Center for International Studies, while maintaining the academic control of the program in the School of Media Arts and Studies, is what gives the program integrity, flexibility and reach in the field. OHIO’s CommDev program is widely recognized as the global leader and contributes to the national and global standing of the university. So do many of the approximately 400 M.A. alumni of CommDev, nearly 100 of whom have gone on to earn Ph.D. degrees either at OHIO or in other universities.

International Development Studies
Founded in 1978, the International Development Studies (IDS) program is Ohio University’s premier program for training future professionals in their fields of international development and affairs. As a 2-year terminal MA program, it recruits early career professionals already working in or adjacent to the field or career-changers looking to make a difference globally. The program is funded and has (since 2017) offered 2 GA awards and a varied (and budget-constrained) number of GRSs. It also has a strong track record of attracting externally funded students, most notably from Fulbright, AMIDEAST, and the Ping Chubu Fellowship. Enrollment is mostly international and has been complicated in recent years by COVID and related impacts on embassy/consulate operations. From 2016-19, the program averaged incoming cohorts of 12 to 14 students. Currently, 9 students are continuing in fall. The 2022 admissions cycle saw record applications (140, up from ~80 in 2019), however, suggesting that demand remains highly robust. 31% of applicants were admitted in the most recent cycle, making IDS one of the most selective graduate programs at Ohio University. As of May 16, 17 students have accepted admission for 22-23. There are clear opportunities to grow enrollment with additional support for GRS awards. Unlike the area studies programs, IDS does not constitute a large network of affiliated faculty engaged in collaborative community building and research around a shared professional organization. Instead, IDS depends on a network of faculty across nearly all the university’s colleges. Moving the program to CAS doesn’t create any obvious new challenges.
**Latin American Studies**
Latin American Studies is an interdisciplinary degree program that promotes a greater understanding of Latin America within a context of regional and global change. Latin American Studies students take a combination of Latin America-content core courses and have the opportunity to pursue a field of specialization in a discipline or theme that caters to their particular intellectual and professional interests. Finally, the methods courses and seminar requirements ensure students get the methodological, theoretical, and critical thinking skills they need to succeed academically and professionally. The nearly 30 Latin American Studies affiliated faculty, from more than ten disciplines, are dedicated scholars whose fieldwork in Brazil, Chile, Ecuador, Honduras, Mexico, Nicaragua, Paraguay, and elsewhere has resulted in an impressive list of academic publications. The faculty's research and extensive experience in the region support a rich intellectual environment that challenges and nurtures students as they pursue their own questions about Latin America. The program currently has 26 students enrolled (in Spring 2022, 11 MA students, 2 BA students and 13 certificate students). In Spring 2020, there were 29 students enrolled (10 MA students, 5 BA students, and 14 certificate students). 8 new LAS MA students have indicated their intent to enroll in Fall 2022.

**War and Peace Studies**
The War and Peace Studies MA was launched in AY 2019-20 as a self-funded, flexible 1-year 30 credit in-residence program. It includes both research and professional skills training, through applied coursework and experiential learning. The graduate program prepares students for a range of careers in national and international security, diplomacy and foreign affairs, nonprofit work, NGOs, and international organizations, and private and public sector consulting. The graduate curriculum offers students expansive course selections. As the MA cohort is small, the external curricular burden is widely distributed and minimal, leaning more toward helping other units reach enrollment targets than exceeding their capacity.

**Possibilities and Issues of Consideration for and after Transition:**

*Program Director Responsibilities:* On average, graduate directorship positions have been on average a 12-15 hour/week responsibility, inclusive of CIS-level unit service (P&T/Merit for unit faculty, university-level service as CIS representative, regular directors’ and directors/staff meetings), admissions, student advising, curriculum management, and programming. It also requires summer responsibilities around admissions, unit-level service work, supervision of (enrolled and unenrolled) capstone work, and credit hours in internship and independent study. Depending on the program, directors also supervise non-course student credit hours and serve as the primary faculty advisor for most of the student capstone projects. This work takes place in the context of a 4 hour/week course reduction (previously 8 hour/week) and a stipend.

“Embedding” CIS in CAS likely will reduce some responsibilities (less university-level service as CIS is no longer independent unit, fewer chairs/directors meetings, perhaps more support for the unit-level admin), but CAS (and in the case of CommDev, Scripps) should be sensitive to the potential new challenges the directors might experience and calibrate the compensation/time reduction accordingly, especially in an environment of increased teaching loads.
Restoring on-load teaching as part of the graduate director workload would improve the quality of the programs and ensure a greater capstone completion rate, as well as provide opportunities to expand natural possibilities in service and engaged learning that could create downstream benefits for undergraduate programs in the College. It is also important to recognize that Program Directors, especially the Area Studies Directors, serve as a critical connection to OHIO’s global partnerships in cooperation with OGAIS and they are involved in social events, regular communications, fundraising, and official OHIO initiatives that go beyond their CIS Program Directorship duties.

**Recruitment:** The transition to CAS presents an opportunity to both address outstanding issues with administrative capacity as well as establish effective partnerships with external units such as UCM (this is especially important for the relatively new CIS programs such as the War and Peace Studies MA program). CAS infrastructure will be helpful in creating and printing promotional materials for events and recruitment; disseminating program information through appropriate media platforms in a timely way (including the University Calendar); website development and updates; maintenance of local partnerships; data analysis; and targeted social media advertising. Although CAS would include CommDev in relevant Center recruitment communications, the main responsibilities for this program would be at the Scripps College of Communication.

**Curriculum:** Since CIS programs are interdisciplinary and have many international students who need in-person courses in particular, CIS Program Directors and CIS Director need to negotiate seats in other programs and courses in multiple colleges. Transition to CAS would likely facilitate securing seats in CAS department/unit graduate seminars and coming up with creative arrangements such as cross-listing courses across units. There will also likely be an advantage of CAS Dean/Associate Dean level advocacy and communication with other colleges to secure seats in their programs. Associate Dean can also facilitate curricular waivers when needed and improve graduation rates. CommDev has a number of CAS courses in its curriculum, so it will also benefit from curricular facilitation at CAS, but its curriculum will be mainly coordinated with the Scripps College of Communication.

Similar to the undergraduate programs, language instruction is a core part of CIS graduate programs. Our peer institutions put increasing emphasis on language instruction and globalization initiatives. In order for OHIO not to lag behind and to support inclusive excellence mission of the university, language instruction should be kept vibrant. CIS provides a cost-effective way of delivering languages both tied to its programs and in service of other units on campus. CIS programs receive Fulbright sponsored teachers and recruit TAs to teach these courses. This can continue to be a model for CAS in offering some of the languages to the entire university community.

**Affiliated Faculty and Participation from non-CAS Units:** Since all programs at CIS depend on faculty from all around the campus, it is critical in this new reconfiguration that CAS expresses unqualified support for interdisciplinarity and participation of all OHIO faculty in CIS events, initiatives, student capstones, and projects. Currently, all but one program directors are from
CAS, but the new structure should make it possible for affiliated faculty from other Colleges to be able serve as Program Directors.

**TRANSITION YEAR (2022-23) OPERATIONS AND ACTIVITIES**

The transition will officially start with the Provost’s office informing the Board of Trustees about the new structure for their approval, with this report providing some of the insights and possibilities needed. The working group approached the University Curriculum Committee (UCC) leadership about their advice. There are not many cases in OHIO’s recent history where an independently chartered unit moved towards being embedded in another unit, and hence, the advice we received was limited in scope. Once the transition is approved by the Board of Trustees, the rest of the process involves the moving of the courses and programs to CAS and will follow the established UCC procedure. The current Program Committee Chair of UCC does not see any obstacles to this process, which would be led by the Associate Dean of Curriculum in coordination with the CIS leadership. Similarly, other College/School administrators (Deans and Associate Deans) we have talked with do not foresee any obstacles or challenges to the existing partnerships and cross-unit operations when CIS is embedded at CAS.

During the transition year, Program Directors and Center Director will hold their positions, carry out their responsibilities as usual, and continue planning conversations about the operations with the CAS (and the Scripps College of Communications, in the case of COMMDEV) leadership and the Provost’s office. Even when the Center is embedded in CAS, the budget for CommDev will be under the aegis of Scripps College of Communication both in terms of the income the program brings and the expenses the program incurs.

The working group sees value in a model where CIS would keep an independent budget for an additional two years after the transition while it is advancing its operations in this new configuration, and potentially moving towards a “School” structure. To review the feasibility of such a step, the working group studied the curricula and compositions of various Schools of International Studies in North America. As a result of this investigation and discussions, the working group encourages CIS affiliated faculty, CAS, and the university leadership to explore elevating the Center to a “School of International Studies” embedded in CAS, possibly together with other units and with joint appointments to maintain support and interdisciplinarity. The working group did not go into the details of this particular scenario because of the absence of possible stakeholders from the discussion, but the prospect is certainly promising, especially given that other institutions -including University of Cincinnati- have moved towards the school model with international studies. Such an interdisciplinary school can also be a good model for other centers, units, and programs, who see a value in this structure, especially in terms of branding, recruitment, and visibility.