

Contact: Diana Gonzalez

BACHELOR OF ARTS PROGRAM IN GLOBAL STUDIES
NEW PROGRAM REVIEW REPORT

Action Requested: Consider receiving the new program review report for the Bachelor of Arts Program in Global Studies at the University of Northern Iowa in the College of Social and Behavioral Sciences.

Executive Summary: In 2010, a new program was approved to provide a broad foundation to understand the complex global order and links between the local, national, and global spheres. The purpose of this new program review is to present evidence that the program is addressing the goals, objectives, projected student data, and resources identified in the 2010 program proposal. This program review addresses the Board of Regents Strategic Plan priorities to “provide educational excellence and impact as well as economic development and vitality” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◇ **Description of program.** This is an interdisciplinary program that draws upon courses from all of UNI’s undergraduate colleges, and is housed in the College of Social and Behavioral Sciences. The major requires six hours of core courses, 12 hours of courses in a thematic area, (Peace, Conflict and Human Rights; International Economics and Development; International Media and Communication; Global Resources and Development, Global Health, or Global Studies in Gender), 15 hours of courses in a geographic area (Africa/Middle East, Asia, Latin America, Russia/Eastern Europe, or Western Europe), and knowledge of a foreign language at the second year college level.

This major educates students about societies and cultures around the world, and the economic, political, and technological forces of globalization transforming the world today. Because of the diversity of study possibilities in the Global Studies major, as well as the range of academic preparation students can bring to the major, a maximum number of credit hours to complete the major cannot be provided. Students can also complement the major with two highly recommended components - Study Abroad and the Certificate in Non-Profit Management - as additional preparation for professional employment.

- ◇ **Need identified for program.** The 2010 program proposal indicated that the Coalition for International Education of the American Council on Education described the workforce needs related to globalization. “Global changes have made the global competence of Americans an essential ingredient for ensuring the nation’s security, economic competitiveness, foreign policy leadership, and ability to understand and meet global challenges in the 21st century. Global competence involves, among other things, having cross-cultural skills, foreign language proficiency, and ability to function effectively in other cultural environments and value systems.”

- ◇ Changes in goals and objectives from program proposal. The foreign language requirement in the program was modified several years ago due to the elimination of Portuguese and Russian, and curtailment of French and German at UNI. Currently, the program does not require that a student select a language based on their geographic area of focus; rather, the student is encouraged to do so.
- ◇ Projected and actual headcount enrollment for past five years. Projected annual enrollment in the program proposal was 20 students after Year 1. This was met except in 2013 and reached a high of 26 students in 2014.

Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
P	A	P	A	P	A	P	A	P	A
10	11	20	20	20	20	20	18	20	26

The elimination of Portuguese and Russian, and curtailment of French and German, likely had a negative, though short-term, impact on Global Studies enrollment because it decreased slightly in 2013. The significant from 18 to 26 between 2013 and 2014 shows that awareness of and interest in the program is occurring and activities promoting the program are working.

- ◇ Total number of credit hours delivered during the past five years.

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
88	160	180	144	208

- ◇ Number of graduates during the past five years. The increase in Global Studies graduates during the past five years attests to the continuing growth of the program.

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
0	3	3	5	10

- ◇ Number of graduates employed in field. .

AY 2010	AY 2011	AY 2012	AY 2013	AY 2014
				75%

Placement data were reported for the program in 2014. Based on first destination graduate statistics from the Office of Career Services, placements for 2014 and 2015 were 75%. Graduates found employment in a variety of sectors. Most recent placements include Grandview University in Des Moines; RDX Information Technology Services in Pittsburgh; and AmeriCorps. Students also appear to be pursuing graduate study; a number of students also pursue a Certificate in Non-Profit Management, with the goal of working in the non-profit sector.

- ◇ Program strengths.
 - ⇒ Global Studies is a broad interdisciplinary major that offers students extensive opportunities to study different major regions of the world and at least six major global thematic areas/concerns. This makes Global Studies attractive to a broad spectrum of UNI students as both a first or second major.

- ⇒ The Global Studies major attracts intellectually curious and ambitious students interested in social diversity and activism, civic engagement, employment in the non-profit sector in the U.S. and abroad, and graduate school.
- ⇒ The Global Studies major has strong advocacy and support from the dean of the college and the head of the History Department.

◇ Program concerns.

- ⇒ The greatest challenge for the Global Studies major is securing appropriate foreign language options for students. As noted before, foreign language offerings at UNI were reduced dramatically several years ago, which forced a change in the foreign language requirement. Prior to the cuts, many Global Studies students were able to study area-specific languages (e.g., Portuguese for Brazil/Latin America or Russian for Russia/Eastern Europe); thus, the cuts further reduced the “area-specific” character of the foreign language requirement. Now, because of the lack of foreign language offerings at UNI, the foreign language requirement can only be completed using languages offered at UNI (French and Spanish; and German and Chinese, two and three semesters, respectively) except for those students who have the financial resources to pursue extensive Study Abroad to learn a foreign language. This means that a Global Studies student focusing on Asia or Africa/Middle East or Russia/Eastern Europe may have to use Spanish to fulfill his/her foreign language requirement which takes away some of the effectiveness of the language requirement of the major.
- ⇒ The program director is responsible for many functions regarding the Global Studies major, including advising all majors, student recruitment, advertising, outcomes assessment, and coordination across campus offices with regard to student opportunities (Study Abroad, Career Services, Registrar). The challenge occurs due to the fact that the director receives only a single course release for this work, a practice begun in Spring 2016.

◇ Recommendations. There are several initiatives in progress or projected which will strengthen the program.

- ⇒ With regard to foreign language availability, a multi-pronged approach will be utilized. First, on-line options for foreign language study have been identified by working with UNI's Division of Continuing Education. The Global Studies director will work with this office to utilize courses offered at a variety of institutions, including the University of Iowa and Iowa State University, as a complement to the foreign languages available on the UNI campus (Spanish, French, Chinese and German). Out of state universities will also be identified that offer on-line instruction through at least the first-year level in, among others, Arabic, Japanese, Korean, Russian, and Hebrew. Second, we will continue to encourage Global Studies students to pursue area-specific foreign language study through Study Abroad, summer study in the U.S., the National Student Exchange program, and by competing for foreign language scholarships, such as the Boren Scholarship.

- ⇒ In order to build greater ties between UNI and Iowa's community colleges, the program director began a collaboration two years ago with Hawkeye Community College (HCC) which includes visits to HCC 1-2 times a year to speak with potential transfer students to publicize the Global Studies program. This collaboration will continue.
 - ⇒ A Global Studies website is being created.
 - ⇒ Social events and/or campus speaker will be hosted to continue to better publicize the program. Such activities will help to increase awareness and perhaps enrollment in the major.
 - ⇒ Recently, space in the History Department has been secured for the Global Studies students to meet and to build community. To further foster this, a Global Studies Club will be created at UNI. The club plans to integrate social media platforms, such as Facebook, to build further connections between its current members, the university community as well as Global Studies alumni.
 - ⇒ Conversations are on-going to develop a specific Global Studies Senior Seminar class. Discussions regarding feasibility/viability of such a course are ongoing with administration.
 - ⇒ Collaborations between UNI's Office of Career Services and the Global Studies major will be strengthened with the goal of providing Global Studies students greater opportunities for summer internships.
 - ⇒ The development of an outcomes measure for the Global Studies major has been challenging due to the geographic and thematic breadth of the major. A statement of student outcomes goals for the major was developed. Work will continue on developing outcome instruments and methods.
 - ⇒ The Global Studies Advisory Council will continue to provide guidance on the future direction of the major.
- ◇ Conclusions. Based on the results of the past 5-6 years, the Global Studies program is considered a successful program with consistent enrollment that can continue to grow.
 - ◇ Program improvements. Much of the work is ongoing to increase awareness and interest in the program to the internal and external student populations. Community college visits, website and space availability, and curriculum improvement can all enhance and elevate the program. There is a concerted effort to bring additional foreign language opportunities to the major.
 - ◇ Program cost. The program proposal indicated that there would be no additional costs associated with implanting the program.
 - ◇ Major changes planned for the next 2-3 years. No major changes are planned for the program. The goal of the director is to implement the recommendations and continue to increase enrollment in the program.
 - ◇ Program accreditation. None.

- ◇ Program revenue (tuition) for last year of enrollment data. It was \$82,576 based on the rate of \$397 per credit hour for tuition and fees and 208 credit hours generated from the required courses listed in the Global Studies program offered during the 2014-2015 academic year.
- ◇ Program expenditures for last year of enrollment data. It was \$42,016 based on 208 credit hours generated from the required courses listed in the Global Studies program offered during the 2014-2015 academic year and a per credit hour cost of \$202.
- ◇ Assigned program faculty. There are no specific faculty assigned for this interdisciplinary major. Until Spring 2016, the program director had not received course release or other financial compensation to oversee the program. Beginning in Spring 2016, the director received a three hour course release/year, which is 0.25 FTE.
- ◇ Additional information. None.

FOREIGN LANGUAGE REQUIREMENTS

The foreign language requirement in the Global Studies major was modified several years ago due to the elimination of Portuguese and Russian, and curtailment of French and German at UNI. See especially the bold and underlined sections below. The requirement in the original Global Studies proposal read:

FOREIGN LANGUAGE. Students must be able to demonstrate competence in a foreign language at the intermediate (second year) level. Language competency may be achieved through high school and college study (two years of high school study equals one year of college-level study), transfer credit, study abroad, native or heritage knowledge, or a combination of the above. Heritage speakers seeking to use their home/family language to satisfy the language requirement may be required to complete a placement exam. The language chosen to satisfy the language requirement **must be** used extensively in the student's geographic area of focus. However, because UNI has limited offerings in the languages of Africa/Middle East and Asia, with the approval of a Global Studies advisor, a student may use any foreign language offered at UNI to satisfy the language requirement for these areas. Students focusing on Africa/Middle East and Asia, nevertheless, are strongly encouraged to pursue area-specific language study through other venues.

The current requirement reads:

FOREIGN LANGUAGE. Students must be able to demonstrate competence in a foreign language at the intermediate (second year) level; however, foreign language study past the two year requirement is strongly recommended. Language proficiency may be achieved through high school and college study (two years of high school study equals one year of college-level study), transfer credit, study abroad, native or heritage knowledge, or a combination of the above. Students seeking to use four years of high school foreign language study to satisfy the language requirement will be required to complete a proficiency exam. Heritage speakers seeking to use their home/family language to satisfy the language requirement may be required to complete a proficiency exam. The language chosen to satisfy the foreign language requirement **should be** used extensively in the student's geographic area of focus. However, a foreign language not typically associated with the geographic area of focus may be used to satisfy the foreign language requirement as well. Students are strongly encouraged to pursue area-specific language study through available foreign language courses on the UNI campus (French, Spanish, and Chinese, though Chinese currently is offered only at the third semester level), and through on-line courses, summer study, or study abroad. See a Global Studies advisor for guidance on completing the foreign language requirement.

STUDENT OUTCOMES GOALS

Students who major in Global Studies will create their own unique programs of study through their selection of different thematic and geographic areas of study and their course selection, as well as through distinct foreign language study; therefore, student outcomes assessment for the Global Studies major will be complicated. The following outline presents the general student outcomes goals for Global Studies majors, who will receive a copy of these goals upon entering the program and will be asked to work toward them. The anticipated instruments for measuring these goals will be: 1) student survey upon entrance into the program; 2) student survey near the completion of the program; 3) portfolio of selected papers, exams, and activities showing student progress toward achieving program goals; and 4) degree audit (i.e., course selection) analysis upon completion of the major. Global Studies majors also will be encouraged to take a very active role in planning for life beyond UNI. A separate survey will gauge students' use of UNI resources to plan for future careers and/or graduate education.

I. COMPONENT AREA	KNOWLEDGE OF
1. Core (enhanced by knowledge gained from Liberal Arts Core courses)	<ul style="list-style-type: none"> a. Global demographic and cultural diversity b. Evolution of modern state system and dynamics of relations between states c. Western Civilization and its impact on the world d. Globalization – economic, technological, cultural, and political dimensions
2. Thematic Area	<ul style="list-style-type: none"> a. Thematic area of study (i.e., what are the main problems the thematic area deals with and how have they evolved over time?) b. Political dimensions of thematic area of study (i.e., how do political issues affect the problems the thematic area deals with?) c. Economic dimensions of thematic area of study (i.e., how do economic issues affect the problems the thematic area deals with?) d. Globalization effects on thematic field of study and contribution to globalization of thematic area of study.
3. Geographic Area	<ul style="list-style-type: none"> a. A world region or one major country of the region (i.e., knowledge of its history, religion, art, literature, values, lifestyles, etc.) b. Political dynamics of region/country of study c. Economic system(s) of region/country of study d. Globalization effects on region/country of study, and contribution to globalization of country/region of study.
4. Foreign Language	<ul style="list-style-type: none"> a. A foreign language at the intermediate level (i.e., two years of collegiate study).

II. SKILLS/COMPETENCIES. GLOBAL STUDIES MAJORS WILL:

- ⇒ Be able to assess and investigate international/global problems, especially in their thematic area of study, through a multidisciplinary lens (i.e., from different disciplinary perspectives)
- ⇒ Be able to assess and investigate international/global problems, especially in their thematic area of study, through an interdisciplinary lens (i.e., from different disciplinary perspectives into a comprehensive perspective)
- ⇒ Be able to assess and investigate societies and countries in the world, especially those in their geographic area of study, through a comparative lens, recognizing that no people/nation in the world is qualitatively better than any other
- ⇒ Be able to assess and investigate the present through the past (i.e., a historicist perspective), recognizing that to understand the present and to craft solutions for contemporary problems relies significantly on understanding how the past lives in the present
- ⇒ Be able and willing to interact with non-English speakers in the U.S. and abroad, respectful of their unique language(s), history(ies), and lifestyle(s)
- ⇒ Read, write, and speak a foreign language at the intermediate level (i.e., second year)

III. OVERARCHING PROGRAM GOAL (deriving from I and II)

As chemistry, physics, math, history and political science departments produce young chemists, physicists, mathematicians, historians and political scientists, so the overarching goal of the Global Studies major will be to create young “globalists.” Odd as this may sound, it may be the most tangible way of describing the larger goal of the Global Studies major, i.e., the training, in particular from the humanistic and social scientific perspectives, of individuals who are distinctly aware of global issues and concerns and their influence on domestic and local affairs and events, yet equally ones with knowledge of a specific major global concern and of a major area or country of the world.

ADDITIONAL GOAL: CAREER AND GRADUATE SCHOOL SEARCH SKILLS

Global Studies majors will:

- ⇒ Be able to utilize University of Northern Iowa resources, such as the Career Center and faculty, to explore Global Studies career options and to search for employment in fields such as government, business, non-governmental organizations, foundations, teaching, and journalism/media
- ⇒ Be able to utilize University of Northern Iowa resources, such as the Career Center and faculty, to pursue graduate education in global/international studies or in a related field