International Studies Program Five-Year Review 2010-2011

Note: All annexes, syllabi, and faculty resumes are posted to the CAPR Sharepoint page.

1. Summary of the Program

The International Studies program (INTS) is a unique interdisciplinary and inter-college (College of Letters Arts and Social Sciences and the College of Business and Economics) program that integrates academic study in multiple disciplines with foreign language acquisition and international field experience. Students must achieve intermediate competency or better in one language other than English and participate in study abroad or an internationally oriented internship (in the Bay Area, in Washington, or overseas). Built around a core of seven courses augmented by a four-course concentration and three upper division electives, the International Studies Major permits students to develop a highly personalized academic plan driven by individual interest and career goals. INTS features an intensive advising and assessment plan through which students identify their goals and skill weaknesses when they enter the program, report on their progress, and estimate their success upon graduation. The INTS assessment program uses a reporting system from core-course instructors and internship supervisors to track individual growth in key academic and career skills. The INTS assessment plan has been in place since 1998.

For the university, INTS is a curriculum multiplier, recombining courses all across campus originally designed as part of another program and giving them a different curricular setting. The INTS program juxtaposes courses in different disciplines and allows students to see issues from multiple perspectives.

The International Studies program embodies the mission, values, and vision of the university. It is a multicultural learning experience that results in multicultural competence. It promotes global social responsibility, civic engagement and community service. It addresses major global issues while actively creating a welcoming community atmosphere inclusive of students of different backgrounds.

Lower-division requirements include a course in cultural anthropology or geography, an economics course (preferably Macroeconomics), and a course in economic geography. Students must complete two years of a second language or demonstrate equivalent proficiency.

The upper-division consists of three required core courses, a social science methods course, an internship (or study abroad), and seven additional courses including four clustered in an Emphasis. The upper-division core consists of INTS 3100 (Global Systems), which integrates the various strands of the major, and INTS 4500 (Senior Seminar), which serves as the capstone experience. In addition, students must take HIST 3017 (20th-Century World). The methods course may be selected from a list of twelve courses; in practice, most students choose from a methods course in Sociology, Psychology, Political Science, or Communications. The current array of
methods courses is advantageous for students pursuing a second major or a minor. The four-course Emphasis may be fulfilled by taking upper-division international courses grouped by department, by geographical area, or by topic. Students must take three additional upper division international electives of their choice in a minimum of two different departments. Students may select from courses in CLASS as well as upper division international courses in Economics, Management, Finance, and Marketing.

There is also a minor in International Studies requiring two lower-division courses, one year of a second language, INTS 3100 (Global Systems) and four upper-division electives.

International Studies majors are encouraged to study abroad. Even some international students who study a third language while at CSUEB avail themselves of the CSU's international programs. However, for those who are not able to study abroad for reasons of family, employment, or cost, the alternative is to complete an internationally oriented internship either overseas or in the Bay Area. If local, the internship must either include the use of second language skills or involve work with a company or organization involved in international activities.

In the face of a drastic reduction in the number of course offerings across campus, the INTS program has been cautious about implementing any programmatic changes, such as options, that reduce student options or slow the pace toward graduation. Nor has INTS made any resource demands on the university, such as requesting a separate INTS methods course. Most importantly, the INTS Committee concluded that language acquisition remained a core mission of the program.

The INTS program has had an assessment program based on student learning outcomes since 1998. Portfolio-based advising is able to track individual student progress and aggregate the degree to which each graduating class meets the program goals. Data collected appear in each annual report and in the previous five-year review. When they enter the program, students identify the skill areas they need to improve. The program steers students towards university resources available to assist them. The intensive process writing assignments in INTS 3100 and INTS 4500 are designed to promote skill acquisition in the areas that students have identified and that relate to the Student Learning Outcomes. See INTS Mission Statement and Program Goals (Annex 1).

The number of INTS majors increased from 47 in 2005 to 79 in 2009. Two-thirds of the majors have remained female. Asian/PI students (separate from Asian international students) grew from 13% to 23%. Whites (separate from European international students) grew from 3% to 25%. There was a decline in the international student population from 40% of majors in 2005 to 17% in 2009.

Of 32 graduating seniors in INTS 4500 in Spring 2010 15 entered CSUEB as Freshmen, 19 transferred from a community college, and 3 transferred from another 4-year institution. Almost 50% entered CSUEB as Freshmen, above the university average.
International Studies shares administrative support staff with the Department of Political Science. There is a single S and S budget. However, the INTS major is programmatically separate from Political Science. It is overseen by and all program changes are made by the INTS Faculty Committee composed of faculty from Anthropology, Geography, History, Latin American Studies, Modern Languages, and the College of Business and Economics. The director is full-time in the Department of Political Science and teaches the two INTS courses as part of his regular teaching load. In addition, he supervises all of the INTS internships as an unpaid overload. He receives four units of release time to direct the program. The INTS Program has no tenure-track positions.

Current member of the INTS Faculty Committee:

- Norman Bowen, Political Science (Director, INTS)
- Vahid Fozdar, History (Director of Asian Studies)
- Iliana Holbrook, Modern Languages (Former chair Modern Languages)
- David Larson, Geography (Chair of Geography)
- Laurie Price, Anthropology (Chair of Anthropology)
- Carlos Salomon, Ethnic Studies (Director of Latin American Studies)

Only three courses INTS 3100 (Global Systems), INTS 4100 (International Field Experience [internship]), and INTS 4500 (Senior Seminar) have INTS prefixes. Numbers in these courses have grown with the major. INTS 3100 grew from 23 in 2005 to a high of 47 in 2009. Students taking the internship (all quarters combined) grew from 7 in 2005-2006 to 18 in 2009-2010. Students in INTS 4500 increased from 10 in 2005 to 34 in 2010. The two INTS denominated courses are offered once a year. The other required courses in the major are scheduled by their respective departments. The director coordinates with the participating departments to minimize any scheduling overlap among the courses required for INTS majors.

Formal advising such as graduation checks is performed by the program director. Advising and course approval for the Emphasis and Upper Division Electives are handled by the director or by members of the INTS Faculty Committee in their respective disciplines.

The INTS Program recruits actively in Bay Area community colleges through an annual mailing and periodic campus visits.

The INTS Program makes no special resource demands. INTS students are required to consult with librarians for their research papers. INTS courses use Blackboard as support for in-class delivery. All of the INTS required courses, whether offered by the program or not, currently use in-class delivery. An increasing number of
courses from which INTS majors choose for their Emphasis and Upper Division Electives use on-line delivery. This has become problematic for international students, who generally do not like or resent on-line courses and are prevented by university rules from taking more than one on-line course per quarter.

The INTS major requires a total of 180 units, including from 58 to 85 units in the major depending on the number of language courses the student is required to take.

2. Self-Study

2.1 Summary of Previous Review and 5-Year Plan

The last outside reviewer recommended that the International Studies program experiment with relaxing or eliminating the second language requirement. The reviewer also suggested a simplification of the major by the addition of options along with the diversification of core-course requirements. A further recommendation was to spread the advising load to other members of the INTS Faculty Committee.

Language Requirement Foreign languages are vital for any university with a multicultural and international mission. Second language acquisition has always been a defining feature of the INTS program to be abandoned with great reticence. The growth in the number of INTS majors seems to confirm the viability of the program with the current language requirement, especially when global interdependence, the explosion of international job opportunities, and the growing language diversity of the American population make language skills ever more valuable.

The INTS language requirement involves intermediate competency in a non-native tongue. Graduation from a non-English speaking high school automatically fulfills the requirement. Students may complete the requirement through course work or through an equivalency exam. Many INTS majors arrive with native language competency in a language other than English. In addition, the Department of Modern Languages has discontinued or cut back on its course offerings. The outside reviewer advised the Program to consider adjusting or eliminating the foreign language requirement, perhaps beginning with the minor.

The INTS Faculty Committee continues to see language acquisition as an essential characteristic of the program, to be encouraged rather than discouraged. While international students who have completed high school in a language other than English are automatically considered to have completed the requirement, nearly all of them begin or continue language study in a third or a fourth language. California resident students with heritage languages take language courses to consolidate their second language skills. Most INTS majors take language courses even if they are already fluent in one language. 16 of 19 graduating seniors reported that they had improved their second (or third, fourth, or fifth) language skills while at CSUEB (including community college courses, CSUEB language courses, private language schools, and study abroad). Many INTS majors avail themselves of the option to fulfill their lower division Humanities requirement with a
year of a foreign language (Annex 2: 2010 Exit Survey). International Studies provides an incentive for students to improve their foreign language skills.

Analysis of the transcripts of 27 students in INTS 4500 in Spring 2010 showed that 5/27 took no additional language; 13/27 took two full years of language starting with Elementary I; 5 students took one or more years of a third language; 2 students started above the elementary level. 22/27 took university-level language coursework.

The decline in foreign language offerings at CSUEB has made completing the language requirement more difficult for INTS majors. Russian, German, Portuguese, and Italian have all been discontinued in the past ten years due to retirements. Currently only one year of French is being offered. The French major was temporarily suspended. The recent hire of a new full-time faculty member should permit the revival of the French major. In 2010-2011 only Spanish, Japanese, and Chinese are being taught at the second year or above. The addition of two Afghan languages in 2010-2011 was a welcome reversal of recent trends. INTS majors who are not able to complete their language requirement at CSUEB are encouraged to do so through community colleges, nearby CSUs, or UC Berkeley. Several students have completed the requirement through private language classes. The INTS Faculty Committee authorized the use of one year of two different languages for completion of the language requirement in extreme cases where the student made a good faith effort to complete the requirement but was prevented from doing so due to cancelled classes or program retrenchment. Currently, this option is available at the discretion of the advisor (1-2 students per year); the Committee does not want make it a declared policy at this time.

Second language acquisition is a badge of honor that INTS majors wear with pride. They share experiences and urge each other on. The common experience of language acquisition helps to shape the INTS student community. Students taking foreign languages are particularly empathetic with the international students who do their entire university studies in a foreign language. A special bond forms between international students from Japan, China, and Korea and U.S. residents learning those languages. The INTS program has started one-on-one language sessions where U.S. students exchange practice in English for practice in a foreign language.

Formal Options An analysis of student interests, set against the cuts in course offerings, led the INTS Faculty Committee to delay serious consideration of formal options. The current four-course Emphasis may be completed in one of three ways: four international courses in a single department; four courses from any department on one geographical region; four courses on one topic. Students may also create their own emphasis. An Emphasis Brochure (Annex 3) lists the courses that may be used to complete different emphases and includes a representative sample of topics.

This breadth permits the INTS program to respond to the variety of student interests while permitting last minute substitutions that allow students to graduate. This is especially critical since the INTS program does not control the scheduling of the vast majority of courses in which INTS students enroll. In addition, the current system encourages students to minor in their area of emphasis, thus increasing the number of minors in other departments and regional programs.
Students in the INTS major have a very broad range of interests, which are reflected in their choice of major Emphasis. Anthropology, Geography, and Political Science are common disciplinary emphases. Latin America and Asia are popular regional emphases. A regular choice is Business and Economics. However, these larger clusters are far from defining the full range of INTS student interest. Some students have very specialized interests and career goals that can only be accommodated by the Emphasis format. Recent examples include Religion, Global Health, International Sports, Human Rights, Migration, the Environment, and Women. In these topical emphases, the student works with an advisor to identify courses with relevant course content (sometimes outside of CLASS and CBE) and contacts course instructors to obtain their approval relative to the focus of the Emphasis. Restructuring the INTS major to add Options and eliminate Emphasis would prevent students from pursuing these highly individualized academic paths.

Complicating course selection for INTS majors was the decision by the College of Business and Economics to give preferential registration to their own majors. This practice has had the effect of blocking or delaying INTS majors from taking upper-division courses in international business and economics.

Students in INTS 4500 in Spring 2010 had the following range of declared emphases:

- Anthropology (2)
- Geography (2)
- Economics (1)
- Political Science (5)
- Asia/single Asian Country (6)
- Europe/single European country (3)
- Business and Communication (1)
- Development (3)
- Language and Culture (2)
- International Sports (1)
- Human Rights (2)
- Immigration (1)

Adding choice to core requirements. The committee has not implemented the recommendation to increase the number of courses that could be used to fulfill the core requirements, believing that the skeletal core should remain intact in order to provide INTS students with program coherence. However, the director allows substitutions for some core courses for students approaching graduation who have been unable to schedule a specific course.

Advising With respect to advising, several changes were made. Students are encouraged to seek out faculty members with an interest in their Emphasis to provide career guidance and to assist in course selection. Faculty in the departments of Anthropology, Geography, History, Latin American Studies, and Political Science are involved. INTS students praise the assistance that they receive from the faculty in these departments. All departments that teach one of the INTS core courses are represented on the INTS committee. However, the decentralization of formal advising was deemed impractical. The director still meets all new students, completes a personal assessment and career questionnaire with them, updates many of their major worksheets, supervises their internships, pre-approves study abroad courses and evaluates study abroad transcripts, maintains the assessment portfolios, verifies the major check sheet, and sends out a quarterly list of courses from across campus that may be used in the major.

Social Science Methods Requirement The outside reviewer recommended creating a dedicated INTS methods course, since the existing courses that may be used to fulfill this requirement are mostly offered for majors in departments without an international focus.
The INTS program did not propose a new methods course for two reasons. First, the budget crisis seemed to caution against new course initiatives. Second, while some students wonder about having to take methods courses without international content, they overwhelmingly support the methods requirement, mostly enjoy the courses and sometimes use their methods course as part of a minor or double major. A required INTS methods course would discourage such academic breadth or would slow student progress toward graduation. This could be addressed by allowing substitutions, but substitutions would then reduce the demand for the INTS methods course. Students in INTS 4500 in Spring 2010 completed the social science methods requirement with the courses in the following disciplines: Anthropology (2); History (1); Management (2); Philosophy (1); Political Science (6); Psychology (10); Sociology (8).

Aligning the major with the minor. The lower-division requirements in the major do not correspond exactly with those in the minor. The outside reviewer suggested that the lower-division options be comparable, thus facilitating the ease with which students could upgrade from a minor to a major in INTS. The INTS Faculty Committee has considered this recommendation. The main change would be to introduce a new required course in International Relations, perhaps as a substitution for HIST 3017 (20th-Century). Implementation of this recommendation would increase the range of lower-division courses that students could take. However, it would also dilute the lower-division experience. Similarly, the INTS Faculty Committee has considered increasing by one the number of lower-division courses that can be applied to the INTS major so that courses like World Politics, Introduction to International Relations, and Introduction to Comparative Politics taken at a community college or at CSUEB could count towards the INTS major. The Committee resisted the idea of adding a specific Political Science requirement during a period of budget cuts and retrenchment.

Course Scheduling The outside reviewer recommended developing a long-term schedule of course offerings in order to facilitate student planning. Such a schedule already exists for the core lower and upper-division courses in the major. Anthropology, Economics, Geography, and History offer their courses on a set schedule that is conveyed to INTS majors when they first join the major and during quarterly advising. INTS core courses are also offered according to a regular schedule that is indicated on the advising worksheet that students receive during their first advising appointment. Students are encouraged to ask specific departments about when the courses for their Emphasis will be offered.

2.2 Curriculum and Student Learning

Student Learning Outcomes Assessment INTS student learning outcomes are focused on skill development, specifically in the areas of oral communication, written communication, and research skills. During the first advising meeting, students (in discussion with the director) identify the areas that they need to work on and identify the measures that they can take to facilitate improvement. The student is made aware of and encouraged to make a commitment to use existing campus resources (Library, SCAA, Communication Lab). INTS 3100 is structured to permit students consciously to work on
skill development. They must complete a 10-page research paper after previously submitting a topic with a research plan, a preliminary outline and bibliography, a full outline and bibliography with a thesis statement, and an introduction. INTS 4500, the senior seminar, is designed to measure progress towards the skill goals. However, it also uses a process approach to maximize the chance of student success. In both courses, all students who submit papers graded C- or below are required to revise and resubmit. All other students may also rewrite in order to improve their grade. The instructors in the INTS core courses are asked to fill out skill assessment grids on each INTS major (Annex 4). These grids become part of each student’s advising portfolio, assist the director in advising students, and are tallied at graduation to determine individual skill development. Instructors in INTS core courses regularly inform me director of students who are struggling, have problems, or are in need of special attention. A further component of the portfolios, paper copies of the papers written in INTS core courses, has been discontinued, at least until electronic portfolios can be created. Efforts to have members of the INTS Faculty Committee read the portfolios and compare their evaluation of the quality of the work proved to be a major work-load issue, too time consuming, and impractical to implement. The sense within the faculty of an ever-increasing workload makes the regular evaluation of even electronic portfolios problematic.

Graduating seniors credit the INTS program with having a positive impact on their skill development in the areas of writing, speaking, and research. 19 students said the Program had helped them to improve their writing. One student disagreed. Comments included “a lot more than the WST exam” and “most of the writing I did [at CSUEB] was in International Studies” (Annex 2).

The INTS program makes a major effort to promote the use of the Student Center for Academic Achievement. In INTS 3100 during Winter 2010 8/40 were referred to SCAA. In INTS 4500 during Spring 2010, 8/35 students were referred to SCAA (Instructor records). As graduating seniors, 8/19 INTS majors said that they had used and had benefited from SCAA (Annex 2).

In Spring 2010, graduating INTS students were unanimous in crediting the INTS Program with improving their research skills. 20/20 seniors agreed with this assessment, including one who added “more than GE.” Part of that success may be attributed to the reference librarians. Students in INTS 3100 and INTS 4500 are “required” to seek assistance on their paper from a librarian. 19/21 had consulted a reference librarian and had found the experience helpful. 2/21 found the librarians somewhat or not helpful (Annex 2). The INTS program is especially grateful for the enthusiastic cooperation of the reference librarians, especially Tom Bickley. A more detailed description of how Tom Bickley, the library liaison, works with the INTS students is attached (Annex 5).

Graduating seniors also believed that the INTS Program had helped them to develop their English speaking skills. 15/17 attributed such benefit to INTS. One disagreed and one said that he/she already had “active” speaking skills. 6/18 students said that they had made use of the Communication Lab (Annex 2).
There are some consequences to this intensive focus on skill development. In INTS 3100 in Winter 2010, 12/45 students initially received a grade of Incomplete, primarily for the purpose of completing or rewriting the research paper in order to receive a passing grade on the paper and in the course. Only four of those students finished the incomplete within one quarter. In INTS 4500 in Spring 2010, 8/34 initially received a grade of Incomplete in order to complete the seminar paper or to rewrite it for a passing grade. Three successfully completed the course within one quarter. Students receiving incompletes fall into one of four categories: international students with weak English skills; students who admit to taking too many units; students who admit to working too many hours; students facing unexpected problems (family, personal health). In no cases in INTS 4500 has a student claimed to have worked two hours outside of class for every hour of class time (the expectation stated in the university catalogue) and still needed an incomplete in the course.

The INTS assessment program attempts to track individual skill development in Oral English, Written English, and Research Skills from a student’s entry into the program through to completion of the Senior Seminar. Competency or greater in these skills compose the measurable INTS Student Learning Outcomes. The evaluation categories are as follows: Recommend Tutoring; Needs Improvement; Competent; Area of Strength. Indicators for each SLO vary somewhat depending on the course. These are categories included on the INTS Individual Assessment Grid that are completed for individual students by instructors in the INTS core courses (Annex 4). A review of the 30 advising portfolios of Spring 2010 graduates revealed the following results. Four portfolios had 1 grid; 12 portfolios had 2 grids; 10 portfolios had 3 grids and 3 portfolios had 4 grids.

The INTS program also has content-related Student Learning Outcomes based on successful completion of the core courses and an intercultural competency SLO based on successful completion of the internship or study abroad.

Level reached on SLOs by graduating seniors in Spring 2010

(From INTS 4500 individual assessment grids.)

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Recommend Tutoring</th>
<th>Needs Improvement</th>
<th>Competent</th>
<th>Area of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral English</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Written English</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Research Skills</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>
Improvement on SLOs since declaring the major by number of categories for graduating seniors in Spring 2010.

(Students for whom the SLO was already an Area of Strength on the earliest grid would show no improvement.

<table>
<thead>
<tr>
<th>Improvement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td># of categories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Oral Improvement**

| # of categories | 9 | 12 | 5 | 0 | 0 |

**Written Improvement**

| # of categories | 6 | 12 | 5 | 0 | 0 |

**Research Improvement**

| # of categories | 5 | 13 | 3 | 0 | 0 |

The current system of assessment grids is helpful for advising and allows for some quantification. However, it is cumbersome, far from universally implemented, and experienced as a burden by the instructors. The INTS Committee has had discussions about finding a substitute. The most promising alternative would be to build the assessment SLOs directly into Blackboard grading so that the results could be aggregated more easily. The Program is currently exploring this approach. For prior SLO assessment aggregation see annual reports (INTS Annual Reports Folder).

**International Field Experience** The INTS major has an international field experience requirement that may be fulfilled through participating in study abroad or engaging in an internship overseas or in the Bay Area. Over half of the INTS majors participate in study abroad (10/16 from Spring 2010 Exit Survey, Annex 2). INTS majors studied in China, France, Japan, Italy, Republic of Korea, Poland, Spain, and the United Kingdom (Northern Ireland). All participants considered their study abroad experience to be exceptional and thoroughly worthwhile (Annex 2). INTS majors are encouraged to study abroad. In some years, all CSUEB study abroad applicants are INTS majors. The flexible nature of the Emphasis and the Upper-Division Electives makes it possible for INTS students to apply most or all of the study abroad content courses to the INTS major. This reduces the disruptive impact of study abroad on progress towards graduation.
Of those students who completed their internships between Fall 2008 and Summer 2010, 18/22 internships were located in the Bay Area while 4 were overseas. 18/22 interns used their second language in their assignment. 11 interns worked in non-profit organizations; 7 worked in companies; three worked in schools. Six of the organizations were found through the International Studies internship data-base. Others were found through personal searches or through word of mouth within the INTS student community. The internships are reflective of the wide range of career, political, and academic interests of the students. Two students performed prestigious internships with international organizations, one with the United Nations Development Programme and one with the International Labour Organization. The INTS Program has regularly lobbied the CSU International Programs to develop internship opportunities in conjunction with study abroad programs.

The following is a list of the internships completed by INTS majors between Fall 2008 and Summer 2010:

Alco Iron and Metal (import-export)
American Federal Contractors (private military contractor)
The American Friends Service Committee (conflict resolution)
Asante Africa Foundation (runs schools in Africa)
A.Z. USA, Inc. (Japan-US trade/business facilitator)
Bay Area Immigrant and Refugee Services (refugee assistance)
Central American Refugee Committee (refugee assistance)
Deaf Japan (teaching American Sign Language)
East Bay Japanese School (teaching Japanese language and culture)
Embracing the World (international humanitarian organization)
Global Signature (corporate relocation assistance)
Green Citizen (recycling)
International Institute of the Bay Area (immigration assistance)
International Labor Organization, a U.N. agency in Geneva (child mining program)
International Rescue Committee (refugee placement and assistance)
Korean Community Center of the East Bay (cultural/assistance organization)
O.S. Food, Inc. (import-export)
Travel Tokyo (travel agent)
United Nations Development Programme, Afghanistan (consultant/writer)
World Affairs Council of Northern California (public education)
United Nations Association East Bay (non-profit education and advocacy)

**Assessment of INTS Interns by the Intern Supervisors**

The one external source of assessment that we have for the work performance of INTS majors is the evaluation of the internship supervisors in non-profit and corporate organizations. In short, internship supervisors were very positive about the performance of INTS interns in 2009-2010. Interns were punctual, dependable, and enthusiastic. Communication skills were slightly lower than the overall evaluation. However, evaluations of all criteria were either Excellent or Very Good. Nine work performance evaluations have been aggregated below. These results are consistent with past years (INTS Annual Reports Folder).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exc</th>
<th>V good</th>
<th>Average</th>
<th>Improve</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Work</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to Learn</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Relations with Others</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to Communicate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Verbal</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Listening/Comp</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attitude</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Judgment</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attendance</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Punctuality</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Program Coherence** According to the Senior Exit Survey, the structure of the INTS major continues to find favor with students. According to the Exit Survey, graduating seniors are unanimous in feeling that the INTS courses fit together well, that any overlap in course content is stimulating and beneficial, and that they are satisfied with the current
curriculum. Students reported very favorable evaluation of all core courses (ANTH 1300, GEOG 2300, GEOG 2310, ECON 1000/2301/2302, INTS 3100, INTS 4500, HIST 3017). The only exception is the social science methods requirement. Some students point out the lack of international content in the available courses; others question the relevance of the requirement. However, according to the Exit Survey, most students believe that the methods requirement should be retained (Annex 2). The last outside reviewer’s recommendation that a dedicated INTS methods requirement be created has been put on hold because of the budget crisis.

Comparison with other INTS Programs

There are two different models for international studies programs. The more frequent is the interdisciplinary-interdepartmental model, which incorporates courses from several departments into a defined course of study. Courses designed for other majors are selected to cover a range of subject areas. The program becomes the sum of these parts blended together with a limited number of INTS designated courses. The programs at Sonoma State, San Jose State and UC Santa Barbara are built on this model. Some INTS programs, like the one at Sonoma State, are nominally part of a traditional department, in this case Geography, while courses are taken in many departments. In the second or departmental model, represented by the Global Studies Department at CSU Monterey Bay, the courses themselves are interdisciplinary and are taught primarily within the major department. The alternative model was possible for CSUMB because the program was created along with the founding of the university. In all the other programs, including the CSUEB program, INTS was established after the consolidation of a more traditional departmental structure.

International studies programs share a certain number of characteristics. All require at least two years (or the equivalent) of a second language. All encourage or require an international experience (study abroad or an internship), which includes an option for fulfilling the requirement at home. Requirements vary from program to program. Some programs involve the humanities including literature, theater and the arts. Others are almost exclusively composed of the social sciences. The CSUEB program includes international courses from College of Letters Arts and the Social Sciences (CLASS) and the College of Business and Economics (CBE). Courses in Philosophy, Modern Languages, and Ethnic Studies are included, but not courses primarily devoted to literature, theater or music.

San Jose State recently inaugurated an on-line Global Studies Program in collaboration with San Diego State and CSU Monterey Bay. Students are expected to have previously completed their lower-division studies and their foreign language requirement. The on-line Global Studies degree is a cohort-based program in which a limited number of required courses are offered in a specific sequence over a two-year period. The on-line degree program is offered through Continuing Education.
2.3 Students, Advising, and Retention

INTS has experienced substantial growth in numbers over the past five years while the number of available courses has declined. From 47 in Fall 2005, the number of declared INTS majors increased to 79 in Fall 2010. Numbers in upper-division core courses has also increased, most critically in the Senior Seminar (capped at 25), which enrolled 34 in Spring 2010 (including 5 who were permitted to complete the requirement in a concurrent Political Science seminar taught by the same instructor). Over four quarters in 2009-2010, 18 students took INTS 4100, the internship course. The contraction of the number of sections being offered all across campus has led to the increased use of substitutions and waivers in order to allow students to graduate in a timely fashion. Primarily, the INTS majors take courses in other departments and are at the mercy of departmental scheduling decisions. Nowhere is the decline in course offerings more acute than in foreign languages, a development that has led a growing number of students to complete their language requirements at other colleges and universities. However, this disadvantage is compensated by the fact that INTS majors are able to choose from a large number of courses with primarily international content offered by thirteen different departments and programs. Thus INTS students may not be able to register for their preferred courses, but they will have more choices than a student limited to the major offerings of a single department.

The growing number of on-line courses poses a special problem for students in the International Studies Major. First, on-line courses are simply inappropriate for international students who have come to study in the United States; their existence undermines the logic of study abroad. Second, having recognized this contradiction, the university restricts to one per quarter the number of on-line courses that an international student may take. This limits the effective course offerings for international students, putting them at a disadvantage relative to other students and slowing their progress towards graduation.

The across-the-board reduction in the number of course offerings in most departments combined with the higher percentage of courses with enrollment caps has complicated the completion of core courses and the Emphasis for INTS majors and, in some cases, has slowed progress toward graduation. However, the inherent flexibility of the Emphasis and the relative ease with which students can switch emphases with the assistance of an advisor have allowed the INTS major to weather this storm. Students are less likely to find the exact courses they want, but they are able to find courses that they can use.

Especially problematic for INTS students was the decision of the College of Business and Economics to give priority enrollment in upper-division CBE courses to CBE majors. This has made completion of an Emphasis in Business and Economics challenging. The CBE has been unsympathetic to the argument that these courses are required for the INTS major and that, therefore, INTS majors should receive equal access to them. The position of CBE is especially surprising, since the INTS major was a joint creation of CLASS and CBE.
INTS majors are encouraged by advisors to pursue complementary minors or majors whenever possible. Students interested in international politics and organizations and who make their Emphasis Political Science or International Relations often minor in Political Science as well. Students declaring Geography or the Environment as an Emphasis may minor in Geography. An Emphasis in Anthropology or Language often results in a minor in Anthropology. An INTS major with an Emphasis in Asia or Latin America is a natural candidate for a minor in Asian Studies or Latin American Studies. Some INTS majors graduate with a double major.

Most INTS majors take more than four years to complete their degree, whether they are international students or not. Only 3/18 graduating seniors said that they were graduating within the traditional four years. Reasons cited for this delay varied: study abroad (2); part-time student (1); full-time employment (4); added minor or double major (2); took time off (2); uncertainty about major or change of major (4); course reductions (2) (Annex 2).

**Student Demographics**  Students in the INTS major continue to be a wonderful blend of international students, first and second-generation immigrants, and students with international experience and students seeking international experience and careers. They constitute a special community of second language learners, a mutual admiration society of students who understand the challenges and the rewards of learning another language and living in another country. INTS majors establish informal networks that continue to function after they graduate.

<table>
<thead>
<tr>
<th>Majors</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>31</td>
<td>42</td>
<td>48</td>
<td>47</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>Unknown Ethnic</td>
<td>7</td>
<td>12</td>
<td>16</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Am Indian/Ala</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Multiple Ethnic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>19</td>
<td>17</td>
<td>14</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>
Degrees Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Minors</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Student Level Analysis of the transcripts of students in INTS 4500 in Spring 2010 indicates that 15/32 had entered CSUEB as Freshmen, 19/32 transferred from a community college, 3/32 transferred from another 4-year institution. For this graduating class, nearly 50% entered CSUEB as Freshmen, a much higher percentage than the university average.

<table>
<thead>
<tr>
<th>Entered CSUEB</th>
<th>As Freshmen</th>
<th>Community College</th>
<th>Other 4-yr school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>15</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>

Faculty and Academic Allocation The director is full-time in the Department of Political Science. He teaches the two INTS courses (INTS 3100 and 4500) as part of his regular teaching load. In addition, he supervises all of the INTS internships as an unpaid overload. He currently receives 4 units of release time to direct the program. His release time was increased to two courses per year following the recommendation of the outside reviewer in 2005. The reduction to one course occurred in 2009-2010 as part of budget retrenchment.

Course Data

<table>
<thead>
<tr>
<th>Course</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 3100</td>
<td>(Global Systems)</td>
<td>23</td>
<td>28</td>
<td>28</td>
<td>36</td>
<td>47</td>
</tr>
<tr>
<td>INTS 4500</td>
<td>(Seminar)</td>
<td>10</td>
<td>18</td>
<td>9</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>INTS 4100*</td>
<td>(Internship)</td>
<td>05/06</td>
<td>06/07</td>
<td>07/08</td>
<td>08/09</td>
<td>09/10</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>16</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

*Taught as an unpaid overload by the director.

Climate Lacking any specific prior data relative to climate, the INTS program conducted an anonymous climate survey in INTS 4500 in Spring 2011. The questionnaire was completed by 26 students (Annex 8). The questionnaire asked students if they had experienced the INTS program as “welcoming to students of all different backgrounds;”
if they thought that the INTS program “provide[d] a supportive learning environment in which diverse views can be expressed;” if “individual International Studies courses [were] welcoming to students of different backgrounds;” and whether “individual International Studies courses provide[d] a supportive learning environment in which diverse views are presented and can be expressed.” Overwhelmingly, INTS students were quite positive about the climate of inclusiveness in the program and in its various courses.

INTS was viewed as an especially welcoming program, open to students of all ethnic backgrounds, and accommodating to ESL students. It was seen as open to everyone with staff and professors who were very receptive to students. One student said that it felt like being part of a team. Nearly all students agreed that the INTS program created a “supportive environment in which diverse views can be expressed.” One mentioned the “open environment.” Another spoke about the many opportunities to express oneself. The professors were considered “open minded;” “students were encouraged to participate” and to express “diverse views.” Another student noted, “you see international students expressing their opinions.” Finally, “INTS has a great learning environment.” Students appreciated the specialized tutoring provided by the program.

Answers to the question about whether individual INTS courses were “welcoming to students of all different backgrounds” were nearly all positive. Professors “often want the opinion of students of all different backgrounds.” Professors “can appear intimidating perhaps even more to people from different backgrounds, but they are definitely welcoming once you get the hang of it.” “I see different ethnicities in the classes and everyone is allowed to express their opinions.” One student thought that the welcoming nature of the INTS courses was due to the fact that “the teachers of the subject have first hand experience in the international field.” Another felt that “professors have been fair to all; each person, regardless of their capabilities, is given equal opportunity to participate.” One student wrote: “I am shy myself but every time I meet someone in the INTS major they are always helpful and welcoming.” Another concluded: “I was not born in the U.S., and I always felt respected and welcomed.”

All but one student (who was not sure) also felt that “individual INTS courses provide a supportive learning environment in which diverse views are presented and can be expressed.” INTS courses “allow students to venture into diverse subjects” and “cover issues affecting us worldwide.” One student said: “we are encouraged to embrace diversity within our campus.” Global Systems was mentioned as a course that included many authors and viewpoints. A student noted that the format of INTS courses was conducive to the expression of a “diversity of opinions and information.” One student noted the diversity of the INTS course offerings: “You take so many different kinds of classes that you truly get a sense of what every major in school has to offer. That is why I chose this major.” Another student cautioned that “not all teachers are open to different opinions.” One student mentioned the need for more INTS courses; another would like to see more guest speakers.

Major Advising International Studies is an advising-intensive major. All new INTS majors are called in for an initial advising appointment to go over the major, select an Emphasis, discuss study abroad and internships, identify career objectives, and establish a
personal skills plan (Annex 6). International Studies majors must receive approval for the courses they take in the Emphasis; they check with their advisor on a regular basis. A detailed brochure explaining the Emphasis and indicating which courses may be used with the emphases allows students to select courses with greater confidence (Annex 3). In addition, every quarter the Program sends out a list of core course offerings and courses that may be used for the Emphasis and the Upper-Division Electives. INTS maintains a data-base of internships that may be consulted in the program conference room and will soon be available on the INTS Black Board site. An INTS 4100 (internship) brochure is distributed to students when they join the major (Annex 7).

Formal advising is the responsibility of the Program Director, who currently receives a one-course reduction in teaching load in compensation. INTS assigned time was cut in half during the budgetary retrenchment in CLASS. Students are encouraged to seek out faculty in the area of their Emphasis. Members of the INTS Faculty Committee and core course instructors fulfill that function in Anthropology, Geography, History, and Latin American Studies. A member of the Political Science Department also serves as an informal advisor. These faculty members also provide career advising, mentoring students on graduate school and international careers. 20/20 students in INTS 4500 in Spring 2010 found the director to be helpful or very helpful and easily available. 7/15 students said that they had received helpful assistance from the administrative assistant. The others said that they had rarely or never been to the office (Annex 2).

Career Advising The INTS Program sponsors several career and internship events every year, often in conjunction with INTS 3100 and INTS 4500. Speakers discuss study abroad, international careers, the foreign service, the Peace Corps, teaching abroad and graduate school. The director and members of the INTS Faculty Committee provide career counseling. Students have access (on the INTS Major Blackboard site) to several specialized graduate study and international career data-bases, including lists of graduate programs in international affairs, international public administration, development, and social change and social justice. Some assistance is provided by the Career Development Center, which, in the past, also organized international career events. INTS majors would like to see the Career Development Center (CDC) do more to help CSUEB students find employment abroad (Senior Seminar Focus Group). Seven graduating seniors obtained career counseling from the CDC while 11 did not.

Students are encouraged to seek internships that correspond to their career interests. The Program maintains a data-base of over one hundred Bay Area non-profits that offer internationally oriented internships in a variety of fields. The declared career goals of graduating INTS majors in Spring 2010 were as follows (students could give multiple answers): Peace Corps (1); work abroad (3); graduate school (7); work (1); humanitarian/human rights NGO (2); foreign service (4); intergovernmental organizations (3); politics (1); international lawyer (1); teaching (1); international marketing (1); international education/study abroad (1). 15/17 graduating senior said that their advisor was helpful or very helpful with career counseling; 2/17 said that their advisor was somewhat helpful (Annex 2).

Scheduling The two INTS denominated courses, INTS 3100 (Global Systems) and INTS 4500 (Senior Seminar) are offered once a year, in the Winter and Spring
quarters respectively. The other required courses are scheduled by their respective departments. The director coordinates with the participating departments to minimize any scheduling overlap among the courses required for INTS majors. The development of annual schedules in all departments would greatly assist INTS majors as they plan for their Emphasis and Upper-Division Electives.

**Recruitment** For many years, the INTS program has been involved in active recruitment from Bay Area community colleges. When the university organized off-campus visits to meet with community college faculty and students, an INTS representative was always present. Currently, the program sends out an annual letter along with program brochures to community college faculty in related disciplines and to community college advising centers. When asked, the program also provides these materials to the university's recruitment teams. Visits to community colleges now average one or two per year.

Over the years, the INTS Program has worked actively with the director of International Programs to recruit international students to CSUEB. For several years, International Programs distributed throughout Asia special “export” versions of INTS program brochures. At the invitation of the Center for International Education, the INTS director has met with several visiting representatives of foreign universities seeking to establish cooperative or exchange relationships with CSUEB. In two instances, a possible 2+2 joint degree program was discussed. One of these initiatives is still active, pending the approval of the Japanese counterpart.

**Analysis of Enrollment (FTES and majors) Trends** Enrollment in the INTS major has grown from 47 majors in Fall 2005 to 79 majors in Fall 2010. Enrollment in INTS 3100 reached a high of 47 in Winter 2009. 34 students enrolled in the senior seminar in Spring 2010. Most students in INTS 3100 are INTS majors; all students in INTS 4500 are INTS majors.

Increased numbers in the major courses may require opening additional sections of the required INTS courses. However, the budget crisis has made the Program reluctant to make any new resource demands. INTS assessment is predicated on the ability of program faculty to evaluate individual student skills and progress in the areas of oral communication, written communication and research skills. Instructors with very large sections are unable to implement the INTS individual skills assessment.

**Fall 2009 FTES:**
- Full-time: 66.87
- Part-time: 4.93

**Student Faculty Ratio** The student faculty ratio is not a meaningful category since there are only two sections per year of regular INTS courses.
2.4 Faculty

INTS has no tenure-track faculty allocation and no lecturer allocation. INTS has been authorized to teach one section each year of INTS 3100 and INTS 4500.

2.5 Resources

As part of the focus on improving student skills related to the student learning outcomes, INTS students regularly use academic support services of the library, the Student Center for Academic Achievement (SCAA), and the Communication Laboratory. In INTS 3100 and INTS 4500 all students are required to consult with a reference librarian during preparation of their research papers. Students in INTS 3100 and INTS 4500 receive regular referrals to the SCAA and the Communication Lab.

In INTS 3100 during Winter 2010, 8/40 students were referred to SCAA. In INTS 4500 during Spring 2010, 8/35 students were referred to SCAA (Instructor records). As graduating seniors, 8/19 INTS majors said that they had used and had benefited from SCAA (Annex 2). In Spring 2010, 20/21 students in INTS 4500 consulted a reference librarian and found the experience helpful or somewhat helpful (Annex 2). 6/18 students in INTS 4500 in Spring 2010 said that they had made use of the Communication Lab (Annex 2).

2.6 Units Required

The INTS major requires 58 to 85 units (depending on the number of second language units); the INTS B.A. degree requires 180 units.

3.0 International Studies Program Five-Year Plan 2011-2016

Uncertain university budgets make all planning perilous. The International Studies five-year plan takes incremental steps to facilitate student access to required courses while maintaining the core identity of the program.

The INTS Faculty Committee has reaffirmed the program’s commitment to foreign language acquisition at the intermediate level or beyond. The program will continue to support a robust modern language curriculum at CSU East Bay. However, INTS will assist students in finding non-CSUEB language programs, including intensive and overseas programs, for languages not offered here. The program will not formally adopt a one-plus-one language alternative (one year of two different languages). However, one-plus-one may be substituted at the discretion of the director for graduating seniors.
who have been unable to complete two years of one language due to the elimination of second-year language courses.

INTS plans to expand the range of courses that will fulfill lower-division requirements and to allow students to apply one additional lower-division course to the major. Courses fulfilling the lower-division cultural requirement will be expanded to include ANTH 3000 (Modern World) in addition to ANTH 1300 and GEOG 2300. Courses fulfilling the lower-division economic geography requirement will include GEOG 2400 (World Development) and GEOG 3000 (Sustainable Resource Management) in addition to GEOG 2310. Students will also have the opportunity to count one additional lower-division international course such as POSC 1300 (Comparative Politics) or POSC 1500 (World Politics) that currently count toward the minor but not toward the major. Allowing one additional lower-division course will facilitate progress toward graduation of INTS majors who currently transfer to CSUEB with additional lower-division international courses from a variety of departments that are not part of the INTS lower-division core.

The INTS Faculty Committee again explored the idea of adding formal options in place of the smaller and more flexible emphasis. As indicated in the Report, the addition of formal options would complicate progress toward degree for INTS majors and seems imprudent in a climate of section cuts and closed classes.

The Social Science methods requirement may be fulfilled by completing one course from a list of courses from different departments. The courses do not have international content. While a dedicated INTS methods course would be ideal, an interim step will be to approach departments already offering methods courses to request that their courses add international content. Such courses would then be promoted as the preferred methods options. The Faculty Committee decided to drop Psych 2020 from the approved list of methods courses.

The INTS Program sponsors a number of activities each year. They include a career workshop, internship orientation, graduate school mentoring, and a party for graduating seniors. INTS students have revived the International Studies Club. Collaborative activities with affiliated departments are contemplated.

Two years ago, the university made a commitment to expand the amount of institutional campus support for the growing number of international students. Despite a continued emphasis on recruiting international students, no such resources have materialized. International students often struggle in their courses due to weak English language skills and, consequently, make high demands on faculty. INTS has initiated and plans to expand a program of tutoring and skill development for INTS majors. INTS has a formal collaboration with the TESL Masters Program to provide tutoring to non-native speakers of English in INTS core courses, especially INTS 4500. In collaboration with SCAA, a weekly INTS English Conversation Circle for international students has been established. The INTS club facilitates a one-on-one bilingual language exchange program among INTS majors who want to trade language tutoring.
INTS has had an assessment program for over ten years. The current assessment scheme of entry questionnaires, individual portfolios, individual assessment grids, and seminar exit surveys is cumbersome and time consuming. The program plans to shift to on-line portfolios and Blackboard grading based individual assessment.

International Studies continues to work with the Center for International Education to explore academic collaboration with foreign universities. Existing exchange programs have dramatically lowered the cost of study abroad for INTS majors. Most recently, INTS has discussed hosting a program for a Japanese university that would involve a year of study on the Hayward campus followed by a summer internship in the Bay Area.

4.0 Outside Review

International Studies Model at California State University, East Bay in
Comparative Perspective
Dr. Robina Bhatti
Global Studies Department, CSUMB
May 12, 2011

The main finding of a one-day hectic review of the International Studies Program (INTS) CSUEB is that the program is fulfilling its mission of providing quality interdisciplinary education focused on international affairs. The hard work of its Director, Dr. Norman Bowen and the dedication of its Faculty Committee consisting of Drs. David Larson, Vahid Fozdar, Laurie Price and Carlos Salomon have carried the program through difficult budgetary times. Housed in the Department of Political Science, INTS is described by Political Science Chair, Dr. Kim Geron as a ‘robust’ program, one that continues to grow at a slow and steady pace. It has maintained a high level of satisfaction and ‘good sense of belonging’ among students.

Part of the success or challenge of an International/Global Studies degree program at CSU can be explained in relation to the appropriateness of the model adopted for an individual campus. Currently there are three different models of International and/or Global Studies undergraduate degree programs at the CSU. A brief review of each model is necessary it illustrates how teaching and learning is shaped by the structure of delivery.

Model One: The first is a loosely structured program that lets students create their own degree from a smorgasbord of courses and opportunities offered on and off campus. Given budgetary constraints and CSU requirements, this model is not promoted for International/Global Studies. It exists in the form of interdisciplinary programs that are not necessarily international in content but can lay claim to being international on the basis of content, language or experiential teaching and learning. Examples of this model exist in the form of various Integrated Studies degrees across CSU campuses. This lacks both coherence in content/process of teaching/learning and is normally thought of as a degree of convenience unless it is built on a disciplinary or thematic foundation. The
Global Studies degree program at Sonoma State among others is an example of this model.

Model Two: A second model is that of an international studies program housed either in the Humanities (with a department of languages) or in the Social Sciences with a department of International Relations or department of Business. This kind of program provides some structure in the form of a coherent core of courses but allows students to complete their degree through approved or available coursework across campus or via off-campus study abroad programs. The key to the success or failure of such a model rests on two equally important aspects of teaching and learning. The first, the rationale of approved courses as those help shape the international content and character of the degree program. The second constitutes ease of access to approved ‘international’ courses that can easily make or unmake a degree program and its student learning. The relation of approved but unavailable courses are crucial to the success of this model of International Studies degree programs. The B.A. degree program at San Jose State is a newer successful example of this model.

Model Three: A third model, is a self-sufficient Department of International/Global Studies where almost all core requirements for the degree program are offered within the department, with little dependence on other academic units. In most cases established degree programs in International Relations/Studies and the newer Global Studies degree programs such as the one at CSU, Monterey Bay are constituted this way. These programs rely on other academic units principally for language acquisition and study abroad opportunities. This model allows for a coherent intellectual focus that is often combined with emphasis on area/regional specialization supplemented with an appropriate language study.

CSUEB identifies with the second model of International/Global Studies but from the vantage point of CSUMB’s program, it can also be considered as a loosely structured degree program consistent with the first model of International Studies described above. Whereas its degree of dependence on other academic units gives INTS its flexibility, the current budgetary difficulties make it harder for INTS majors to find appropriate courses. INTS strengths and challenges are directly related to this feature of flexibility and unavailability of faculty, coursework and resources at CSUEB.

Self Study and Identification of Strengths and Weaknesses

The International Studies Major defines its academic goal as a quality interdisciplinary education focused on international affairs and grounded in the study of culture, economics, politics, resources, geography and history. This focus, the Self-Study Report notes, is to enrich students’ understanding of the world, its cultures, promote diverse perspectives and multicultural competence. Academic content specifically promotes global social responsibility, civic engagement and community service in an inclusive environment.
CSUEB has adapted Model Two elaborated above. The upper division core course requirements of two-three learning experiences constitute a shared foundation in the major. These courses include the INTS 3100, the Global Systems, HIST 3170 Twentieth Century History and INTS 4500 the Senior Seminar. This core also requires 2-4 units of INTS 4100, the International Field Experience or Internship. Students then build on this foundation by taking an approved methods course that is intended to direct their ways of understanding and engaging the international content they study. An area of emphasis that is disciplinary, regional/geographical or issue-oriented introduces some degree of specialization. This is topped by three electives from the College of Letters Arts and the Social Sciences and/or the College of Business and Economics. Courses in Philosophy, Modern Language, and Ethnic Studies are included as acceptable for the major. The Self-Study considers this structure to be particularly suitable for CSUEB and a foundational strength of the major.

**Strengths:** The Self-Study identifies the following as strengths of INTS:

- **Growth:** The INTS major is growing and consists of a diverse student body, up from 47 majors in 2005 to 79 in 2009. The Self-Study identifies this growth in numbers as an important indicator of success and attractiveness of the program. The Self-Study documents this growth in relation to increasing number of majors (INTS 3100), supported by figures that show growing number of internships (INTS 4100) as well as students enrolled in the Senior Seminar (INTS 4500). Further student satisfaction documented in program materials and supplemented by interface with students during the review visit is hard to miss.

- **INTS Curriculum:** INTS Faculty are satisfied with the current curricular design of the major and view it as an appropriate model in this time of budgetary difficulties. The required curriculum consists of a core of lower and upper division classes, an emphasis, experiential learning through study abroad and internships, and two years of language.

- **Curriculum flexibility:** This design is seen as an asset or “a curriculum multiplier” as it enables a selection of courses all across campus allowing a juxtaposition of different disciplines that makes possible a study of international issues from multiple perspectives.

- **Experiential Learning:** International Studies majors are encouraged to study abroad. Some foreign students study a third language while at CSUEB. Those unable to study abroad for reasons of family, employment, or cost, the alternative/s are to complete an internationally oriented internship either overseas or in the Bay Area. Local internships include the use of second language skills or involve work with a company or organization involved in international activities.

- **Assessment and Advising:** Another strength is identified as Portfolio-based advising, in place since 1998 that tracks student progress against student learning outcomes and program goals from start to degree. The Self-Study indicates that this method of assessment combined with centralized advising in the Program Director’s office has been a positive aspect of the program. It has been particularly useful with tracking progress.
with writing skills through INTS 3100 and INTS 4500, advising/evaluation of internships and study abroad. The Self-Study notes that graduating seniors ‘credit the INTS program with having a positive impact on their skill development in the areas of writing, speaking, and research’.

Supportive Faculty Committee: The Self-Study did not specifically mention this, but meetings with Faculty Committee members of INTS program confirm that this is strength.

Weaknesses and Constraints
INTS Program Faculty acknowledge some challenges and areas of improvement as a response to the unimplemented recommendations of the last five-year review. The following areas of improvement are implied not noted as weaknesses in the INTS Study:

Program coherence is not elaborated in relation to content of syllabi, the vision of the Faculty Committee, a disciplinary or thematic focus but the easy availability of other courses in other majors that may or may not have international content and are harder to come by. In this context, adding to the core is not considered as an option even though budgetary challenges limit the number of courses open for students.

Core requirements: An earlier recommendation to increase the number of courses that constitute core requirements was not implemented. The reason is that ‘the skeletal core’ provides program coherence although the Study notes it is necessary to allow substitutions even with this minimalist core requirement. In the review visit with INTS 4500, 20 out of 22 students expressed concerns about getting classes that worked for their emphasis or language of choice. All 22 strongly emphasized the need for more INTS classes that addressed a range of international issues.

Language requirement: Where the skeletal core and coherence may or may not be an issue, the study provides a great deal of information on the difficulties with the language requirement for the major and why the Faculty Committee considers it essential and a defining feature of the program. The INTS Committee ‘concluded that language acquisition remained a core mission of the program’. Language availability on campus is limited to two a few short term courses to support this important and essential aspect of the major.

Formal Options: Tracks constitute another area of improvement that has been delayed due to budgetary constraints. The Faculty Committee notes in its report that the “across-the-board reduction in the number of course offerings in most departments combined with the higher percentage of courses with enrollment caps has complicated the completion of core courses and the Emphasis for INTS majors and, in some cases, has slowed progress toward graduation.”

Course scheduling: is not an issue for core requirements but the study acknowledges: “Nowhere is the decline in course offerings more acute than in foreign languages”. While majors are able to choose from a large number of courses “with primarily international
content' offered by departments in two different Colleges, the reality is that students do not get their preferred courses. What is available then may not always retain the international character of the program. This was reiterated by 20 out of 22 students in the INTS 4500 Senior Seminar during the review visit.

**Student learning outcomes:** The Self-Study provides data on program objectives and student learning outcomes and some evidence of their fulfillment documented in Portfolios, Exit survey and Campus Climate survey. But it does not provide evidence of alignment of student learning outcomes with coursework. This is especially problematic as the program is highly dependent on other majors and cannot and does not control student learning outcomes in these courses. The Self-Study admits that majors ‘are less likely to find the exact courses they want, but they are able to find courses that they can use’. Also INTS ‘student learning outcomes are focused on skill development, specifically in the area of oral communication, written communication, and research skills.’ This places the burden of meeting international content outcomes on language acquisition and/or international internships.

**Social Science methods course:** INTS provides a great deal of information on problems related to this course, its importance as a core requirement for the degree program and some decisions implemented to address some of the challenges students face. This particular aspect of the major is addressed in the section on recommendations.

**Aligning major with minor:** INTS Faculty acknowledge that the lower-division requirements in the major do not correspond exactly with those in the minor and this problem has yet to be resolved.

**Advising, Faculty and Academic Allocation:** This major is advising intensive and advising is centralized in the office of the Director of INTS who is a full-time faculty in the Department of Political Science. The current Director, Dr. Norman Bowen teaches the two INTS courses (INTS 3100 and 4500) as part of his regular teaching load. In addition, he supervises all of the INTS internships as an *unpaid overload.* The intense advising of a growing number of majors, supervision of INTS internships as an unpaid overload and teaching of two out of three required courses is a problematic setup and needs attention. This is particularly so as INTS has no tenure-track faculty allocation and no lecturer allocation. Further, INTS is allowed to teach only one section per year of INTS 3100 and INTS 4500.

**Program Plan and Response to Previous 5-Year Plan**

The degree program in INTS has taken the path of least resistance in view of current financial crisis at the CSUs. The study specifically notes:

"In the face of a drastic reduction in the number of course offerings across campus, the INTS program has been cautious about implementing any programmatic changes, particularly those that might reduce student options or add time to degree. Nor has INTS made any resource demands on the university, such as requesting a separate INTS methods course."
Specifically, three recommendations resulting from the last outside review are mentioned in the Self-Study and appear relevant for the current review:

1. International Studies program experiment with relaxing or eliminating the second language requirement.
2. A simplification of the major by the addition of options along with the diversification of core-course requirements.
3. Spread the advising load to other members of the INTS Faculty Committee.

In view of the rationale provided above, Faculty Committee strategy is to maintain the status quo and make 'no special resource demands'. This strategy may not be in the best interest of a growing major that is faced with fewer resources and opportunities. This may have an impact the growth of INTS in the next five years.

The recommendations that follow offer an outsider's perspective on how a growing program at CSUEB can continue to improve the quality of its current interdisciplinary education. If the program objective is to focus on international affairs some rethinking, rearranging and a few additional resources are necessary.

**Recommendations for Program Improvement**

The recommendations presented in this section derive from a careful reading of INTS Program materials received a week before the review visit. Meetings with Director Dr. Norman Bowen, Dean Rountree, Associate Dean Guo, members of INTS Faculty Committee, Chair of Department of Political Science, Dr. Kin Geron, Administrative Assistant Sandy Coulter and 22 students in the INTS 4500 course. These materials and review experience resulted in four distinct impressions:

1. Growth in the program as a result of the hard work of its Director and dedication of its Faculty Committee.
2. The minimalist nature of the required core curriculum.
3. The struggle to maintain the status quo in the face of budgetary issues and concerns of reorganization within the College.
4. The growing gap between the claims of 'flexibility' and the unavailability of courses in areas of emphasis as well as languages.

**Recommendation One: Program Coherence**

Healthy and continued growth over the past five years has produced the numbers that justify incremental growth of resources over the next five years. In the next year or so the International Studies degree program at CSUEB needs to move beyond the status quo. Budgetary realities are making it increasingly difficult for INTS majors to get the courses they need. The overall recommendation is that INTS consolidate its gains by making program coherence its top priority.

INTS provides one course, the Global Systems INTS 3100 besides a twentieth century history course (HIIST 3170) as a shared intellectual foundation across all majors. With
this minimalist core, majors adopt different areas of emphasis, learn various languages and engage in different kinds of internships and study abroad before returning to a shared Senior Seminar (INTS 4500) at the end of their program. Two content-learning courses are insufficient as a foundation for any major. This 'skeletal core' makes the program a very loosely structured degree that is held together via intense advising by a very dedicated Director.

Over the next five years, INTS should mature into a full-fledged Model 2 International Studies program, not completely at the mercy of other majors. It can do so by decreasing dependence on other programs, at least for core content requirements. To achieve this, Program Faculty should decide on a thematic focus drawing upon humanities and social science understandings of international/global life. Such a focus would give the INTS degree program more substance at a foundational level.

If the intent of CSUEB is to move towards a residential campus and attracting lower division students as an unfunded mandate, then it is all the more important to have a solid core of lower division INTS coursework. It is up to program faculty, in consultation with their friends, allies, competitors and particularly College Administrators, Dean Rountree and Associate Dean Guo to decide how they will go about program consolidation and improvement. The overriding concern should be to serve the best interest of INTS students.

With this in mind, the quality of education for its students in INTS can be improved by the following:

1. Create an INTS research methods course that emphasizes the 'international' in research skills. This should be introduced as early as the beginning of next academic year (2011). It should be offered mid-way through upper-division coursework.

2. Design an additional INTS core requirement based on humanities and social science understandings of global life that engages political, economic, cultural, and social aspects. An appropriate addition would be a course on various aspects of globalization that moves beyond the study of formal global systems to focus on informal, cultural, ideological aspects of globalization. This course should be added by Academic Year 2012-2013.

3. Use the offices of Dean Rountree and Assistant Dean Guo to negotiate further cooperation with the College of Business and Economics. As a first step, the international/global political economy course should be either available for INTS student or a section of this course is offered once a year (at a minimum) especially for INTS majors.

4. Add service learning in various communities to the experiential learning component of the program currently completed through an internship or study abroad. Requiring students to serve and learn in local communities will not only benefit foreign students but also American students. This addition can be made almost immediately.
5. Rethink language requirement with the Departments of Modern Languages and Literatures as well as College of Business and Economics. The intent should be to support each other by ensuring that students have the opportunity to acquire language skills by reviewing ‘supply and demand’ structures for language learning.

6. Review program objectives and student learning outcomes to specify ‘international content’ in coursework, not just through language and internships. Faculty should follow this by updating and aligning student outcomes with coursework that is required for the degree program.

7. Align the academic requirements for the Major and Minor as recommended by the last five-year review.

8. Streamline ‘options’ available by creating formal options or tracks. These could be built around regional or language programs or specialization in a discipline ensuring that courses selected are open to INTS students.

Recommendation Two: Advising and Allocation of Resources
INTS has not been aggressive in requesting resources needed and has relied on interim solutions for growing needs. The recommendations made here do not constitute a ‘wish list’ but are necessary to sustain the program and ensure healthy growth. As Dr. Kim Geron noted, relative to other programs in CLASS, INTS is the strongest. First, the advising needs of major are currently centralized and this model helps with the assessment of students at the entry and exit stage. The intense advising of a growing number of majors, supervision of INTS internships as an unpaid overload and teaching of two out of three required courses is not sustainable. The program is the product of Dr. Bowen’s vision and collaborative abilities but all faculty have appointments in other Departments and majors. The program does need an additional person to anchor the program. As one faculty remarked, the needs are apparent in the robust major that is ‘resource poor’. INTS can benefit from:

1. The creation of faculty positions (not necessarily through new hires) dedicated to INTS through reorganization in the College. Based on enrollment figures, INTS deserves its own tenured/tenure-track position in the next five years. As the major continues to grow CLASS should consider creating a full-time position by reappointing a current position in the College – perhaps that of the Director to one dedicated to the INTS major. This could be supported by a half-time position from the Faculty Committee. This strategy would be in keeping with the stated goals of ‘compacting’ and ‘consolidating’ without new resources.

2. Until a new position is created, College administrators should consider assigned time for one or more faculty to address the intense advising involved in the delivery of INTS. Irrespective of a new position, the intense advising involved in the delivery of this major is deserving of assigned time.

3. Rotation of the position of Director among Faculty Committee was suggested by one of its members. The intent was to promote a state of affairs where the program is no longer dependent on a single faculty for success.

4. Faculty Committee meetings more often than the twice a year in the next year or so to review curricular strategies under current resource deficit conditions.
Recommendation Three: Reorganization
Meetings with Deans and faculty within the College revealed that plans for reorganization within the College of Letters, Arts and Social Sciences were a major concern. Reorganization should not be driven by administrative convenience but should be undertaken in consultation with all concerned. It should:

1. Retain the integrity of the INTS degree program
2. Reward INTS fairly for sustained growth over the past five years
3. Enable further growth over the next five years by supporting efforts to make INTS more coherent and sustainable.

Recommendation Four: Networking
The CSU system has various types of International/Global Studies degree programs, each making the best use of resources and opportunities available on location. Programs may be different across the CSU but are able to learn from each other. CSUEB needs to strengthen its connections on campus as the only ‘failure’ noted by a Committee member was the ‘disintegration’ with the College of Business and Economics. Other members of the Faculty Committee noted the rich international content and expertise across campus that could be more effectively written into the curriculum. The Committee should call upon College Deans to resolve the issues and establish connections that serve INTS students.

In addition, INTS should continue to develop connections with other international studies degree programs in Northern California. A specific recommendation for INTS is to connect with Northern California Advocates for Global Education -- a consortium of Community Colleges, CSUs, UC and private Universities in Northern California (http://gs.sjsu.edu/NCAGE). It enables an exchange of ideas and resources among member campuses. This organization of like-minded faculty and international/global studies programs will be a useful resource for CSUEB.

It is necessary to end this review report by recognizing that the INTS degree program is ‘as strong as it can be’ because of its Director Dr. Norman Bowen. This thought was expressed by several faculty as well as staff and students and is worth recognition.

5. Program Response to Outside Reviewer’s Report

The INTS Faculty Committee wishes to thank the outside reviewer, Dr. Robina Bhatti, for her acute interest in our program and for her thoroughly engaging visit to our campus. We believe that she brought a welcome outside perspective to the International Studies Program at CSUEB that offered some useful suggestions but that also led us to reaffirm the distinctive character of INTS at CSUEB.
The outside review is a first draft, which the reviewer agreed to but was unable to revise before returning to her sabbatical in Pakistan. After receiving e-mail clarification on several points from the reviewer, the INTS Faculty Committee decided to accept the Outside Review as initially submitted, despite serious reservations, and use the Program Response to correct some misstatements and misperceptions in the Outside Review.

The outside reviewer noted the successes of the INTS program. Student majors have grown by over 40% in five years. There is a high level of student satisfaction with the program (100% over five years according to the exit surveys). INTS has a long-standing student assessment plan that actively promotes and tracks student improvement in key student learning outcomes. The reviewer confirmed that there is a strong sense of academic community among the students. In addition she praised the program's leadership including its supportive faculty committee. The reviewer endorses the program's continuation of a second language requirement. She felt that the success of the International Studies major warranted the allocation of additional resources in the form of more dedicated INTS courses, more sections of existing core courses, and additional administrative support.

The outside reviewer's identification of weaknesses and constraints in the INTS major reflect her experience with and preference for a departmental model in which all courses are taught within the program and are shaped by the "vision" of the program faculty. INTS at CSUEB was developed along a true interdisciplinary model in which courses from different departments were selected for the program core based on a vision of what content areas should be included in the overall course of study. The exit surveys consistently show that INTS students believe that the INTS core courses fit together well and complement each other. The exit surveys also indicate that students like the fact that their courses are taught from a variety of different perspectives.

The composition of the INTS Faculty Committee reflects the strength of the interdisciplinary model, with representation from all departments and programs with international course offerings: Dr. Norman Bowen, Political Science; Dr. Vahid Fozdar, History and Asian Studies; Dr. Iliana Holbrook, Modern Languages and Literature; Dr. David Larson, Geography and Environmental Studies; Dr. Laurie Price, Anthropology; Dr. Carlos Salemon, Ethnic Studies and Latin American Studies. For many years, the College of Business and Economics also had two or three representatives.

The reviewer notes that the INTS Faculty Committee chose not to implement a recommendation of the last outsider reviewer to add to the core requirements. However, the reason for not implementing the recommendation was clear from the last program response: the committee did not believe that a new international relations course was necessary since INTS 3100, Global Systems, is already taught by an international relations specialist. The reviewer chose to interpret the use of the term "skeletal core" to mean that the INTS major has few required courses. The term was, in fact, used in another way: the core courses provide the basic structure of the major which students then flesh out with their emphasis courses and upper-division electives.

INTS at CSUEB has a six-course lower and upper-division core that is comparable to other international studies programs, not a two-course core as affirmed by the reviewer.
Only the specific courses in the core differ somewhat from program to program. In fact, with the Emphasis, the CSUEB major actually has four additional required courses that must be focused on a theme, a geographical region, or an academic department according to each student's interest. The student selects an emphasis after discussing academic interests and career goals with an advisor. The emphasis allows for greater coherence and personal choice. The INTS committee sees this as a strength of the program relative to other international studies models. The program adapts to student goals rather than imposing a particular point of view.

Like all CSUEB students, INTS majors are concerned about getting the courses they need for the major. They are appalled at the reduction in course offerings all across campus since they entered the university. Like students in other majors, INTS majors would like to see more courses offered on a range of international issues. They would like to see courses offered on a more regular basis. They worry about getting the courses they need for the core and the emphasis. However, in the 2011 Exit Survey, 11 of 12 students (5 “with difficulty”) said that they were able to get the courses that they needed for their emphasis. Only 4 of 13 said that they had difficulty getting their core courses.

The 2011 Exit Survey also asked if students wanted new required core courses on the environment or international relations. 7 of 14 said no. 3 of 14 favored a new required course on the environment while 4 of 14 wanted a requirement in international relations.

Of even greater significance is that INTS students universally oppose the recommendation of the last two outside reviewers to create formal options. Asked if they favored the creation of “2-3 options” to replace the emphasis, 13 graduating seniors in 2011 said “no.” The reason is simple and largely spelled out in the self-study: INTS students have a wide range of interests. The current major allows students to pursue their varied interests. Establishing options would reduce the opportunity for students to develop a personalized academic plan. And, unless substantial new resources were made available, options would certainly slow student progress toward graduation.

There would be further negative implications of a switch to formal options: reducing the opportunity for INTS majors to pursue minors or double majors. In the 2011 exit survey, 6 INTS majors said that their International Studies courses had led them to select a minor or second major. The development of complementary academic pursuits is a direct result of the current structure of the major.

There is also an unfortunate error in the outside review relative to the use of non-international courses by INTS majors. The courses that INTS majors may use for their emphasis and upper-division electives are all listed in the emphasis brochure and are included as a self-study annex. They all have predominately or exclusively international content. The only exception is the social science methods requirement, which will be discussed below.

The outside reviewer made it clear in subsequent emails that she supports the continuation of the language requirement. It was not her intent to imply that the Department of Modern Languages and Literatures does not offer enough languages to support continuation of the requirement. MLL offers a much broader array of courses.
than those indicated in the review. The INTS program has always been and remains a strong supporter of MLL. The challenge for INTS is due to the great diversity of student majors who seek to gain language competency in more languages than can be offered at any one school. The program will continue to work with individual students to find ways for them to develop their language skills.

The student learning outcomes in INTS involve both content contained in the core courses and skill development. This dual approach is made clear in the assessment materials included as an annex to the self study. INTS assessment is unique in that it tracks and measures individual student improvement in written, oral, and research skills. Student questionnaires, faculty feedback, and past assessment tools have all indicated the need to help students improve in their academic skills. However, it is simply not true, as the reviewer asserts, that “this places the burden of meeting international content outcomes on language acquisition and/or international internships.” International content SLOs are met in the required core INTS courses, in the emphasis courses, and in the upper-division electives. Internships, study abroad, and foreign languages help students to achieve the cultural diversity SLOs.

The INTS Faculty Committee has long recognized the limitations of a social science methods requirement that can be fulfilled by a variety of courses with no international content (Recommendation One, point 1). A dedicated INTS methods course is preferable. However, as an interim step, INTS has contacted instructors in approved methods courses to see if they would be willing to add international content and projects to the courses. Sections of methods courses where the instructor has responded favorably are now recommended to INTS students. It should also be noted that students pursuing another major or minor regularly use their methods course for INTS and the other program.

The addition of a new INTS core course along the lines of the one described by the reviewer (Recommendation One, point 2), would be redundant since it closely resembles the content of the current INTS 3100 syllabus (see syllabi included as annexes to the self study).

The INTS Faculty Committee agrees with the reviewer that a new initiative towards the College of Business is warranted (Recommendation One, point 3).

The INTS Faculty Committee is not currently favorable to adding a service-learning component to the major that would have to be integrated into the requirements of one of the core courses (Recommendation One, item 4). It should be noted (see list of internships provided in the self study) that most INTS students perform internships in organizations that would qualify as service learning. In addition, the INTS Student Club initiated several community service projects in 2010-2011.

The INTS Faculty Committee has already taken steps to align the major with the minor in a way that increases the opportunities for students to obtain the core courses and proceed toward graduation (Recommendation One, item 7).
The INTS program would welcome additional resources for the purposes of advising (Recommendation Two). However, the committee felt that the suggestion to rotate the position of director was logistically and administratively unworkable and would be confusing for students. Administrative consistency is critical in these times of great uncertainty.

The INTS Faculty Committee agrees that there are many areas of possible collaboration among programs and departments that are focused on international subject matter. It has agreed to make this a priority in coming years (Recommendation Two, item 4).

The INTS Faculty Committee shares the view of the outside reviewer (Recommendation Three, item 1) that any reorganization of the College should “retain the integrity of the INTS degree program.”

The INTS program has been actively involved in outreach to community colleges in the East Bay and on the Peninsula. In addition, the director participates in the International Education section of the International Studies Association. However, in keeping with a suggestion of the outside reviewer (Recommendation Four), the program will explore the benefits of participation in the Northern California Advocates for Global Education.