The International Studies Major: 
Strengthening International Undergraduate Education

A proposal for support from the *Madison Initiative for Undergraduates*

Submitted through the College of Letters and Science (Dean Gary Sandefur) and the Division of International Studies (Dean Gilles Bousquet) by

**The International Studies Major**
Professor Jo Ellen Fair, Director
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**Précis:** With support from the *Madison Initiative for Undergraduates*, the International Studies Major will launch a set of curriculum reforms and staffing additions that will vastly improve one of the most popular and fastest growing majors on campus. These improvements, some of them underway already, will include ensuring greater access of first-year students to the major’s gateway course; discussion sections in that course; increased advising; creation of intermediate-level courses in the major to supplement required courses taught in other departments; improved international internship and overseas modular courses and research opportunities; and a guaranteed capstone course in the senior year for every student in every major option. These steps will make it possible for all International Studies majors to move efficiently and coherently through a four-year program in four years. These improvements will help non-majors as well as majors attain mastery of global systems in human affairs and prepare for internationally oriented careers. Reforms will be phased in over a four-year period.

1. **The International Studies Major.**

   The International Studies Major (IS) is an interdisciplinary undergraduate major in the College of Letters and Science, currently the College’s 7th-largest. The major receives additional strong support from the Division of International Studies, support that positions IS to promote innovation in internationalization of undergraduate curricula across our campus.

   The International Studies Major anchors the University of Wisconsin-Madison’s commitment to international education of undergraduates. While all disciplines today are international, IS trains students in systematic, integrative thought about global systems in human affairs. Students majoring in IS graduate from the UW practiced at analyzing the world as an entwined set of political, economic, and cultural connections, a system constantly freshened by innovation and diversity, continually challenged by old and new discontinuities. More than half of our majors study abroad. More will do so after changes in the major proposed here. After graduation, students who have majored in IS go on to graduate school in a variety of social science and humanities disciplines, go on to professional schools, enter international business, enter the Peace Corps, work for non-governmental organizations, and work for state and federal government. Among recent graduates are foreign service officers at U.S. embassies in Baghdad and Kathmandu; a journalist for the Washington Post; the founder of a microfinance NGO in Accra, Ghana; the founder of a child protection NGO based in Minneapolis working in conflict zones around the world; a trade representative in Beijing, law students in schools such as Berkeley, Michigan, and Georgetown; graduate students in top programs around the country; and yes, plenty of young people testing life on their own in more workaday positions.
Not only is IS one of the largest undergraduate majors in the College of Letters and Science, it is growing rapidly. In spring 2004, there were 329 declared IS majors. Four years later the number had increased to 390. By spring 2009, the number was 515, a 57% increase in five years. This large major is remarkably lean: It serves its students with a total of 0.75 faculty FTEs.

Rapid growth of student interest in the IS Major, severe enrollment bottlenecks, and the extreme thinness of its faculty resources inspired IS to undertake a major self-study in 2008. (This self-study included multiple student focus groups.) The self-study led to a set of proposed reforms designed to provide undergraduate students with the coherent curriculum they deserve and the means to progress efficiently through requirements to timely graduation. The reforms won rapid university approval and were instituted in fall 2009.

The curricular reforms put into place this year are detailed in section 5 of this proposal. The most important of them was conversion of our former 300-level introductory course to the 100 level. They also include a range of new topics courses, directed study options, and seminars on campus and abroad, which will be available for students if and when faculty members are recruited to teach them. In short, IS has been moving quickly over the last 18 months to improve accessibility and coherence in a popular major. While important elements of reform took effect this month, success absolutely hinges on a phase 2. And phase 2 hinges on the Madison Initiative for Undergraduates.

2. The new curriculum in brief.

Beginning in fall 2009, students majoring in IS follow a core curriculum that starts in the first or second year of college when prospective majors take IS 101, Introduction to International Studies. At this stage, while planning to declare the IS major, students also take prerequisite courses in microeconomics and macroeconomics and fifth semester of a foreign language, one more than mandated by L&S. After completing these prerequisites (totaling 12-15 credits) and declaring the major, students select one of four specialized major options for their intermediate and advanced coursework in IS:

- Global Security;
- Politics and Policy in the Global Economy;
- Culture in the Age of Globalization; or
- Global Commons/Global Environment.

The intermediate and advanced courses that satisfy breadth and depth requirements within the options are mostly taught in cooperating departments: Economics, Agricultural and Applied Economics, Political Science, Sociology, History, Geography, Anthropology, the Nelson Institute, the language and culture departments, and others. Some of the courses are cross-listed in IS, but most are not. Additional requirements for students in all options include an area studies course and at least one two-course sequence in a discipline. Through these intermediate- and advanced courses in the major, totaling 35 credits, students build a coherent, cross-disciplinary understanding of the functioning of global systems. Help from the full-time IS adviser is key. She works closely with every major to plan a coherent program of courses selected from the option’s breadth and depth list, the option’s disciplinary sequence list, and the area studies list.

Each option culminates, in principle, in a capstone course open only to majors who are following that option. In the capstone course, students produce a major piece of work equivalent to a senior thesis. In practice, we cannot yet require students to take the capstone course, nor can we even advise most to do so, because we do not have faculty to teach more than one or two sections of these intensive, seminar-like courses per year.
3. Structure of IS as a unit.

As an interdisciplinary major in L&S with strong links to the Division of International Studies and all of the UW’s federally funded area studies centers (which are housed with IS in Ingraham Hall), IS does not have – and does not seek – departmental status or privileges. IS occupies two offices on the second floor of Ingraham Hall totaling roughly 350 square feet. The sum total of FTEs in IS are:

- a ½-time faculty director (currently Jo Ellen Fair, Professor of Journalism and Mass Communication), who receives one course release from her department to run IS;
- a ½-time faculty member, whose tenure home is in Political Science but half of whose teaching is in IS, including teaching, once per year, the major’s gateway course, IS 101, Introduction to International Studies; this is Scott Straus, Associate Professor of Political Science, an Africanist human rights specialist;
- a full-time undergraduate advisor (Rebekah Pryor Paré), who meets one-on-one every semester with all IS and Global Cultures students; in 2008-09 she had one-on-one advising sessions with 1,240 students; she also runs regular group advising sessions and advises students abroad via Skype;
- since spring 2009, a ten-hour-per-week undergraduate peer advisor;
- a half-time administrative assistant.

The IS director is appointed by the deans of Letters and Science and International Studies. She is assisted by an appointed IS steering committee made up of faculty in multiple colleges who have an interest in the major and have taught IS curriculum courses. The IS steering committee functions as an executive committee does in a department, though with only minimal personnel responsibilities because IS is not a tenure home.

4. International studies as a campus priority.

International engagement is one of hallmarks of the University of Wisconsin-Madison. As other universities nationwide, including good ones, scramble to “internationalize” their faculty, their student body, their curriculum, and the opportunities that they afford their students, the UW-Madison has been able to build on an existing proud global tradition. The UW-Madison’s social science and humanities departments have been bastions of international and internationalist research and training for more than 50 years. This university has been particularly engaged for half a century in the global south: Latin America, Africa, and Asia. From pioneering programs in tropical history, to the applied development work of the Land Tenure Center, to the nation’s first department of African languages, to the nation’s first study abroad program in India, to the worldwide reach of the UW’s agricultural and medical research, to the unique internationalism of our School of Education, to an unparalleled eight federally funded national resource centers for interdisciplinary area studies, the UW-Madison addresses the international studies challenges of today from a commanding position at the pinnacle of internationally engaged American universities. The UW-Madison went global early, and we continue to benefit from the internationalist vision of faculty who came before us.

Maintaining a privileged position is far easier and preferable to investing in catch-up. Strategic investment now to bring undergraduate education fully into the vigorous internationalism of the UW-Madison and its faculty, thus upholding our tradition of global engagement and extending it to the coming generation, will yield certain progress for our institution, our students, and the State of Wisconsin. Investment in the International Studies Major, currently a far more popular major than the resources devoted to it justify, will be a highly coherent and administratively facile way to direct a portion of the Madison Initiative for Undergraduates toward meeting the internationalist/globalist imperative in undergraduate education. Furthermore, support for a creative interdisciplinary major that is at home in L&S and the Division of International Studies, and which already has a head start in the
kinds of curricular reforms envisioned in the Madison Initiative, will redound to the advantage of other existing and contemplated interdisciplinary majors by modeling for them intellectual coherence and efficient organizational and student service systems.

5. The new curriculum in detail: IS already is moving in directions pointed by the Madison Initiative for Undergraduates.

The International Studies Major was constructed out of the former International Relations major (IR) during the 1990s. This is not the place for detailed history, but this much should be said: In 1995-96, Wisconsin was at the front of a national trend of contracting IR to its disciplinary core, political science, while transforming the freestanding major formerly known as IR to the broader and more integrative IS. The renamed major was extended to encompass humanities as well as social science approaches to the culture and political economy of globalization and international affairs, while international relations, which is the study of how the governments of nations interact, was made an option or sub-field for majors in the Department of Political Science. Thus, the International Studies Major on our campus became, as it subsequently has become on most other campuses in the nation, a highly popular interdisciplinary instructional program focused on preparing undergraduate students to analyze the continuities and ruptures, the harmonies and disharmonies produced by globalized systems of economics, culture, politics, and environmental challenge.

Vestiges of the former major, IR, were still embedded in IS until 2008-09, when current IS director Jo Ellen Fair and the 2008-09 IS steering committee (Gay Seidman of Sociology, Michael Carter of Agricultural and Applied Economics, Scott Straus of Political Science, Venkat Mani of German, and Michael Cullinan of Southeast Asian Studies), working closely with L&S and the Division of International Studies, conducted a thorough self-study to prepare for a curricular revamping. Needed reforms were formally proposed and moved efficiently through the L&S and University committees in late 2008 and early 2009, winning approval speedily with the help of L&S’s Elaine Klein. These changes begin to give the major the identity and coherence that were intended when it emerged from the more restrictive IR. The most notable element of the new curriculum, which went into effect this month, is the conversion of our former 300-level introductory course to the 100 level, IS 101, Introduction to International Studies (taught this semester for the first time).

It was crucial that the introductory course be moved to the 100 level. Demand had grown so high that it was nearly impossible for 1st-, 2nd-, or 3rd-year students to enroll in the course. This bottleneck forced us systematically to waive the course’s prerequisite status in the major. The situation was perverse: Our required introductory course was often the last course a student completed in the major. An introductory course dominated by seniors who already had taken their advanced work not only was irrational, it was impossible to teach. It also was discouraging and left our graduates with a degrading impression of institutional incompetence.

We have taken a number of steps to try to clear backlogged demand for the introductory course (e.g., we secured funding to offer a special, final rendition of the former introductory course, IS 301, in summer 2009). We hope that by fall 2010 we can reserve IS 101 mainly for freshmen and sophomores. The first two years of college are when we want students exploring our subject. Not only will a 1st-year/2nd-year introductory IS course help majors, it will help undergraduates across campus. A 100-level course attracts students who still have curricular flexibility, and this 100-level course will accommodate more students than we could put in its 300-level predecessor. For the first time we will draw many students who have no intention of majoring in IS but who will use the course to augment their studies in fields such as business, engineering, agronomy, and nursing.
Furthermore, the introductory IS course now will be supportive of innovative new approaches to learning rising all across campus. Heretofore, our introductory course was not suitable for use in FIGs because freshmen do not take 300-level courses. With greater enrollment capacity and discussion sections (see below), IS 101 will be highly attractive to faculty members organizing FIGs. Learning communities such as Bradley and Chadbourne (IS director Fair is the former director of Chadbourne; IS has close relations there), the International Learning Community, and the Green House (a new residential college that will tie into our global environment option), finally will be able to integrate an IS 101 into programming, including IS 101 discussion sections within the learning communities.

With our introductory course now positioned at the correct 100 level, students who complete it and decide to major in IS will be able to move in a measured way through a four-year curriculum in four years. We want quickly to be done accommodating students forced to rush through most of their major requirements as seniors or--worse--delay graduation for a fifth college year devoted to courses they wanted to take earlier but could not get.

IS 101 is the centerpiece of phase 1 of our curricular reforms, but we made other changes in 2009, several of them anticipating greater campus investment in IS. These additional changes included creating a variable-credit intermediate-level dedicated (non-cross-listed) course for majors; a 600-level topics course; a directed study (699) option; an internship credit option to support our existing (very popular) internship-study program in Washington D.C.; a course number in IS for an existing undergraduate seminar in the International Learning Community; and the capacity to create other IS seminars for residential colleges and similar high-impact programs. In addition, we agreed to find a way to support senior theses and to create a second certificate program in IS, one in human rights.

Some of these changes will have immediate impacts even without support from the Madison Initiative for Undergraduates. For instance, internship credits will help the 15-20 of our students who participate every fall in our Washington, D.C., program (interns are posted with organizations such as Human Rights Watch, the World Bank, Amnesty International, the Sullivan Foundation, and the UN Foundation). We are growing this program with help from the Division of International Studies, and expect to begin sending students soon in the spring semester as well as fall. We also are helping develop international internships abroad for our students and others. The topics course created this year will serve multiple purposes, including allowing us to develop modular overseas courses (with research components) taught during winter break or summer sessions as add-ons to semester-length IS courses in Madison. (When current IS director Fair served as director of the African Studies Program, she pioneered such a course -- in 1999 -- with an intersession, add-on, three-credit course on direct corporate investment in Ghana.) The IS Major is tailor made for such high-value enterprises.

Creating a human rights certificate is a high priority. The IS steering committee has already done the planning work for such a certificate program. There is heavy demand from majors and non-majors alike for a human rights certificate. Human rights events on campus draw great numbers of undergraduate participants. Scott Straus's 150-student human rights course regularly closes within two days, often leaving more than 100 students on a waiting list. Our advisor hears regularly from students about the need for human rights in our curriculum. The UW has unusual faculty strength in the field of global human rights. Many IS majors even would like a human rights option to go along with the four options that exist now. However, we postponed implementing the human rights certificate this year when we realized its immense popularity across campus would overwhelm IS staff.

Most of the reforms envisioned and/or put in place in 2009 will yield only incremental improvements for students without augmented IS staffing, especially faculty. Dedicated IS courses (as
opposed to courses based in other departments) are now taught only by Scott Straus, an award-winning teacher with a 50-percent (two-course) appointment in IS (his other 50% is in Political Science), occasional visiting instructors, such as retired ambassadors, provided by the Division of International Studies, and some of the Ph.D.-credentialed associate directors of the area studies programs, who teach periodically for us, gratis. Visiting teachers are valuable, especially when they teach 1- or 2-credit practicums based on career experiences (we have a 50-student waiting list for former Ambassador Alfred DeFago’s 1- to 2-credit practicum on international diplomacy this semester; 50 students hoping we relent and lift the cap). Likewise we highly value the teaching of area studies associate directors. We will continue to be creative in optimizing opportunities for our students.

But we simply need more than a single half-time faculty line. We need faculty so that we can teach our gateway course, 101, every semester. We need faculty to develop intermediate-level courses for the options and innovative add-on and internship opportunities around the world. We need faculty to supervise directed study and senior theses. We need faculty to offer informed, informal, major-specific career and life advising of the kind that happens in office hours and after classes. And perhaps most critically, now that we are properly recruiting majors with IS 101, we need faculty so that we can properly dispatch them with a required capstone course in each major option. The capstone courses, on the books, rarely taught, not required, are keys to excellence in a major otherwise built largely on courses borrowed from outside.

Institutional investment by way of the Madison Initiative for Undergraduates will take IS quickly in a direction it is already pointing, a direction also pointed by the MIU toward meeting student demand for curricular coherence; efficient, 4-year progress toward degrees; and high-value, career-building programs such as FIGS, overseas courses, academically integrated international internships, and the capstone course experience. It is unlikely that any unit on our campus is as prepared as IS – with one foot in L&S and the other in the cross-college Division of International Studies (which runs campus study abroad) – to move quickly on these fronts.


The Madison Initiative for Undergraduates will allow us to complete the work of transforming IS from a good idea that struggles along, serving undergraduates despite being incompletely jerry-rigged out of IR, to the firm anchor of interdisciplinary internationalist undergraduate education at the UW-Madison that its founders intended it to be. The elements of the second phase of reform each will require investment, but the investments need not be made all at once. In order of priority, calculated cumulatively, they are:

1. Basic Investment: Improving the International Studies Major at the entry level by teaching IS 101 twice per year with discussion sections.¹

   This modest investment in a 50-percent faculty appointment and a slightly increased TA budget will give IS the strength to take its place at the center of global education of undergraduates on the UW-Madison campus.

   - 1a. Teaching IS 101 twice per year will require one additional 50-percent faculty appointment like that of Scott Straus. This second half-time faculty member will alternate with Straus in the teaching IS 101, each teaching it one semester per year. She or he also will be counted on to teach a dedicated 300-level course in one of our options or a capstone course every year. We request a beginning assistant professor appointment here and for all subsequent faculty positions – see below – but will accept senior hires if a dean’s office or partnering department prefers.
Currently, IS 101 is taught in the fall semester only. It is capped this semester at 300 students, serving nearly twice as many students as IS 301 did last fall. For reasons described below, we will cap the course at 216 students per semester when we move to the every-semester model. Thus, IS 101 taught each semester will serve 432 students per year instead of the current 300.

This 50-percent faculty appointment will be shared by a department (see section 8, below), meaning that this MIU investment in IS also will be an MIU investment in a discipline.

- 1b. Teaching IS 101 twice per year and teaching it better—with discussion sections—will require increasing the IS teaching assistant budget. It is extremely important to have discussion sections in a 100-level introductory course that is the gateway to an interdisciplinary major. The professional orientation that TAs provide is crucial to students at this stage. Furthermore, discussion sections are programmatically vital for a course certain to draw great interest by the organizers of FIGs and other high-impact programs for first-year students. At present, IS 101 is a three-credit non-sectioned course with two budgeted 42% TAs plus one 42% TA borrowed for this semester only from Political Science. (Discussion sections are not possible this semester because—without an additional TA—the backlog of students who needed to be served put us past allowable section enrollment and TA hours.) Our reform will require three TAs per semester, each appointed at 45%. With this increased investment in the TA budget of IS, we will offer 101 every semester as a 4-credit course (we obtained variable credit authority in our 2009 reforms), using three TAs, each TA responsible for four sections of 18 students. Thus, a sectioned IS 101 taught every semester will serve 216 students per semester, or 432 per year.

IS recruits TAs from among internationalist graduate students in all departments. Thus, multiple departments will share the benefits of this MUI investment in IS.

2. Mid-range investment: In addition to all elements of the basic investment described above, improving the International Studies Major at the advanced level by ensuring instruction of at least four capstone courses per year.

This mid-range investment in a total of three new 50-percent faculty appointments (the one described above and two more) plus the increased TA budget, will make IS a replicable model for interdisciplinary undergraduate education on our campus.

- Improving IS 101 as described above and also offering four to six capstone courses per year, allowing us to require a dedicated, high-impact, upper-level, culminating course for majors in each option will be made possible with the addition of a total of three new 50-percent faculty appointments like that of Scott Straus. Three additional 50-percent appointments will suffice to ensure twice-annual instruction of IS 101 plus a minimum of four 600-level capstone courses per year, one per option (four because we will usually be able to count on Straus and each of the new 50-percent appointees to handle one capstone course per year, with supplementary and replacement support, as now, from the Ph.D.-credentialed faculty associates who serve as associate directors of the area studies programs).

3. Mid-range investment plus: In addition to all elements of the basic investment and the mid-range investment described above, providing the level of advising that a large, low-faculty, interdisciplinary major needs—a second professional advisor.
This mid-range investment plus will give IS a total of three new 50-percent faculty positions, an increased TA budget, and a second advisor, making IS a great interdisciplinary undergraduate major and campus resource.

- The full-time IS academic advisor is technically much more than an advisor. As part of our 2009 reforms, we reclassified her position from academic advisor to student services coordinator, with the idea that she would continue to advise full-time (because we have more than full-time advising needs) but would also move as soon as possible into more student service planning and coordinating: running curriculum and career workshops for majors; planning and coordinating internships in the U.S. and abroad for our majors; planning and coordinating international service learning activities; working with IAP to maximize study abroad value for students in a major where more than half of students participate in such programs; helping faculty develop modular, add-on courses overseas; helping organize FIGs, and more. As an advisor, she works herculean hours, advising 515 majors every semester as well as countless prospective majors. Her job is more complex that that of any departmental advisor because the IS curriculum is not rote: Students craft their programs from courses in multiple departments, and every program is different. She has instituted a variety of improvements to make advising more efficient, such as hiring a peer advisor and mandating participation in a group-advising session (she offers four per semester) before one-on-one advising can commence. But the work of serving so many students, all interested in complicated international careers, is overwhelming her capacity to function at all, much less plan and organize programs as a student services coordinator. The IS Major needs a second advisor. With a dedicated advisor and a peer advisor, our student services coordinator ideally will continue advising, but at half her current rate, freeing her to organize international programs for students.

4. Full investment: In addition to all of the elements described above, creating a suite of dedicated, non-cross-listed courses for majors at the 300- and 400-level, one per major option. This improvement will require not three new 50-percent faculty lines, but five. In addition, full investment will include hiring a full-time Ph.D.-credentialed faculty associate, who will assist the IS director in running day-to-day operations, manage and develop new IS certificates, create international and research opportunities for students, track alumni and fundraise among them, and write grant proposals to bring in outside support for innovative international training of undergraduates at the UW-Madison. In addition, the faculty associate will fill teaching gaps according to needs and training.

Full investment will give IS a total of five new 50-percent faculty positions, an increased TA budget, a second academic advisor, and a Ph.D.-credentialed faculty associate to manage, plan, and teach in the major, making IS a national leader in the field of interdisciplinary international education of undergraduates.

- Five new faculty appointments will give the IS a total of six 50-percent faculty lines, i.e., about 12 courses per year taught by our own faculty: two renditions of IS 101; about six capstone courses annually, most taught by faculty; and four to six dedicated intermediate-level IS courses. This infusion of faculty, and a faculty associate to manage, plan, and teach in the Major, will give IS plentiful talent for innovative international programming of multiple kinds.

7. Phase-in.

A reasonable phase-in time is four years, but IS gladly will move faster or slower.

- Year 1: Basic investment (6.1, above).
- Year 2: Mid-range and mid-range investment plus (6.2 and 6.3, above).
- Year 3: Pause.
- Year 4: Full investment (6.4, above).
8. Diversity, the involvement of departments and the interests of area studies programs.

In international studies, faculty recruitment efforts conducted through disciplinary and interdisciplinary list-serves generally attract diverse candidate pools. If diversity goals are not met in our first hire, we will define at least one position in the second phase of this plan in a way that is highly likely to meet this goal. For instance, we are prepared to announce a position for our Culture in the Age of Globalization option in terms of a strong preference for a specialist in the culture of diasporas and transnational movements; we know from experience that such a step will create a diverse applicant pool.

The plan will interest a number of tenure-granting departments, many of which cooperate with IS already. Half of the teaching and service of faculty members hired through this initiative will be in the tenure-home department. This initiative therefore gives the MIU an opportunity for targeted strengthening of an important and under-resourced major (IS) while sharing the benefits with social science and humanities departments in different colleges that also need faculty infusions for excellence in undergraduate education.

IS is open to negotiation with the College of Letters and Science, the Division of International Studies, and any interested department (in any College) on the details of research and teaching specialization and other qualities sought through MIU faculty hires. The only absolute where IS is concerned is balance among our four major options. Our one current 50-percent appointment, Scott Straus, is a political scientist whose teaching (beyond IS 101) fits in our Global Security option. Our strong preference for a second faculty position is for someone to cover IS 101 with Straus as well as capstone and intermediate courses in any option other than Global Security. IS would consider any cooperating department. Subsequent faculty appointments should help us cover our four options, with double coverage eventually of the most popular of them. All else equal, disciplinary diversity will be beneficial: Sociology, Geography, the Nelson Institute, language departments, Economics, Agricultural and Applied Economics, other departments – we are open.

We will work with the College of Letters and Science, the Division of International Studies, and other campus units as needed to find suitable departmental partners at each stage in this process. The IS director and two members of the IS steering committee have served multiple times on interdepartmental hiring committees and are familiar with the processes and niceties.

IS is particularly interested in using this MIU initiative to strengthen area studies programs – our close collaborators – in fields necessary to sustain their federal funding and FLAS fellowships. The area studies programs bring a total of $3.8 million per year to the UW for international teaching, research, and graduate fellowships. They substantially invigorate the UW-Madison as a home for internationalists and internationalists in training. If the Division of International Studies and the International Institute are involved at some level in helping IS define the parameters of faculty searches, IS is confident that the most pressing needs of those area studies programs will be taken into account. Not every one can be satisfied, of course.


IS is scheduled for an external evaluation in 2010. This evaluation will provide a baseline for measuring progress in the phased-in improvement plan described above. Metrics will be refined by the external evaluation committee, but the fundamental criteria for measuring the success of MIU investments in IS will of course be student-centered (because MIU is student-funded and designed to benefit students): Have increased enrollments in IS 101 eliminated bottlenecks and brought 1st- and 2nd-year students into the major? Have discussion sections in 101 and improved advising made 1st- and 2nd-year students more confident in their knowledge of the nature and potentialities of IS as a major
field? Has there been growth in the number of high-impact courses and activities connected with IS, such as FIGs, international internships (including service learning), study abroad, and overseas course modules? Have dedicated IS courses built community and common purpose (e.g., clubs, activities, interest groups) among IS majors? Do students arrive in their capstone courses enthused about their major and their future? Do they produce senior projects in the capstone courses that derive from past academic experiences in the major and point toward international career engagement? Do they leave the university delighted with the IS Major? We will work closely with the Alumni Association to track graduates through their careers and keep them involved.

10. How this plan will improve undergraduate education and support a successful Madison Initiative for Undergraduates.

Directly investing in a popular, strategic undergraduate major in an area – international studies – that students know is vital to their generation, our state, and the nation will be a win for undergraduate training on our campus and a win for the campus leaders charged with investing student-generated funds wisely in needs that students will recognize.

Budget.

The budget that follows is basic. Greater budget detail at this stage in the process would be a kind of false precision. We budget here for 100% of salary, fringe benefit, and start-up costs of all faculty positions, even though half of all such positions will be credited to the appointing department. These costs may be cut in half if positions requested here are melded 50/50 with MIU requests from departments. All faculty positions are budgeted at the beginning assistant professor level, $75,000/year, with a 38.5% fringe benefit rate. Start-up packages for assistant professorships in the social sciences and humanities are judged to average $30,000. Salary for the teaching assistantship is calculated at $15,000 per year, with fringe benefits at 27.5%; the actual salary figure will be slightly higher or lower depending on appointment level. The academic advisor salary is calculated at $40,000/year with a 38.5% fringe benefit rate. Finally, the faculty associate salary is calculated at $55,000/year with a 38.5% fringe benefit rate.

<table>
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<th>Level of Support / Year</th>
<th>100% Faculty Positions: Salary and Fringes*</th>
<th>Additional TAship</th>
<th>100% Academic Advisor: Salary and Fringes</th>
<th>100% Faculty Associate: Salary and Fringes</th>
<th>Start-up for faculty (one-time cost)*</th>
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<td>Basic Investment / Year 1</td>
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*Faculty salaries, fringe benefits, and start-up are here calculated for 100-percent appointments, but half of each faculty position will be credited to a department (and half to IS).

Parenthetical numbers = number of appointments.
To: Paul Deluca, Provost
From: Gilles Bousquet, Dean of International Studies
Subject: Madison Initiative for Undergraduates Proposal Ranking
Date: October 1, 2009

I am pleased to offer my enthusiastic support for the following Madison Initiative for Undergraduates proposals submitted to the Division of International Studies. I have ranked the proposals in priority order based on the goals of the MIU and the DIS. I believe the first two proposals listed below will have the broadest and most transformative impact on international undergraduate education.

1. **International Studies Major:**

   The International Studies Major is a joint endeavor of the College of Letters and Sciences and the Division of International Studies. The College of Letters and Sciences has endorsed this proposal. This complex, interdisciplinary major serves more than 500 students with a total of .75 faculty FTE (a 25% director, and 50% time teaching faculty member with a tenure home in Political Science), one full time advisor and a half time administrative assistant. My highest priority for the MIU is the addition of faculty and staff resources to eliminate bottlenecks and add high impact learning experiences that are the key to an integrated learning experience, such as FIGS, Capstone courses, internships around the world, the DC International Semester, and more specific career advising. The two requested faculty FTE would dedicate 25-50% time to support the International Studies Major, sharing the remainder of the FTE with a department. The Division has experience in partnering with departments to hire faculty with dedicated teaching for international programs. The addition of an advisor for this large, interdisciplinary, low faculty resourced major is also critical and will have measurable, direct benefits to students.

   The International Studies major is a key anchor to UW-Madison’s commitment to international education, training students in systematic, integrated thinking about global systems and international issues. It builds on a long tradition of excellence in international engagement, research and training, one of the hallmarks of the UW-Madison, as evidenced by the eight federally supported area and international studies National Resource Centers on our campus. Support for faculty partially dedicated to the IS major will have spillover benefits for the area studies and language programs on campus, adding faculty expertise that...
will provide integrative courses to students in language majors and area studies majors and certificates as well.

The International Studies major is also critical to preparing globally competent graduates to advance the international competitiveness of Wisconsin organizations. In fact, to be competitive in the global economy, Wisconsin business and services need graduates with the interdisciplinary, international skills provided by the IS major to assist them in their international endeavors, such as increasing foreign direct investment and export growth.

Success will be measured by the increase in both quantity of students served and increase in high value programming, including options that allow students to practice integrated thinking and apply knowledge in an international setting.

2. International Academic Internship Program:

Another top priority is support for the proposal for an innovative new International Academic Internship Program. Study Abroad and internships are two of the high impact educational practices identified nationally and endorsed by our campus community. International internships are the intersection of these two practices and lead to global competence and other types of student outcomes we must offer in order to remain competitive. International internships are in high demand by undergraduate students. Both nationally and locally, career services units and study abroad offices report a marked increase in requests for work abroad opportunities and it is clear that the supply of such opportunities currently made available by our campus fails to meet this demand.

This collaborative initiative of the UW-Madison Division of International Studies, the Office of Corporate Relations, the College of Engineering, the School of Business, the College of Letters & Sciences, and the College of Agriculture and Life Sciences. It is the connection between the schools and colleges through their career services units, Corporate Relations, and the deep relationships with international partners and employers that make it effective, efficient, and unique.

One of the reasons I have ranked this new initiative as a priority is that I expect that it will have high impact results in numerous areas, and serve students from across campus. We anticipate that this initiative will not only increase the number of students participating in international internships, but strengthen campus relationships with global organizations, and result in more student career placements with the companies and organizations where students participated in internships. For the longer term, we expect that this program will be an important aspect of an integrated set of programs designed to produce a globally competent workforce and therefore improve competitiveness for Wisconsin and its graduates in the global economy. Through an on-going feedback process with companies who participate in international internships program, we will document the results of this feedback, and will solicit specific comments addressing this issue.

We are aware of international internship opportunities, and the benefits of an international internship experience have been demonstrated to be of high value to
students. We now need to make a modest investment in the human infrastructure to meet the increasing demand for international internships, and deepen our relationships with key corporations.

3. **International Learning Community:**

My third priority for the MIU is the International learning Community proposal for TA support for language learning. The ILC is an immersion language option on campus that provides students with a campus “field” experience to increase language proficiency outside of a typical classroom setting. As a leader in language programs, and as the federal government puts more emphasis on proficiency levels (rather than seat time) in assessing language and area programs, the ILC offers a successful model toward this goal. Currently, it is difficult to get departmental funding for the TA’s, especially in the small departments of less commonly taught languages where this creates a very difficult burden. The ILC makes an important contribution toward our goal of global competence through an integrated learning experience. Support for TAs for language would strengthen the ILC language component, which is a critical element of its innovation and success.

4. **European Studies:**

The European Studies program requests a student services coordinator to assist with advising students. While I believe this would benefit the program, I have made it fourth on my list because it would not have a transformative impact or improve program quality in a significant way.

5. **East Asian Studies:**

This proposal requests a faculty associate to help diversify teaching of Chinese language and potentially offer courses leading to a certificate and Business Chinese and Business Japanese. This is a proposal with merit, especially with regard to the Title VI competition. It is not ranked as high as other proposals because it lacks the broad impact of the highest priority proposals, and is not as well developed as those proposals.

**Endorsements:**

I have endorsed the following proposals on behalf of the Division of International Studies:

1. Public Health and Global Health: This proposal builds on the UW-Madison’s position as a leader in Medicine and Public Health, Nutritional Sciences, Global Health, and International Studies to meet the growing demand for training in global public health. This program would have broad impact and I give it strong endorsement.
2. Economics of Natural Resources and the Environment: This proposal, submitted by the Department of Agriculture and Applied Economics requests faculty resources to address a bottleneck in access to high demand courses in economics of the environment. Of particular interest to International Studies is new hiring to increase access to courses such as Environmental and the Global Economy which are in high demand by international studies students.