



# University of Colorado **Boulder**

2020 Program Review

International Affairs Program

Academic Review and Planning  
Advisory Committee Report

Approved

DocuSigned by:

*Russell Moore*

5/17/2021

B191482205CC431...

Provost and Executive Vice Chancellor for Academic Affairs | Date

Contents	AY 2020-21 ARPAC Members – 3
	Process Overview – 4
	Unit Overview – 4
	Past Reviews – 15
	Analysis – 17
	Recommendations – 23
	Required Follow-Up – 26

# Academic Review and Planning Advisory Committee (ARPAC)

Alaa Ahmed, Associate Professor, Department of Mechanical Engineering

Alison Boardman, Associate Professor, School of Education

Barbara Battenfield, Professor, Department of Geography

Paul Campos, Professor, University of Colorado School of Law

Gerardo Gutierrez, Associate Professor, Department of Anthropology

Andrew Johnson, Associate Professor, University Libraries

Pui Fong Kan, Associate Professor, Department of Speech, Language, and Hearing Sciences

Austin Okigbo, Associate Professor, College of Music

Judith Packer, Professor, Department of Mathematics

Kathleen Ryan, Associate Professor, Department of Journalism

Hanna Rose Shell, Associate Professor, Department of Art and Art History

Michael Stutzer, Professor, Leeds School of Business

Tamara Sumner, Professor, Institute of Cognitive Science

Paul Youngquist, Professor, Department of English

Academic year 2020-21  
voting members

Non-voting members

Bob Boswell, Vice Chancellor for Diversity, Equity, and Community Engagement and Professor of Molecular, Cellular, and Developmental Biology

Katherine Eggert, Senior Vice Provost and Associate Vice Chancellor for Academic Planning and Assessment and Professor of English

Mary Kraus, Vice Provost and Associate Vice Chancellor for Undergraduate Education and Professor of Geological Sciences

Michele Moses, Vice Provost and Associate Vice Chancellor for Faculty Affairs and Professor of Education

Ann Schmiesing, Executive Vice Provost for Academic Resource Management and Professor of Germanic and Slavic Languages and Literatures

Scott Adler, Dean of the Graduate School and Professor of Political Science

Staff

Ka Yong Wolff, Office of Faculty Affairs

Emmanuel Melgoza Alfaro, Office of Faculty Affairs

## Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the International Affairs Program (IAFS) was conducted in accordance with the 2020 program review guidelines. Self-study responses were prepared by the unit and checked by an internal review committee composed of two University of Colorado Boulder (CU Boulder) faculty members outside of the unit. The internal reviewers submitted a summary of findings derived from the self-study and from interviews and/or surveys with faculty, staff, and student unit members. An external review committee, consisting of two experts from outside of CU Boulder, submitted a report based upon review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. Internal and external reviewer comments and recommendations are shared when relevant throughout this report. Owing to the COVID-19 emergency, ARPAC staff facilitated the external review as a remote visit on April 20 and 21, 2020, using web conferencing tools. Internal and external reviewer comments and recommendations are shared when relevant throughout this report.

## Unit Overview

The campus' standardized description of the International Affairs Program is available on the website of the [Office of Data Analytics \(ODA\)](#). ODA updates the profile annually in the fall semester. This report cites data posted in October 2019, reflecting the state of the International Affairs Program as of the academic year (AY) 2018-2019.

## Disciplinary Context

The International Affairs Program (IAFS) specializes in bridging studies of international relations, anthropology, economics, geography, history, and political science. The program offers students four themes that emphasize this interdisciplinary approach: development and culture; international economics, business, and political economy; political geography, international security, and foreign policy; and institutions, rights, and norms. IAFS degree-seeking students may select among four geographic concentrations as a study focus, including Africa/Middle East, Asia, Europe/Eurasia, and Latin America. The program requires its majors to attain proficiency in a language of their chosen region, as well as familiarity with its cultural and political activities. Unlike many other programs in its discipline, International Affairs

positions itself purposely as flexible in its curricular design rather than channeling student interest into specific, pre-defined tracks. IAFS also offers students options to enhance their studies by seeking a certificate in an area of global interest, such as media, environmental affairs, or public health.

## Research and Scholarship

According to the AY 2018-2019 ODA unit profile, IAFS faculty member affiliates rank first among eight social science units in publishing textbooks and edited books; they rank sixth and eighth, respectively, among all campus units in publishing in those formats. The program receives in excess of \$1 million in extramural grant support, according to the self-study.

The research expertise of the program's faculty members covers economics, geography, history, political science, and women and gender studies, as well as the study of related research inquiries across Africa, Central Asia, East Asia, Latin America, the Middle East, Southeast Asia, and the United States. Specific areas of inquiry include World War II; sports history and diplomacy; health, education and environment in China; the AIDS epidemic; gender and sexuality in Africa; urban waterscapes and socio-political processes in cities of the global South; British imperialism, nationalism, and anticolonialism; neofascism and radical nationalism in Nordic countries; the politics of exchange rate regimes, foreign aid, and international labor mobility; and the study of how inter-governmental organizations can contribute to international conflict reduction.

The self-study does not connect research accomplished by these faculty members specifically to their IAFS affiliation and observes that IAFS currently offers only a "limited opportunity for research collaboration." IAFS faculty affiliates instead conduct their research and receive research support through their home departments. Nevertheless, the unit aspires to serve as a "college-wide hub for research collaboration" and has identified several collaborative research foci. The unit points out in its self-study that "such research collaboration could be augmented by expanded graduate education through the unit, especially at the PhD level." As will be addressed in subsequent sections, IAFS proposes an expansion into graduate education as a foundation for its strategic vision.

## Collaborations

IAFS interacts extensively with other CU Boulder units. These connections arise from the mix of disciplines represented by the program's faculty member affiliates. This is most clearly seen in the make-up of its faculty. According to the AY 2018-2019 ODA unit profile, six IAFS faculty members hail from five departments: Economics, Geography, History, Political Science, and Women and Gender Studies. A seventh affiliate member is rostered in the College of Music and teaches for the program every two years. According to the self-study, "expanding the core faculty would allow the unit to take the next step of collectively designing a cohesive and truly interdisciplinary undergraduate program." Indeed, IAFS already highlights how opportunities to cross-list courses with a variety of departments such as Anthropology, Economics, Geography, History, Political Science, and Sociology, among others, enrich and enliven its curricular reach. However, the current collaborations touted by the unit appear to be grounded by administrative and curricular necessity, rather than shared scholastic and research initiatives.

## Campus Context

The International Affairs Program is an interdisciplinary undergraduate program within the College of Arts and Sciences. IAFS provides students with a flexible, yet rigorous training in foreign language, writing and analytical skills, and experiential learning. The external reviewers describe the unit as "one of the gems of the Arts and Sciences," saying that IAFS "embodies the University's commitment to interdisciplinarity proclaimed in recent visioning documents."

## Faculty and Research Personnel

According to the AY 2018-2019 ODA unit profile, the IAFS faculty contingent consists of seven tenure-track faculty affiliates and one lecturer. The current IAFS director holds a tenured faculty appointment in the Department of History. The other six tenure-track faculty members maintain their tenure locus outside the program as well. The unit's own personnel count identifies six tenure-stream and two instructor stream faculty members as IAFS affiliates. One of the instructors holds a 37.5% IAFS appointment, the other a 50% appointment; the instructors are co-rostered with the Department of Political Science and the Baker Residential Academic Program, respectively. According to the self-study, the IAFS faculty affiliates "teach the core IAFS classes, supplemented by lecturers when the regular faculty are on leave." Compared to other CU Boulder academic personnel rosters, IAFS has fewer faculty members to draw from than all the other social science units, and fewer than 57 (out of 64) academic units.

Per the AY 2018-2019 ODA unit profile, associate professor salaries lag behind those offered by peer programs of the Association of American Universities (AAU) public universities, earning 76% of the AAU peer average. No AAU comparison exists for full professor and assistant professor ranks, although the unit profile outlines the AAU average combined salary of all tenured ranks at \$113,596.

## Staff

According to the AY 2018-2019 ODA unit profile, IAFS employs two university staff members and two hourly student employees. Since its 2013 review, the college has granted IAFS an additional quarter time allotment for a staff line, bringing its total staff contingent to two full time positions. As IAFS continues to evolve, it anticipates needing additional staff support to help with event planning, outreach, and graduate program administration.

The internal and external reviewers echo the program's staffing needs assessment and note that the current staffing level is insufficient to fulfill the program's obligations to support student outreach and recruitment, internship coordination, and communication and development. Specifically, the external reviewers recommend that a new staff position be approved to coordinate student programming, student internship and career recruiting, IAFS branding, and outreach to Boulder and Denver area businesses and other entities.

The self-study highlights additional needs for improved student advising. While the college has assigned two professional academic advisors to the program, only one is dedicated solely to IAFS; the other is shared with the departments of Political Science and Ethnic Studies. The shared advising support appears to be a reduction from previous arrangements; at the time of the 2013 review, the college had two full-time advisors assigned to IAFS. Despite lower enrollment numbers since then, IAFS argues for a return to the prior arrangement, saying that two IAFS-dedicated advisors would do better navigating the complexity of the program's curriculum, especially as it relates to the foreign language requirement and study-abroad opportunities. These "issues may take time and specialization to resolve," the self-study notes. Further, IAFS advocates for its assigned academic advisors to be located close to the program's physical space, citing a "need for continuous consultation and problem-solving between the advisors and the program." The academic advisors assigned by the college are currently located in a central location rather than embedded within the academic units, and

International Affairs notes that this impedes the program's student community-building and communication efforts.

## Undergraduate Education

IAFS confers the bachelor's degree (BA) in international affairs and offers several undergraduate certificates. The certificates give IAFS leverage to propose new cross-listed courses, furthering its interdisciplinary collaborations with allied CU Boulder academic programs. The certificates are designed to enhance students' studies by opening opportunities for focused exploration. The unit offers the following certificates:

- International Media
- Global Environmental Affairs (offered jointly with the Environmental Studies Program)
- Global Public Health (a track of the Public Health Certificate)
- European Union Studies
- Peace, Conflict, and Security Arctic Studies (founded by IAFS, and housed in the Department of Geography)

According to the fall 2018 student census, the international affairs major enrolled 675 students, making it the third largest social science major and the 15th largest CU Boulder major. Compared to fall of 2013, at the time of the last review, IAFS has seen an 18% decline in majors from a peak of 828. The external reviewers speak to a possible cause of the decline: matriculation in language study is trending downwards nationally. Given this trend, the external reviewers highlight the current IAFS enrollment as impressive, saying that "the degree remains popular despite the higher language requirement." Indeed, the IAFS requirement of foreign language proficiency at the third-year level is a year longer than required by the college. In addition, the program requires students to take a range of social sciences and humanities courses and to complete an off-campus experience. As already noted, IAFS majors must complete 51 program-specific coursework credits, attain the aforementioned third-year foreign language proficiency, and complete an off-campus experiential learning experience. The IAFS curriculum comprises four main components:

- Among the 51 required credits, 18 credits must be completed as upper-division coursework across four themed areas: development and culture; international economics,



business and political economy; political geography, international security and foreign policy; and institutions, rights and norms.

- IAFS degree-seeking students may select among four geographic concentrations as a study focus, including Africa/Middle East, Asia, Europe/Eurasia, and Latin America. The geographic concentration requirement is fulfilled with the completion of nine upper-division credits, and the attainment of language proficiency equivalent to passing a second-semester 3000-level course.
- Students are required to complete three credits as part of an off-campus experience. Students may elect to study abroad for a semester, an academic year, or during the summer. They may take a site-specific course taught abroad called Global Seminar, and they may enroll in IAFS 4930: Internship in International Affairs, in which students earn credit for off-campus work.
- Students may participate in the IAFS honors program. In addition to taking the IAFS 4800: International Affairs Honors course, honors candidates work with an advisor as they write an honors thesis on a topic of their choosing.

In AY 2018-2019, IAFS awarded 160 bachelor's degrees, the third highest total among social science units, and 11th highest among all CU Boulder degree-granting units. This count represents a 31% five-year decline. Nine percent of IAFS seniors graduated with honors; representing the highest percent of honors graduates among social science units and the 11th highest among all CU Boulder degree-granting units. IAFS has increased its rate of honors graduates by 117% over the last five years. The IAFS director works closely with honors candidates and sits on their defense committees, alongside the candidate's thesis advisor and another CU Boulder faculty member. IAFS students complete their BAs on average within 3.67 years.

Beyond classroom instruction, IAFS also provides its undergraduates with numerous co-curricular offerings including the Model United Nations Program, the International Affairs Club, GlobeMed, and the Conference on World Affairs (CWA). The CWA is a high-profile international conference held annually at CU Boulder that offers students volunteer opportunities and a chance to hear from, and meet with, speakers who address a range of international topics.

IAFS undergraduates appear satisfied with their major, although they express dissatisfaction with advising, mirroring what the unit says is among its most urgent concerns. The AY 2018-

2019 ODA unit profile summarizes the results of the 2016 and 2017 administrations of the National Survey of Student Engagement (NSSE). The surveys found IAFS student satisfaction with the major to be at 81% (2016), satisfaction with the program's ability to meet their educational goals at 75% (2016), and satisfaction with the academic quality of the program at 74% (2017). However, student satisfaction dropped when asked about measures related to successful advising outcomes, including for course selection and academics (67% in 2016) and career placement (44% in 2016). Finally, when asked about the availability of IAFS courses, only about two-thirds of students responded positively (68% in 2017).

Up until 2019, IAFS had undertaken largely informal student learning outcomes assessments, consisting primarily of student surveys and feedback. More recently, IAFS has partnered with ODA personnel to implement a formal, recurrent assessment process. This change in approach includes revising the program's learning outcomes, developing a curriculum map of required courses and major requirements, and aligning the program's learning outcomes to CU Boulder's baccalaureate learning goals. As a next step, IAFS plans to develop a three-year assessment plan and to implement annual student learning assessments.

## Graduate Education

The unit offers a graduate certificate in international affairs, which was approved in spring 2019. According to the program's website, the certificate "allows currently matriculated graduate students across CU Boulder to examine global issues and position their own graduate research in a global context. It will also allow graduate students in specific disciplines to study international affairs in an interdisciplinary way and with access to courses across the social sciences, humanities, and natural sciences." The IAFS website shows certificate coursework concentrations in anthropology, ethnic studies, geography, history, political science, sociology, music, and language studies.

The IAFS self-study describes the graduate certificate as a foundation and starting point for expanding into a full-fledged interdisciplinary graduate program in international affairs. In line with its strategic plan, IAFS wishes to expand its graduate offerings to include master's and bachelor's-accelerated-master's (BAM) degree programs, and sees this as "a natural extension of its undergraduate teaching program."

The unit regards an expansion into graduate education as a “top strategic goal,” one that necessitates gaining an IAFS-rostered tenure-track faculty line. This request is supported by the internal reviewers, who note that “existing faculty numbers are barely able to maintain the International Affairs’ curriculum.”

## Budget

The IAFS operating budget covers general program expenses, including student organization support, event costs, and teaching assistant salaries. The university general fund pays for administrative and clerical salaries and student work-study appointments. IAFS also has access to general fund monies to pay for student leadership and service scholarships. Finally, a summer incentive fund provides IAFS extra revenue to support offering summer instruction. The college’s leaves and replacement process covers IAFS lecturer salaries. A college algorithm determines the IAFS operating budget based on a count of the program’s faculty appointments and its total student credit hours taught. As noted in the previous section, the bulk of IAFS courses are linked—and thereby credited to—the tenure-home department of the IAFS-affiliated faculty member. This leaves the program at a loss for many of the student credit hours taken by its majors. The external reviewers note this loss, saying that the college algorithm fails to account for both the needs and value of cross-disciplinary programs like IAFS. They suggest that the program’s achievements could be measured and assessed “by equally important indicators, such as [its effectiveness in] recruiting majors and awarding degrees.”

International Affairs has expanded its fundraising efforts and is working with the college advancement team to improve its outreach to donors and alumni, and with its external advisory board to enhance the IAFS Global Grants Program, which gives students resources to complete research work abroad. IAFS hopes to increase the Global Grants endowment to permit 20 annual study abroad scholarships (up from 10-15 a year today). In the long run, IAFS hopes to provide all of its majors a modest sum to pursue studies abroad.

## Space and Infrastructure

IAFS is located in the University Club Building, where the director, assistant director, program manager, and student assistants have offices. Non-tenure-track faculty and teaching assistants use a suite in the building’s basement for offices. IAFS shares access to a 27-person

capacity room with the Jewish Studies Program, likewise headquartered in the University Club. That room provides space for meetings, seminar classes, and honors defenses. The self-study notes that technological support for the room necessitates an annual service payment to the Office of Information Technology (OIT). The AY 2018-2019 ODA unit profile shows that IAFS has been assigned 1,751 square feet of space, all of which is office space. IAFS ranks last among social science units and second-to-last among all campus academic units for assigned square footage.

The self-study and the internal and external review reports all note that the unit's constituents feel that they lack a sense of community and that this is attributable in part to a lack of a reliably available common space. The reports suggest that such a space, and its use for hosting events, would allow IAFS students, staff and faculty members to gather, interact, socialize, and foster a shared intellectual community.

## Governance

IAFS is led by a director who serves a four-year term. The director is elected by majority vote of IAFS faculty member affiliates, meaning individuals who hold at least a 50% IAFS appointment. The Committee on International Affairs oversees IAFS. The committee includes the program director and faculty members with at least half-time program appointments. Presently, the committee includes two faculty members from Political Science, two from Economics, one from History, one from Geography, one from Anthropology, and one from a major language department. The bylaws note that the committee may elect additional members upon nomination by one member and approval by a majority vote. Committee members must be active as program teachers; this means that they have taught a core IAFS course within the past five years. Members of the IAFS faculty committee may also serve on one of the program's subcommittees, such as the executive subcommittee, grievance subcommittee, or on other ad hoc subcommittees, as needed.

IAFS last revised its bylaws in November 2013. The bylaws delineate voting rights for faculty members; faculty hiring procedures; reappointment, tenure, and promotion procedures; and grievance procedures. The self-study indicates that IAFS is considering revising and clarifying its bylaws to better identify the functions of the Committee on International Affairs and to better elaborate IAFS grievance processes (i.e., what issues are subject to a grievance, the respective

rights and responsibilities of the various parties, and the procedures to be followed). The unit appears to be aware that its bylaws are missing evaluation procedures and standards for non-tenure-track faculty members. In a similar vein, the bylaws do not outline the program's annual merit review standards and procedures. The internal reviewers note that rules governing the composition and expectations of the committee that makes tenure and promotion recommendations are vague and need to be clarified.

## Inclusive Excellence

Relative to other social science units, IAFS has attained a diverse undergraduate population. Per the AY 2018-2019 ODA unit profile, 24% of its 675 majors identify as African American, Hispanic/Latinx, Native American, or Pacific Islander. For this measure, the unit is ranked second among the social science units. Over the past five years, the percentage of students identifying as belonging to an underrepresented racial or ethnic group has increased by 20%. Meanwhile, the percentage of international undergraduate students has increased by 151% (comprising 6% of current IAFS undergraduates).

As of fall 2018, 56% of the IAFS majors identify as women, ranking the program seventh among social science units, and 23rd among all CU Boulder academic units. This total represents a 2% decline compared to five years ago.

As with many other CU Boulder academic programs, the demographics of IAFS tenure-track faculty members do not align with the growing diversity of the program's undergraduates. No faculty member identifies as belonging to an underrepresented racial or ethnic population and only one faculty member identifies as Asian American. Three of IAFS faculty members (43%) identify as women.

## Unit Culture

A 2019 workplace culture survey administered by the Office of Data Analytics (ODA) and the Office of Institutional Equity and Compliance (OIEC) suggests that IAFS maintains a positive working environment. Out of 12 faculty and staff members invited to participate in the Campus Workplace and Culture (CWC) Survey, ten did so (an 83% survey response rate). Notably, the survey attracted equal participation among women and men in IAFS; other social science units averaged lower response rates among women (70%) than men (74%).

The survey results depict IAFS as a unit that fosters a respectful, collegial, and supportive environment; most respondents reported that their colleagues treat them with respect (90%), and that the workplace culture is positive (70%). If they had to choose where to work again, 80% of the faculty and staff respondents would choose to work at CU Boulder.

The unit self-study and external reviewers also call out less positive aspects of the culture survey results. For example, only 60% of IAFS faculty and staff members feel that their colleagues take their ideas seriously. Only 60% of respondents feel that a concern related to discrimination or sexual harassment would be taken seriously, and only 56% are comfortable bringing up issues of concern without fear of retaliation by a senior faculty member or supervisor. The external reviewers cautioned that “power dynamics within multi-disciplinary programs are less clear-cut than in departments” and the unit’s director and other academic leaders should actively gauge and solicit views that may be submerged in such an environment.

Only half of those surveyed felt that angry outbursts were not tolerated, and that the unit’s leadership effectively addresses behaviors that undermine the work environment. A survey assessment authored by OIEC urges IAFS to address incivility and negative group norms and suggests that the program engage with OIEC and Ombuds Office personnel to gain guidance on ways to improve its workplace environment, including ways to reset unit norms, to train personnel to become conscientious bystanders, and to manage difficult conversations.

Finally, the self-study, internal review report, and external review report all note a perceived lack of community in IAFS. The workplace culture survey results support and confirm these concerns: only 50% of respondents felt a sense of a community in IAFS and fewer still with the institution at-large (viz., 40% felt a sense of community at CU Boulder). According to the self-study, the unit sees solving the former challenge as complicated by its small core faculty contingent. It proposes to foster a greater sense of a community through regular social events.

## Past Reviews

IAFS has made progress in several areas since its 2013 ARPAC review. Over this time, IAFS has added a new tenure-track faculty affiliate whose tenure home is the Department of Women and Gender Studies. The program also increased its staff contingent to two full-time positions.

IAFS revamped its undergraduate curriculum in response to the last review. IAFS majors must now complete a three-credit off-campus experience. Efforts to better match course offerings with changing student interests include the introduction of an undergraduate certificate program focused on topics of growing global concern, and more humanities courses, such as with the College of Music. A new graduate certificate program has created an entrée for IAFS into graduate teaching.

In response to the 2013 review, IAFS also prioritized various forms of outreach work. International Affairs now organizes an annual fall open house that allows its undergraduates and prospective students to connect with faculty members as well as with local organizations. IAFS outreach also extends beyond the campus; the program holds alumni gatherings and donor events across the country, as well as an annual spring alumni reception and speaker event. Support generated by these efforts, along with revenues from teaching summer session courses, allows IAFS to gain some much-needed funds.

Despite these successes, one recommendation from the previous review remains an outstanding concern for ARPAC again this year. Namely, ARPAC previously advised IAFS to work on building a sense of community and to include its students in outreach efforts. While the unit has pursued and implemented the latter, it is apparent that a more robust effort to engage students has been insufficient to instill a sense of IAFS community. The internal reviewers propose a cause for this sense of disassociation, saying:

“IAFS is a rigorous and vibrant program but it is not an academic community. Faculty do not interact much outside of a handful of meetings each year, do not know much about each other’s research, and do not work together to create a coherent sense of the kinds of issues that might create common themes across their classes. Their academic homes are in their tenure departments and they do the majority of their service there. Faculty offices

are scattered in tenure departments across campus, meaning that students do not have a physical sense of [International Affairs] as its own community.”

The external reviewers further note that “many students didn’t encounter one another in courses until the senior capstone” and suggest adding a third-year course to allow IAFS students to get to know one another earlier. The reviewers emphasize the importance of building these relationships, not only for their collegial intent, but as a means for individuals to begin the process of networking that can foster post-graduation success. As was previously described, a lack of common space does not make the work of community building easy for IAFS.



## Analysis

The International Affairs Program is a well-run, vibrant, and successful academic enterprise that provides an exceptional interdisciplinary education to well over 600 undergraduate majors. The IAFS self-study and the internal and external review reports paint a picture of a program that has confronted challenges with respect to its curriculum development and resource availability, but appears to be on a positive trajectory, bolstered by impressive fundraising. These sources also outline substantial challenges ahead for IAFS. Despite its successes, the program continues to struggle to establish a sense of community for its faculty, students and staff; this is exacerbated further by the absence of IAFS-rostered faculty members, overstretched staff, and a lack of a common community space. While the unit has benefited significantly from three recent joint faculty hires, the still-limited number of faculty highlights tensions between interdisciplinary and multidisciplinary approaches to scholarship. IAFS sees its next step as a foray into graduate education, a step it hopes will help resolve some of the challenges noted above.

### Strategic Vision and Planning

The program's primary strategic goal is to build on its graduate certificate by offering an international affairs graduate degree. IAFS also sees this as an opportunity to strengthen interdisciplinary education at CU Boulder and proposes developing a master's degree program from an initial collaborative endeavor with a cognate academic unit, leading eventually to self-administered operation. The internal reviewers enthusiastically support this plan. Given the program's popularity and relatively large undergraduate enrollments, a graduate track proposal promises to meet similar enthusiasm. In order to maximize the impact of its foray into graduate education, IAFS should explore and determine what makes its program distinct. How might a CU Boulder international affairs graduate degree stand out among similar offerings elsewhere, for example, from degrees offered by the Josef Korbel School of International Studies at the University of Denver? What specializations can IAFS emphasize to gain advantage in this crowded field? How does it propose navigating the evolution from a master's program built on the strengths of allied disciplines and fields at CU Boulder toward a program built on its own strengths? These are key questions to consider as the unit looks towards its future.

IAFS appropriately sees itself as a center of interdisciplinary scholarship at CU Boulder. As such, one of its strategic goals is aligned with the campus' recent Academic Futures initiative. Specifically, the program recognizes an opportunity to advocate on behalf of a proposal to establish teaching academies, which are envisioned as an instructional counterpart of CU Boulder's research institutes. The proposed academies would serve as incubators for teaching undergraduates within large interdisciplinary themes that are tied to prevailing societal concerns and interests, and deeply tied to campus scholarship. Additionally, the unit believes that an academy focused on global issues might revive interest in establishing a global studies school at CU Boulder. While the academies initiative has been paused given emergent priorities related to the COVID-19 pandemic, IAFS should be lauded for looking ahead and aligning its strengths to the broader campus interest in developing interdisciplinary education. The external reviewers see an advantage to repositioning and restructuring IAFS "into a more standard organizational form" within the university ecosphere. Permitting IAFS the advantages of functioning as a department, including building an intellectual community by directly hiring faculty members in areas of specific interest, would benefit the campus, according to the external reviewers. As is, the current practice of depending on affiliated departments for advantageous hiring leaves IAFS weakened, placing its intellectual development in the hands of those who are not necessarily invested in the program's success. However, the external reviewers "did not detect the level of urgency from administration or faculty that such a disruptive change would require."

## Undergraduate Education

The program's impressive success in providing undergraduates with an interdisciplinary curriculum comes with significant advising challenges. Not only is the curriculum relatively complex, but IAFS students are challenged to take full advantage of opportunities to expand on their CU Boulder studies, like options to study abroad. Beyond the nature of the undergraduate curriculum, students have also expressed dissatisfaction and concern with the advising support they receive. The program and the internal and external reviewers all concur that the advising resources available to the program are insufficient. IAFS and the College of Arts and Sciences should examine and reevaluate the program's advising needs in light of these surfaced concerns.

As already described, IAFS undergraduate enrollments have trended down since the 2013 review. While the unit has initiated commendable efforts to reach prospective students through outreach events and communications, it might consider leveraging additional recruitment channels. For example, pursuing outreach to students enrolled in the recently established Program in Exploratory Studies (PES), which is home to approximately 25% of incoming first-year CU Boulder students and has grown by 42.9% since its inception in 2019, might prove fertile ground for capturing student interest, especially by making students searching for an engaging major aware of the interdisciplinary focus of international affairs. Additionally, the advising and coaching resources offered to students by PES may help mitigate some of the advising exigencies facing IAFS, especially with regard to helping first-year students understand the program's rich curriculum.

## Graduate Education

IAFS has made an expansion into graduate education its top strategic focus, building on momentum from its recently approved graduate certificate. In order to support this effort, the unit requests additional tenure-stream faculty lines, including to gain its own fully-rostered faculty member. This request is strongly supported by the internal and external reviewers. The internal reviewers note that a tenure-track, IAFS-rostered faculty member would at least "give the program some degrees of freedom in curricular planning and faculty professional development."

It is evident that existing IAFS personnel are overstretched and that the program will require additional resources to grow. However, ARPAC believes it will be necessary for the program to work with allied departments to secure the additional teaching and administrative resources required to support a nascent graduate curriculum.

Additionally, International Affairs may want to consider offering either or both a bachelor's-accelerated-master's (BAM) degree or a professional master's degree instead of, or in addition to, a traditional master's degree. A BAM degree could take advantage of undergraduates majoring in allied disciplines who want to add an interdisciplinary credential. The strategy of combining the bachelor's degree in international affairs with an existing master's program would be advantageous for the department in several ways: it mitigates the need for additional extensive resources to administer the graduate program, offers the program's undergraduates

additional career preparation opportunities, and serves as a possible recruitment tool into the major. IAFS should consider pursuing partnerships with Political Science, Economics, the Master of Science program in Technology, Cybersecurity and Policy, etc. A professional master's degree track could both meet the growing demand for analytically trained international affairs practitioners and provide IAFS with a revenue stream to support the program's hiring ambitions.

## Budget

Since the 2013 program review, when International Affairs was struggling to work with limited resources, the self-study now describes the program's budget as "adequate to meet program needs." The program attributes its improved financial outlook to fundraising and to its participation in teaching summer session courses from which it receives a share of revenues.

However, as IAFS looks toward its future, it faces numerous challenges that are "unambiguously resource-driven," as the internal reviewers aptly note. While enrollments have declined, existing faculty and staff resources remain overstretched in trying to meet the needs of more than 600 undergraduate majors. As IAFS attempts to boost its undergraduate enrollments and to expand further into graduate education, the question of how to secure extra resources will grow more pressing. While IAFS justifiably requests additional tenure-track faculty lines and staff personnel, these requests might not be actionable in the near-term, especially given COVID-19-related budgetary constraints.

## Space

The unit has thoughtfully assigned the available workspaces at the University Club to accommodate its administrators, staff and faculty. However, these spaces are exclusively provisioned as faculty or staff member offices, leaving no designated space for community gathering.

A community space could create opportunities for IAFS to better establish its culture and identity, and this in turn could help the program to build community, optimize collaboration, and encourage productivity. The absence of an IAFS common area has unmistakably contributed to the lack of a sense of community, as repeatedly noted in the self-study and by the internal and external reviewers. ARPAC urges the college to allocate such a space to IAFS.

## Governance

As IAFS is not organizationally structured like a traditional department, it would be advisable for the unit to ensure that its bylaws codify clear administrative practices that promote equity, transparency, and efficacy. IAFS has already preemptively identified possible bylaws edits, including to clarify the proper function of the International Affairs Committee, to elaborate the unit's grievance process, and to outline non-tenure-stream faculty evaluation procedures and standards.

Along with addressing these needed updates, IAFS should provide a fuller description of the makeup of the committee that conducts its reappointment, tenure, and promotion reviews and to describe its annual merit review standards and procedures.

IAFS should also update its mentoring practices. As indicated in the self-study, IAFS must navigate the particularities of mentoring jointly-appointed faculty members. Today, its faculty mentoring efforts are focused on assessing teaching performance including to conduct regular classroom observations, with research guidance left to the home departments of the individual faculty member. In addition, the IAFS director meets with each tenure-track faculty member to ensure they “fully understand the program’s tenure process...communicate such information and gather progress reports.” These are sound practices, but they are not codified in the unit’s bylaws. Establishing a formal mentoring process via the bylaws would go a long way toward fostering faculty community and engagement within the unit.

## Unit Culture

IAFS has made a concerted effort to address concerns identified by the fall 2019 Campus and Workplace Culture (CWC) Survey including a feeling among program affiliates that they lack a sense of community. As already noted, IAFS has requested a dedicated common space for socialization and community-building events and expresses hope that a possible “expansion of graduate teaching may eventually foster a greater sense of shared mission,” especially if such an expansion allows IAFS to increase its personnel, including to gain a dedicated tenure-track appointee and staff members focused on organizing and promoting common activities.

In its self-study, IAFS acknowledges that it must work to further a culture of civility and respect but it does not indicate if it will address these concerns or pursue training recommended by

the Office of Institutional Equity and Compliance (OIEC). ARPAC urges IAFS to follow-up on this recommendation and engage OIEC and the Ombuds Office in identifying training sessions that could help the program to create and promote a respectful and collegial culture.

# Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the International Affairs Program (IAFS) and to the offices of responsible administrators. ARPAC notes that some of its recommendations require resources, and the committee wishes to acknowledge that this report is being written during the COVID-19 pandemic when CU Boulder's financial outlook is uncertain. Committee members understand that recommendations requiring monetary resources might not be actionable in the near term. However, it is a part of ARPAC's responsibility to record these recommendations in its report in order to describe and document the department's needs at the point of its 2020 academic review.

## To the Unit:

1. Review and revise the department's bylaws and governance policies to ensure that they comply with university, campus, and college policies.
2. Building on the renewed strategic plan, formalize and submit a proposal for establishing a master's program in international affairs.
  - a. Consider proposing a professional master's, a traditional master's, or both;
  - b. Work with the divisional dean for social sciences, the dean of the College of Arts and Sciences, and the leadership of allied units to support the proposed program's teaching needs;
  - c. Work with the deans to procure additional resources to support the administrative needs of the proposed graduate program.
3. Consider also proposing a bachelor's-accelerated-master's (BAM) degree by partnering with other CU Boulder units that have established MA degrees in related disciplines.
4. Work with the deans of the College of Arts and Sciences to reevaluate the program's advising needs, especially in consideration of the program's complex curriculum requirements, study-abroad offerings, and student concerns.
5. Build an improved sense of community among IAFS faculty, staff and students by:

- a. Organizing and promoting group activities and social events;
  - b. Working with College of Arts and Sciences' administrators to find a suitable, consistently available community gathering space.
6. Pursue and promote a respectful and collegial environment within IAFS by working with Office of Institutional Equity and Compliance (OIEC) and the Ombuds Office to provide training and workshops aimed at improving unit culture, which specifically includes:
- a. A reset of unit norms;
  - b. Bystander skills for the workplace; and
  - c. Skills for managing difficult conversations.
7. Work with the Program in Exploratory Studies to identify and recruit prospective IAFS majors.
8. Revisit and revise the IAFS bylaws to:
- a. Clarify the eligibility criteria for serving on the unit's Primary Unit Evaluation Committee (PUEC), and outline the composition of the PUEC;
  - b. Describe a formal mentoring program for the unit's faculty members; and
  - c. Describe the unit's annual merit review standards and procedures.
9. Expand efforts to recruit diverse faculty members to reflect the growing diversity of CU Boulder's student body.
10. Continue efforts to align IAFS with the campus proposal to establish interdisciplinary teaching academies, as recommended by the Academic Futures initiative.
11. Continue fundraising efforts.

## To the Divisional Dean for Social Sciences and the Dean of the College of Arts and Sciences:

12. Support IAFS in developing a master's program and as indicated, a bachelor's-accelerated-master's (BAM) program as detailed by preceding recommendations.



13. Work with the unit to reevaluate its advising needs. Assess the viability of the unit's request for additional advising support in light of the program's complex curriculum requirements, study-abroad offerings, and student concerns.
14. Consider the unit's proposals for additional staff support.
15. Work with the unit to obtain a suitable, consistently available location for community gatherings.
16. Assist and encourage the unit in its fundraising efforts by increasing awareness and advertising, as needed.

## Required Follow-Up

The director of the International Affairs Program shall report annually on the first of April for a period of three years following the year of the receipt of this report (i.e., April 1st of 2022, 2023, and 2024) to the divisional dean for social sciences and the dean of the College of Arts and Sciences and to the provost on the implementation of these recommendations. Likewise, the dean of the College of Arts and Sciences shall report annually on the first of May to the provost on the implementation of recommendations addressed to the program.