

Project Name:	International Studies Major
MIU Round:	Round 2
Sponsor(s):	College of Letters & Science, Division of International Studies
Coordinator(s):	Jo Ellen Fair, Former Director of the International Studies Major; Richard Keller, Director of the International Studies Major.
Report Date:	Year 1, July 2011; Year 2, July 2012; Year 3, July 2013

Project Specific Goal and Measures

Project Impact Measure(s)	<ul style="list-style-type: none"> • Increase enrollment capacity International Studies 101, particularly for first and second year students. • Add discussion sections (with TA support) to International Studies 101 • Offer at least one section of IS 101 that is connected to a FIG and another section that is either for students in the honors program or connected to a residential learning community. • Increase access to capstone and seminar courses for third and fourth year students in the International Studies major.
Project Impact Data Source(s)	International Studies Major and APIR (course enrollments).
Baseline Measure(s)	2009-10 course offerings, enrollments, sections.

General MIU Goals and Measures (applicable to project)

A	Increased access in bottleneck areas	Covered in project goals.
B	Increased capacity for high-demand experiences	Partner with another MIU project (international internships) to increase the availability of international internships for International Studies majors.
C	Increased capacity for high-impact practices	Covered in project goals (FIGs, learning communities, honors). These activities will not begin formally until both new faculty hires are on board. IS is working on implementing an Honors in the IS Major option for students.
D	Increased student learning and teaching excellence	Instructors of IS courses have begun conducting mid-term course evaluations with a willingness to modify lectures and activities for the second half of the course, if needed.
E	More tenured, tenure-track faculty teaching undergraduate courses	The additional sections of IS 101 will be taught by new MIU faculty (once they are fully on board). The additional faculty will also enable the increased capstone and seminar offerings.

F	Decreased achievement gaps	APIR measures course achievement gaps in courses with at least 100 undergraduates enrolled and reports DFW rates for demographic groups when there are at least 35 students of that group enrolled. Two IS courses (including IS 101) meet the 100 student threshold but none have 35 or more minority students. So the extent of course achievement gaps are currently not known. IS added the Multi Cultural Student Center as an advising site and will identify targeted minority IS majors to promote their participation in the Washington D. C internship program, study abroad opportunities and the honors program.
G	Attention to diversity in new hires	IS conducted a multi-disciplinary faculty search using the diversity criteria standard to all L&S searches. The search yielded a diverse pool of 491 candidates for 2 positions. The list of finalists was narrowed to 10 for on-campus interviews and was a racially/ethnic diverse pool as well as a disciplinary diverse pool.
I	Unintended benefits	The addition of new faculty members required a change in location for the offices of staff associated with the IS major. The new space (in Ingraham Hall) provides a common area for students to congregate and meet with advisors. Faculty have a (shared) office for office hours in the same place as where advising takes place. There is also a small meeting room that will provide space for the student organization affiliated with the IS major.

Progress Reports

Year 1, 2010-11	<ul style="list-style-type: none">• Conducted a successful search for two faculty members. One will start in Fall 2011 and the other in Fall 2012 after a post-doc at Harvard.• Expanded IS 101 to 340 students in Fall 2010 (compared to 250 in Fall 2009) with discussion sections (supported by MIU funded TA positions). The expansion results in a correction in the academic level of students taking the course (increased numbers of first and second year students and fewer third and fourth years students).• Completed proposals for 7 new course proposals that will document credit for internship experiences and offer a course within each of the options within the IS major.• Developed strategies to encourage declaration of the IS major earlier so that students can receive the full benefit of the IS advising and participation in high impact practices related to the major.
Year 2, 2011-12	<ul style="list-style-type: none">• Expanded IS 101 to 390 students in Fall 2011 (compared to 250 in Fall 2009) with 20 discussion sections (supported by MIU funded TAs).• Piloted teaching IS 101 in the spring semester to see if there was enough student demand for spring instruction. The course was capped at 100 students and it filled.• Planned for a IS 100 FIG section and an honors section in Fall 2012.• Offered 8 capstone courses serving 120 students.

Year 3, 2012-13

- Met MIU goals of expanding enrollment in International Studies 101. In Fall 2012, 380 students were enrolled and were connected to two first-year interest groups (FIGs). Expanded the course to spring terms and included an honors section option.
 - In addition to FIGs, developed partnerships with Global Health and L&S Honors program.
 - Met MIU goal of offering innovative learning opportunities for 3rd and 4th year students. Offered four capstone courses to 60 graduating seniors.
 - Increased offerings of intermediate courses in each of the major's four options: political economy, security, environment, and culture).
 - Continued sponsorship of the Washington D.C. International Internship program.
 - Piloted a new course "IS Career Seminar – Building your Major into a Career" designed to teach students the value of a liberal arts degree, how to make intellectual connections between courses, and how to get the most out of an interdisciplinary major.
 - Developed a proposal to offer Honors in the Major.
 - Developed a new option in the major, Global Health and Human Rights.
 - Assessment: No assessment of student learning outcomes was reported.
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