



## Request to Establish a New Academic Organizational Unit

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below.

University: University of Arizona

<b>Name of Organizational Unit:</b> School of Global Studies
<b>Academic Department:</b> College of Social and Behavioral Sciences
<b>Geographic Site:</b> Tucson
<b>Proposed Inception Term:</b> July 1, 2024
<b>Brief Description:</b> <p>This degree granting school will include the relocation of the following existing units and their degree programs into the School of Global Studies:</p> <ul style="list-style-type: none"><li>Arizona Center for Judaic Studies</li><li>Center for Latin American Studies</li><li>Center for Middle Eastern Studies</li><li>Gender and Women's Studies</li><li>Global Studies Program</li><li>Human Rights Practice Program</li><li>Middle Eastern and North African Studies</li><li>Southwest Center</li></ul> <p>Research will be conducted by faculty across these broad topic areas. The school will also house two existing Title VI and National Resources Centers as well as the Arabic Flagship program.</p> <p>The academic programs moving to this new School include:</p> <ul style="list-style-type: none"><li>Gender and Women's Studies BA UG</li><li>Gender and Women's Studies MIN UG</li><li>Gender and Women's Studies &amp; Law MA/JD GR</li><li>Gender and Women's Studies PhD GR</li><li>Gender and Women's Studies PhD MIN GR</li><li>Judaic Studies BA UG</li><li>Judaic Studies CERT GR</li><li>Latin American Studies BA UG</li></ul>

## Request to Establish a New Academic Organizational Unit

Latin American Studies MIN UG  
 Certificate in Central American Studies CERT UG  
 Latin American Studies MA GR  
 Arabic BA UG  
 Middle Eastern and North African Studies Major BA UG  
 Middle Eastern and North African Studies Minor MIN UG  
 Middle Eastern Studies Certificate CERT UG  
 Middle Eastern and North African Studies MA GR  
 Middle Eastern and North African Studies AMP UG/GR  
 Middle Eastern and North African Studies PhD GR Middle Eastern and North African  
 Global Studies BA UG  
 Justice Equity, Diversity & Inclusion MIN UG  
 Human Rights Practice BA UG  
 Human Rights Practice MIN UG  
 Human Rights Practice MA GR  
 Human Rights and Technology CERT GR  
 Human Rights and Documentary Media CERT GR  
 Human Rights Practice CERT UG In Progress  
 Gender-Based Violence CERT GR  
 Southwest Studies MIN UG

The above units serve the following numbers of students in major and minor plan counts:

<b>Major Plan Count</b>	
<b>0457 – AZ Center for Judaic Studies</b>	<b>9</b>
Judaic Studies, BA	9
<b>0443/SBSC – Social and Behavioral Sciences</b>	<b>139</b>
Global Studies, BA	72
Human Rights Practice, BA	12
Human Rights Practice, MA	55
<b>0433 – Gender and Women’ Studies</b>	<b>41</b>
Gender & Women’s Studies, BA	31
Gender & Women’s Studies, PhD	10
<b>0437 – Latin American Area Center</b>	<b>31</b>
Latin American Studies, BA	12
Latin American Studies, MA	19
<b>0416 – Sch Middle E/N African Studies</b>	<b>69</b>
Arabic, BA	27
Middle East & N African St, BA	14
Middle East & N African St, MA	5
Middle East & N African St, PhD	22
Near Eastern Studies, PhD	1
<b>Grand Total</b>	<b>289</b>

<b>Minor Plan Count</b>	
<b>0457 – AZ Center for Judaic Studies</b>	<b>12</b>
Judaic Studies, BA	12

## Request to Establish a New Academic Organizational Unit

<b>0443/SBSC – Social and Behavioral Sciences</b>	<b>41</b>
Human Rights Practice	11
Justice, Eq, Diversity & Incl	28
Southwest Studies	2
<b>0433 – Gender and Women’ Studies</b>	<b>72</b>
Gender & Women’s Studies	72
<b>0437 – Latin American Area Center</b>	<b>29</b>
Latin American Studies	29
<b>0416 – Sch Middle E/N African Studies</b>	<b>81</b>
Arabic	33
Middle East & N African St	29
Persian	9
Turkish	10
<b>Grand Total</b>	<b>235</b>

Two programs, Global Studies and Human Rights Practice, do not have academic homes and have been managed out of the Dean’s Office. This structure will properly align them into an academic unit.

We propose, one school with two branches (managed internally): regions and peoples

€ **Regions:** MENAS, CMES, CLAS, SWC

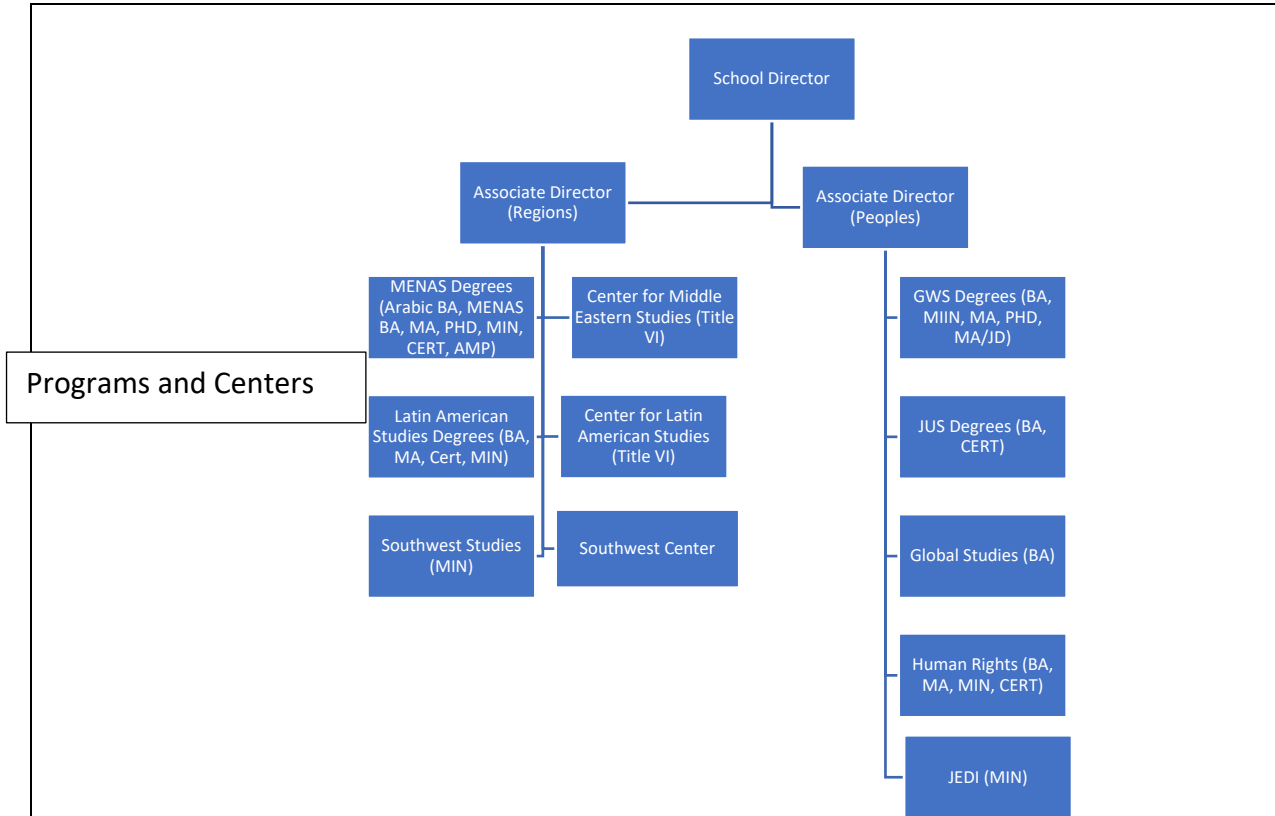
€ **Peoples:** GWS, JUS, GLS, HRTS, (and JEDI minor)

### Leadership and Governance

- Director of the school (one 5-year term – non-renewable)
- Associate Directors for the two branches (each one will have a 3-year term, renewable)
- The two Associate Directors will be responsible for IDC allocations, P&T and personnel management and program-level outcome assessments
- Council, advisory to the Director, comprised of the associate directors, area center directors, program directors, a staff representative, and a business manager.
- Current administrative positions will be stepped down over three years, moving from 8 administrators to 1 (with two associate directors) after three years

The below diagram describes the structure:

## Request to Establish a New Academic Organizational Unit



### Advantages

- ⊘ Leverages interdisciplinary and transregional compatibilities across member programs
- ⊘ Facilitates shared curriculum, capstones, field school opportunities for undergraduate and graduate students
- ⊘ Facilitates collaborative interdisciplinary research and teaching
- ⊘ Shares faculty review and governance processes: critical mass of faculty for in-School reviews
- ⊘ Potential growth in the Arizona Online campus and micro campuses
- ⊘ Strategic positioning for grants such as the Department of Education UISFL program proposal for Global Studies
- ⊘ Protect staff jobs for a period of 3 years while units undergo this re-structuring and provide opportunities for staff advancement

### Reason for Establishing the Organizational Unit:

The goal of the new School of Global Studies is to bring together existing smaller units who share common values and purpose in order to find opportunities for synergies (curricular, research, community engagement, etc.) as well as to create a more efficient operating structure. This proposal merges 8 of our smaller units and programs into one school. We strive:

- to strengthen the position of units whose major numbers are at or below ABOR's guidelines for degree-granting undergraduate programs

## Request to Establish a New Academic Organizational Unit

- to boost SCH and facilitate course sharing and collaboration
- to streamline the college reporting structure to ensure financial and governance efficiency.
- to address the \$2.8 million structural year-over-year deficit across these small units
- to encourage greater collaboration
- to move academic programs out of the dean's office into academic unit structure

Currently, course scheduling, curriculum development and hiring are not coordinated across the units and three of the existing programs (Justice Equity, Diversity and Inclusion (minor), Human Rights (BA, minor, MA and grad cert) and Global Studies (BA)) are housed at the college level. Moving together under a single structure will allow easier sharing of faculty across programs, development of new curricular and co-curricular revisions, and opportunities for graduate students to gain broader training and teaching experience. It should also decrease reliance on adjunct labor as faculty and students will be able to teach across programs. The creation of the new unit will allow more coordinated scheduling across existing degree programs so that courses of common interest are not scheduled against each other in competition for the same group of students. Additionally, fundraising capability will be enhanced with a larger unit, with opportunities for new prospects. This proposed restructure is being undertaken to ensure our programs are strong and financially sustainable into the future amidst changes in enrollment patterns and budget models.

The joining of these programs will bring enhanced visibility to its academic offerings, allowing for new collaboration in instruction and research. Our goal is to enhance the great collaboration that is already happening with faculty across these small units. Forging a common identity in a new school will allow opportunities for joint research projects and new curricular initiatives. Additionally, a larger unit will have more visibility when others are seeking new partnerships and fundraising opportunities. The new unit will provide opportunities for looking at curriculum holistically, leveraging expertise across the unit.

### Resources

Existing budget, with investment from Central, will be used to finance the unit. (see attached budget). The SBS Dean's Office will agree to support 15K annually in internal research grant funding for 3 years to seed projects that promote cross-disciplinary collaboration.

Additionally, the Provost's Office has committed to fund the following:

- Three graduate fellowships for three years to be co-advised across disciplines.
- Lead staff administrator position (director of operations).
- 20K to be spent over 3 years for a speaker's series.

Please see below table, organized by unit and funding source. \*=grant funded faculty.

All faculty currently in the units will hold positions in the new school (Grant-funded dependent on

## Request to Establish a New Academic Organizational Unit

grant renewal). List reflects known departures at end of FY24:

Unit	Last Name	First Name	Title	Status	FTE
MENAS	Al-Khudair	Muhammad	Lecturer, School of Middle Eastern and North African Studies	CT	1*
GWS	Alarcon	Wanda	Assistant Professor	TE	1
MENAS	Ali	Mahmoud Mostafa El	Assistant Professor of Practice	CT	1*
SWC	Alvarez	Maribel L.	Associate Research Social Scientist	C	1
MENAS/CMES	Azaz	Mahmoud	Associate Professor	T	1
SWC	Azcona	Estevan	Assistant Research Social Scientist	CE	0.65
LAS	Bacelar Da Silva	Antonio	Assistant Professor	TE	1
MENAS	Badareen	Nayel A	Lecturer, School of Middle Eastern and North African Studies	CT	0.5
JUS	Balint	Anat	Assistant Professor	TE	1
SWC	Banister	Jeffrey	Associate Research Social Scientist	C	0.75
MENAS	Barnett	Carolyn	Assistant Professor	TE	0.25
LAS	Brewer-Osorio	Susan	Assistant Professor	TE	1
HRTS	Brogden	Mette Jean	Assistant Professor of Practice, Human Rights Practice	CT	0.6
MENAS	Choura	Abdessalem	Instructor, School of Middle Eastern and North African Studies	CT	1*



## Request to Establish a New Academic Organizational Unit

MENAS	Clancy-Smith	Julia A.	Professor	T	1
GWS	Croissant	Jennifer L.	Associate Professor	T	1
JUS	Diamond	David	Instructor, Hebrew - Judaic Studies	CT	1
LAS	Duran	Javier	Professor	T	0.7
MENAS	Farwaneh	Samira	Associate Professor	T	1
MENAS	Fortna	Benjamin	Professor	T	1
GWS	Gomez	Reid	Assistant Professor	TE	1
LAS	Graeter	Stefanie	Assistant Professor	TE	0.51
JUS	Graizbord	David L.	Professor	T	1
JUS/HRTS	Hammer	Leonard M	Lecturer	CT	1
MENAS	Hudson	Leila	Associate Professor	T	1
SWC	Jenkins	Jennifer	Professor	T	0.25
JUS	Kaye	Deborah A	Senior Lecturer, Judaic Studies	CT	0.4
MENAS	Lucas	Scott C.	Associate Professor	T	1
GWS	Luibheid	Eithne P.	Professor	T	1
MENAS	Nassar	Maha	Associate Professor	T	1
MENAS	Nematollahi	Narges	Assistant Professor of Practice	CT	1
MENAS	Noorani	Yaseen A.	Associate Professor	T	1
LAS	O'Brien	Kathleen C	Assistant Professor of Practice	CT	1
MENAS	O'Malley	Austin	Assistant Professor	TE	1
LAS	Oglesby	Elizabeth A.	Associate Professor	T	0.75
MENAS	Okal	Ahmet	Assistant Professor of Practice	CT	1
GWS	Perez	Emma	Research Social Scientist	C	0.25
SWC	Perez	Emma	Research Social Scientist	C	0.75
SWC	Reineke	Robin	Assistant Research Social Scientist	CE	0.75



## Request to Establish a New Academic Organizational Unit

JUS	Ribak	Gil	Associate Professor	T	0.6
MENAS	Shiri	Sonia	Professor	T	1
HRTS	Simmons	William P.	Professor	T	1
GWS	Sledge	Piper	Associate Professor	T	1
HRTS	Smith	Raymond Arthur	Lecturer	CT	0.6
GWS	Soto	Sandra K.	Associate Professor	T	1
MENAS	Talattof	Kamran	Professor	T	1
JUS	Tor	Naomi Prairie Present	Instructor, Hebrew - Judaic Studies	CT	0.8
GWS	Troutman	Stephanie	Associate Professor	T	1
LAS	Vasquez-Leon	Marcela	Associate Research Anthropologist	T	1
SWC	Yetman	David A.	Research Social Scientist	C	0.6

Total FTE=39.71

Note several staff are grant-funded given the nature of the work in the units. Unrestricted positions total 7.23.:

Budget			
Department Name	Account Type	UA Title	Name
Sch Middle E/N African Studies	Designated - IDC and Patent Accounts	<b>Coordinator, Arabic Special Programs</b>	Adams,Veda
			Vasquez,Vanessa A M
	<b>Designated - IDC and Patent Accounts Total</b>		
	Sponsored Projects	<b>Assistant Director, Overseas Programs</b>	M'Barki,Abdessamad





## Request to Establish a New Academic Organizational Unit

		<b>Associate Director, Operations</b>	Awdeh,Diane Malik	1
		<b>Coordinator, Arabic Special Programs</b>	Adams,Veda	0.73
			Sauers Jr,Michael Allen	1
			Vasquez,Vanessa A M	0.76
			Zahlan,Tasnim Ismail	1
		<b>Program Coordinator, Senior</b>	Stoll,Sarah L	0.53
		<b>Program Coordinator, Senior</b>	Stoll,Sarah L	0.47
		<b>Sponsored Projects Total</b>		<b>6.49</b>
	State	<b>Program Coordinator</b>	Conklin,Olivia Riley	1
		<b>State Total</b>		<b>1</b>
				<b>8.01</b>
<b>Gender and Womens Studies</b>	State			
		<b>Manager, Academic Programs</b>	Roman-Felix,Darcy L	1
		<b>State Total</b>		<b>1</b>
				<b>1</b>
<b>Latin American Area Center</b>	Designated - IDC and Patent Accounts	<b>Assistant Director, Outreach</b>	Dillon,Katrina E	0.1
		<b>Facilitator II</b>	Natera,Kristal Ambar	0.08
		<b>Project Coordinator, SUSI</b>	Acosta Iriqui,Jesus M	0.25
		<b>Assistant Director, Outreach</b>	Dillon,Katrina E	0.43
		<b>Designated - IDC and Patent Accounts Total</b>		<b>0.86</b>
	Sponsored Projects	<b>Assistant Director, Latin American Studies</b>	Deeds,Colin M	0.32
		<b>Assistant Director, Outreach</b>	Dillon,Katrina E	0.25
		<b>Facilitator II</b>	Natera,Kristal Ambar	0.4
		<b>Sponsored Projects Total</b>		<b>0.97</b>
	State	<b>Assistant Director, Latin American Studies</b>	Deeds,Colin M	0.68



## Request to Establish a New Academic Organizational Unit

		<b>Assistant Director, Outreach</b>	Dillon,Katrina E	0.22
		<b>Facilitator II</b>	Natera,Kristal Ambar	0.52
		<b>State Total</b>		<b>1.42</b>
				<b>3.25</b>
<b>Southwest Studies Center</b>	Other Restricted	<b>Supplemental Compensation, Staff (Regular) Producer / Filmmaker, Documentary - Field</b>	Quintero Herrera,Carlos Duncan,Daniel A	0.03 0.5
		<b>Other Restricted Total</b>		<b>0.53</b>
	State	<b>Senior Program Coordinator, Outreach</b>	Quintero Herrera,Carlos	1
		<b>State Total</b>		<b>1</b>
				<b>1.53</b>
<b>Ctr for Middle Eastern Studies</b>	Designated	<b>Specialist, Evaluation</b>	Titcomb,Allison L	0.03
		<b>Designated Total</b>		<b>0.03</b>
	Designated - IDC and Patent Accounts	<b>Associate Director Assistant Director, Outreach</b>	Ellison-Speight,Julie M Limmer,Abigail S	0.06 0.5
		<b>Designated - IDC and Patent Accounts Total</b>		<b>0.56</b>
	Sponsored Projects	<b>Administrative Associate, CMES Assistant Director, Outreach</b>	Ricklefs,Jenessa Marie Limmer,Abigail S	0.5 0.25
		<b>Associate Director</b>	Ellison-Speight,Julie M	0.5
		<b>Data Analyst Program Coordinator</b>	Kenney,Thomas Joseph Ryan,Theresa L	0.38 0.75
		<b>Sponsored Projects Total</b>		<b>2.38</b>
	State	<b>Program Coordinator, Senior Assistant Director, Outreach</b>	Young,Megan R Limmer,Abigail S	1 0.25
		<b>Associate Director</b>	Ellison-Speight,Julie M	0.44

## Request to Establish a New Academic Organizational Unit

		<b>Data Analyst</b>	Kenney,Thomas Joseph	0.62
		<b>State Total</b>		<b>2.31</b>
				<b>5.28</b>
<b>AZ Center for Judaic Studies</b>	Other Restricted	<b>Program Coordinator, Senior</b>	Cole,Jacqueline A	0.5
		<b>Other Restricted Total</b>		<b>0.5</b>
	State	<b>Program Coordinator, Senior</b>	Cole,Jacqueline A	0.5
		<b>State Total</b>		<b>0.5</b>
				<b>1</b>
				<b>23.06</b>
<b>Potential Cost Savings over Three Years</b>				
<ul style="list-style-type: none"> <li>• Staged reduction in Heads and Director stipends and course releases</li> <li>• First year faculty line cost savings by retirements (in progress) assists in meeting the initial cost-reduction goal</li> <li>• Reduction in Adjunct teaching appointments: 7-10 courses/year</li> <li>• Joint teaching of Capstone classes and research methods class further streamlines curricular offerings</li> <li>• Reduction in administrative stipends</li> </ul>				
<b>Transfer Student Consideration:</b> The degree programs are not changing, thus there should be no impact to transfer students. If anything, transfer students should have more support by leveraging economies of scale possible in a larger unit.				

Note: Existing students will be sent an email announcing that their degree program is now part of the School of Global Studies at the start of the Fall 2024 academic year.

The following timeline was followed in crafting the proposal for a School of Global Studies, which passed a faculty vote with 74% total support. A non-binding staff vote, had 100% support. The major milestones in the process were as follows:

- Meetings between dean and original working group (working group created in AY21-22): August-October 2022
- September 20, 2022: Meetings with H&D of units involved in reconfiguration.
- December2022-January 2023: Discovery of the 2014 Senate report. Conferring with Chair of Faculty, Senate reps nominated for committee.

## Request to Establish a New Academic Organizational Unit

- January 27, 2023: Meeting with faculty and staff in affected units to discuss the reasons for and benefits of reconfiguration and listen to concerns.
- March 3, 2023: Convening of Reconfiguration Committee. Committee comprised of one person per impacted unit, a mix of faculty, staff and heads. Debriefed on goals and conversation from January 27 meeting.
- March-June 2023: Committee work on Reconfiguration Interim Report, Meetings with H&Ds of impacted units.
- Interim Configuration Report Presented to Dean: June 2023
- Dean meeting with configuration committee to discuss next steps: August 2023
- Committee and H&D sharing reconfiguration plans with faculty: August 2023-December 2023
- Dean meeting 1:1 with H&D of impacted units: August-October 2023
- October 11, 2023: Dean meeting with reconfiguration committee to go over questions to guide remainder of semester work
- October 11, 2023: Dean meeting with H&Ds to go over questions
  - \*\*Note, above October 11<sup>th</sup> meetings were two separate meetings. At this time, it was decided to combine the committee and the H&Ds into one group moving forward.
- Draft Final Report sent to Dean: December 15, 2023
- Final proposal circulated to faculty January 30, 2024
- Faculty/Staff Meeting to present proposal, get feedback (straw poll after meeting): February 5
- Faculty/Staff Meetings to present report (straw poll after meetings): February 16 (am & pm)
- Final Proposal: February 23, 2024
- Faculty Vote: February 26-March 11, 2024

A vote was held via Qualtrics for vote eligible faculty in each unit. Staff registered a preference vote. Results by unit were as follows:

Human Rights—4 in favor; 0 against: 100% support, 100% turnout  
CLAS—4 in favor; 4 against: 50% support, 89% turnout\*  
SWC—5 in favor; 1 against: 83% support, 100% turnout  
GLS—3 in favor; 0 against: 100% support, 60% turnout  
JUS—7 in favor; 1 against: 88% support, 89% turnout  
MENAS—8 in favor; 3 against: 73% support, 79% turnout  
GWS—5 in favor; 1 against: 83% support, 67% turnout  
CMES—1 in favor; 0 against: 100% support, 100% turnout

Staff preference 6 in favor; 0 against—100% support

Attaching Qualtrics report from unit votes with materials. Redacted open-ended responses to preserve anonymity. The Qualtrics is shared with 2 committee members, executive assistant and dean to ensure integrity.

CLAS vote was done a second time, report attached to full proposal.

**DATE:** 19 December 2023 updated 02/02/2024

**TO:** Dr. Lori Poloni-Staudinger, Dean, College of Social & Behavioral Sciences

**FROM:** SBS Reconfiguration Committee to Consider a New School – Placeholder name School of Global Studies

**Cc:** Heads and Directors of the Involved Units

## Table of Contents

Executive Summary .....	3
Proposed Structure.....	5
Two-Sided Structure: Regions and Peoples .....	6
Governance .....	6
Council, Director and Associate Directors .....	7
Staff .....	7
Autonomous and Shared Functions .....	7
Proposed Organization Chart for the School of Global Studies .....	9
Budget Implications .....	9
Course collaboration, stabilization, and avenues for future growth .....	11
Process .....	13
Analysis of Model Institutions .....	16
APPENDICES .....	23
APPENDIX A: PROCESS AND ACCOMPLISHMENTS of the COMMITTEE TO DATE .....	23
APPENDIX B: INDIVIDUAL UNIT STRENGTHS .....	25
APPENDIX C: SHARED STRENGTHS & SYNERGIES: New School Units' Key Strengths & Synergies Table .....	46
APPENDIX D: Other Institutional Modes with Title VI National Resource Centers .....	47
APPENDIX E: Honors Colleges & Interdisciplinary Models from Other Institutions.....	49
APPENDIX F: Course Offerings and Potential for Collaboration. ....	55
APPENDIX G: Budget Implications of Proposed Merger .....	55
Possible Cost Savings .....	55
Possible Revenue Generation.....	56
Appendix H: Faculty and Staff Feedback from Reconfiguration Committee Q&A Sessions .....	59

## **Executive Summary**

The SBS Dean appointed eight representatives nominated by affected SBS units to develop a proposal for a new School-level academic unit encompassing (alphabetically):

Center for Latin American Studies (CLAS)	Arizona Center for Judaic Studies (JUS)
Center for Middle Eastern Studies (CMES)	Middle Eastern and North African Studies (MENAS),
Global Studies (GLS)	Southwest Center (SWC)
Gender and Women’s Studies (GWS)	
Human Rights Practice Program (HRTS)	

## **Impetus**

- to strengthen the position of units whose major numbers are at or below ABOR’s guidelines for degree-granting undergraduate programs
- to boost SCH and facilitate course sharing and collaboration
- to streamline the college reporting structure to ensure financial and governance efficiencies
- to address the \$2.8 million structural year-over-year deficit across these small units

## **Proposal**

### **One School, Two Divisions: Regions and Peoples**

- € **Regions:** MENAS, CMES, CLAS, SWC
- € **Peoples:** GWS, JUS, GLS, HRTS, (and JEDI minor)

## **Leadership and Governance**

- Director of the school (one 5-year term – non-renewable)
- Associate directors for the two division (each one will have a 3-year term, renewable)
- The Associate directors, of each division, will be responsible for IDC allocations, P&T and personnel management and program-level outcome assessments.
- Council, advisory to the Director, comprised of the associate directors, area center directors, program directors, a staff representative, and a business manager.

## **Advantages**

- € Leverages interdisciplinary and transregional compatibilities across member programs
- € Facilitates shared curriculum, capstones, field school opportunities for undergraduate and graduate students
- € Facilitates collaborative interdisciplinary research and teaching
- € Shares faculty review and governance processes: critical mass of faculty for in-School reviews

- € Potential growth in the Arizona Online campus and micro campuses
- € Strategic positioning for grants such as the Department of Education UISFL program proposal for Global Studies
- € Protect staff jobs for a period of 3 years while units undergo this re-structuring.

**Projected Cost Savings over Three Years**

- Staged reduction in Director stipends and course releases
- First year faculty line cost savings by retirements (in progress): \$489,624 plus ERE.
- Reduction in Adjunct teaching appointments: 7-10 courses/year



## Proposed Structure

**Background:** In the first report submitted to SBS Dean Poloni-Staudinger on June 13, 2023, the reconfiguration committee described its line of thinking:

The primary structural possibility that the Committee has discussed so far is a collaborative consortium type structure in which individual departments would retain their structural independence while collaborating in the areas of fundraising, grant-seeking, joint academic programming, and possibly revenue sharing.

From the beginning of the Fall 2023 term, it became clear that the Dean desired a more complete form of integration of the eight units and did not favor the collaborative consortium as a long-term solution. The Committee turned to the exploration of more integrated structures for bringing together the departments, centers, and free-standing degree programs. Many of the multi-departmental schools at other universities examined by the committee are based on an area studies principle of unification. As such, our Committee proposes arranging the 8 units under one School with two divisions, tentatively named “Regions,” and “Peoples.” The Regions division will include the Center for Latin American Studies, the School of Middle Eastern and North African Studies, the Center for Middle Eastern Studies, and the Southwest Center. The “Peoples” division will include the Department of Gender & Women’s Studies, the Center for Judaic Studies, Global Studies, Human Rights Practice Program, and the Justice Equity Diversity and Inclusion (JEDI) minor.

The committee is aware that during the course of our work during the Fall 2023 term, the Directors of four area studies units (CLAS, MENAS, CMES, and SWC) meanwhile worked independently of our committee to prepare “White Paper: School of Transnational and Borderlands Studies (STBS),” signed on November 20, 2023, and submitted to Dean Poloni-Staudinger. The White Paper proposes that *only* CLAS, MENAS, CMES and SWC merge, emphasizing historical parallels and connections among the three regions involved that can lead to collaborative research, curricular development, and funding initiatives. The proposal also indicates that the area studies programs enjoy significant compatibility due to the similar structure of their degrees and correspondence of their course types. The Reconfiguration Committee has reviewed and discussed the White Paper and has decided to move forward with its own proposal for a new structure including all eight departments, centers, and degree programs, while also incorporating as many features of the White Paper as possible. A third proposal was put forward by Dr. Talattof, a faculty member in MENAS. Dr. Talattof proposed a fully-merged structure that dissolved most of the autonomy of existing units with a director at the helm. All ideas were greatly appreciated as the committee worked through this process, and the third proposal provides a different way of looking at the merger. The Reconfiguration Committee aims to secure the collaboration of all eight units and address the intellectual

rationale of creating the new reconfiguration which we are provisionally calling the School of Global Studies. The College of SBS marketing team will convene focus groups of faculty, staff and students on research and make recommendations for the final name of the School.

### **Two-Sided Structure: Regions and Peoples**

SGS consists of two divisions: (1) the area studies units (MENAS, CMES, CLAS, SWC); and, (2) the units concerned with studies of peoples (GWS, JUS, GLS, HRTS, as well as the JEDI minor). The two-sided structure allows the areas studies programs to take full advantage of their compatibilities and concerns regarding program, curricular, faculty review, and to some extent, budgetary autonomy. At the same time, it allows all programs in the school to take advantage of the benefits originally envisioned for this unification.

### **Governance**

The Committee proposes a leadership structure allowing for elements of autonomy while highlighting elements of commonality between the two divisions.

- Director. The Director leads SGS and reports to the Dean of SBS. The Director will be from the faculty of the school. They will be advised by an SGS Council and assisted in administrative duties by two Associate Directors (one representing Regions, the other, Peoples). The Director will be appointed by the Dean upon the recommendation of the faculty. Directors serve five- year, non-renewable terms. The Director leadership will alternate each term Regions and Peoples.
- Two Associate Directors. Regions will have one Associate Director who has responsibility over the Regions division. Likewise, Peoples will have one Associate Director whose purview is the Peoples division. The Associate Directors will have three-year, renewable terms.
- Council. The Council advises the Director and is constituted by the following members: the 2 Associate Directors; the Program Directors (MENAS, JUS, GWS, LAS, HRTS); the Title VI center directors (CMES, CLAS); one Business Manager, and one elected staff representative.<sup>3</sup> The staff representative will be compensated. Dean Poloni-Staudinger proposes that the staff member be compensated with OPS/stipend.

The Title VI centers (CMES and CLAS) must retain their own Directors, as stipulated by their grants. As such, SBS will continue to provide a stipend for these two Directors.

With the exception of the Directors of the Title VI centers (CLAS and CMES), current unit head positions will become Program Director positions. Over the course of the first three years, part of the compensation granted to the Heads and Directors will be incrementally apportioned among the Director of the School and Associate Directors. In the first year, Program Directors will receive the same stipends they received as unit heads and their course releases will remain unchanged. Program directors will not receive summer stipends in the first year. In the second year, the stipends for Program Directors will be reduced to \$5,000, and course releases will remain unchanged. In the third year, course releases for Program Directors will be reduced by one.

## **Council, Director and Associate Directors**

The committee proposes a council consisting of the associate directors, the program directors (MENAS, JUS, GWS, LAS, HRTS), and the center directors along with a business manager and a staff member. The Director of the new unit would be recommended by the Council.<sup>4</sup> Any full professor from among the eight units is eligible to apply as School Director. The Title VI centers would retain their own directors, as stipulated by their grants.

The Director's responsibilities will include: attending SBS H/D meetings, disseminating information from these meetings, and representing the School at College and University events, holding regular meetings with the Council, supervising and evaluating shared central staff, writing grants for a new TVI Department of Education Undergraduate International Studies and Foreign Language (UISFL) program in Global Studies to support undergraduate education and programming, and fiscal responsibility for the unit. The Director of the school will manage the Global Studies B.A. or will assign those responsibilities to the Associate Director of the Peoples Division. Additionally, the director will be tasked with convening the Council in the creation of bylaws for the School, negotiating offers, academic program reviews and center reviews. CMES reviews are undertaken by RII. TVI grants require director salaries and stipends to be paid by SBS.

The associate directors, each heading one of the two divisions, would have responsibility for IDC allocations, P&T and day-to-day personnel management, coordination of 3<sup>rd</sup> year reviews and P&T dossiers, and coordination of program-level outcome assessment. The associate directors would also have responsibility for putting forward hiring plans from each division to the director for presentation to the college. The selection process of the associate directors will be detailed in the bylaws of the new school.

## **Staff**

All eight units wish to express their strong support for their current staff members. The committee strongly recommends that all staff members retain their positions or be given first choice at any new positions that may open up as a result of the reorganization. From our discussions it is the committee's understanding no staff will be terminated at the school's inception (and during its implementation over the first 3 years). Once an HR needs assessment has occurred and realignment of staff resources occurs some staff will be encouraged to apply for roles that might require an (re)application. Those jobs will represent career advancement in the form of "scaffolding."

## **Autonomous and Shared Functions**

The division of the new unit into two groupings would allow the programs with common features to merge more completely on this basis while allowing a measure of autonomy for their existing ABOR-approved degree programs, which will remain fully intact. New degree programs or curricular collaborations can be developed across the two groupings.

Autonomous functions under the authority of each of the two divisions would include, subject to further discussion and development:

- unit-level administration
- faculty governance
- faculty reviews including promotion and tenure
- donor relationships at the program level
- grants secured by programs and centers within the divisions
- curricula and new courses for existing degrees
- graduate applicant recruitment

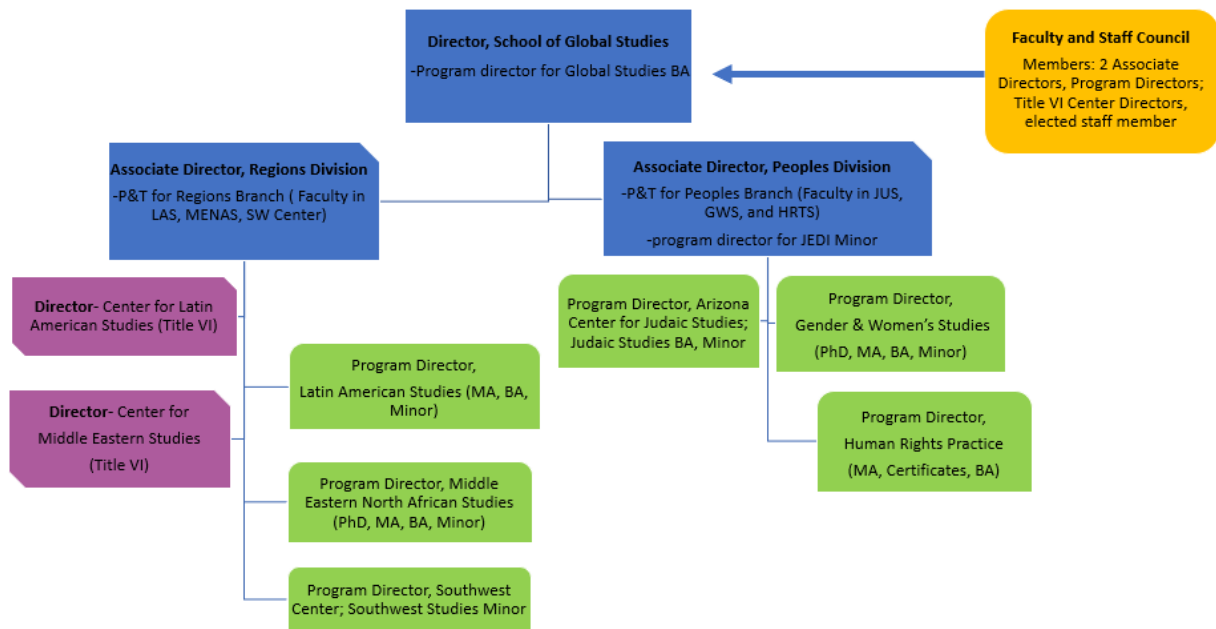
It is envisioned that each division will have its own director of graduate studies. Graduate student recruitment would be handled by each grouping independently, although it is envisioned that the PhD programs, MENAS and GWS, would recruit PhD applicants in alternate years.

Shared functions centrally organized would consist of collaboration on:

- grant-writing and fund-raising initiatives
- joint undergraduate senior capstone courses
- undergraduate curriculum committee
- introductory, methodology, and professional courses and workshops for graduate students
- internship programs
- field courses
- joint degrees (Note: management of existing joint degrees, such as MENAS/Anthro Ph.D. and various dual M.A. programs, will be determined during the bylaws phase.)
- new certificate and degree programs

Although the groupings will recruit graduate students separately, and PhD students in alternating years, it seems feasible to convene joint introductory seminars comprising incoming PhD and MA students from all programs.

## Proposed Organization Chart for the School of Global Studies



## Budget Implications

The units will have many financial benefits from the proposed model:

1. In the first year SGS intends to reduce spending by at least 2% and increase revenue by 2% based on the strong recommendation of James Schlittenhart, SBS Assistant Dean of Finance. Please note Schlittenhart's recommendations preceded the December 2023 financial information. More information about the university finances have come to light since that time. This formula (the 2% reduction and 2% revenue increase) will need to continue over 5 years to address the structural deficit. One form of immediate savings in these units is retirements and attrition of faculty. At this time, these lines will not be replaced in a one-to-one fashion. The committee understands that the position with the highest salary will be replaced with a mid-career faculty hire. These savings will chip away at the structural year-over-year deficit.
2. There will be an incremental reduction in the stipends and course releases of the current heads and directors over the course of the first three years. Stipends for the School's Director and the two Associate Directors should be determined during the bylaw phase.
3. The leadership for the new school includes one director who directs the Council. The Council is made up of the program directors/center directors along with the 2 Associate Directors, a business manager, and an elected staff member.

4. The net savings will be from having heads teaching more classes as this new structure emerges. That will mean fewer adjuncts to teach classes. The reduction in course releases would happen in a phased manner, with course releases unchanged in year one. Any further increase to unit leaders' teaching loads should be voted on by the School's faculty and reflected in the School's bylaws. Metrics need to be created to ensure that any increase in teaching loads is equitable.
  
5. Another measure to improve the financial standing of the new structure is combining the capstones of all the units - both people and regions sections - including Gender and Women's Studies, Latin American Studies, and Middle Eastern and North African Studies, and Global Studies. Over a five- year period (Fall 2019-Spring 2024), the capstone courses for those 5 programs offered a total 30 capstone courses (6 courses per year) with a total enrollment of 197 students, making the average enrollment in those courses less than seven students per class. Going forward, the Committee proposes that SGS should offer a total of 2-3 common senior capstone classes per year.

**Senior Capstone Total Enrollment since Fall 2019**

	<b>GLS 498</b>	<b>GWS 496A</b>	<b>LAS 498</b>	<b>MENA 498</b>	<b>HRTS 498 (optional)</b>
<b>Fall '19</b>	3			5	
<b>Spring '20</b>	14		7	6	
<b>Fall '20</b>	11	7		2	
<b>Spring '21</b>	13	5	10	2	
<b>Fall '21</b>		12		2	
<b>Spring '22</b>	28	5	8	3	
<b>Fall '22</b>		5		1	
<b>Spring '23</b>	25	2	3	1	
<b>Fall '23</b>				1	
<b>Spring '24</b>	8	8	5	3	1
<b>Unit Enrollment</b>	94	44	33	26	1
<b># of classes</b>	8	7	5	10	1
<b>Total capstones</b>	<b>30</b>				
<b>Total Students</b>	<b>197</b>				

6. There are discussions of a shared graduate methodology class for all units in the new school

that would contribute to SCH growth.

7. There will be a team-taught comparative Global Human Rights class (level should be a joint 400/500). That could add classes to the ever-growing Human Rights online Master's program.
8. Grant-seeking activities. All the units in the new structure will collaborate on a TVI A U.S. Department of Education UISFL program proposal (for undergraduate education) for Global Studies. There are other possible grants on the horizon, including a submission by CMES for a Cultural Heritage Management Project.
9. Cultivation of Donors. This path takes time and there is expertise amongst individuals in MENAS, JUS, and the SW Center.
10. The Dean of SBS has committed \$15,000 annually to the School to support projects that promote cross-disciplinary collaboration

### **Course collaboration, stabilization, and avenues for future growth**

During the spring of 2023, the Committee completed a review of all courses offered by the participating units to identify shared courses of undergraduate majors, determine duplicity amongst courses, and find areas for future collaboration. We determined that common themes do exist, such as representations of gender, identity, nationhood, and indigeneity, providing avenues of collaboration (speaker series, events, and new courses).

Excluding categories such as introductory languages (Arabic and Hebrew), special topics, independent study, senior capstone, and graduate courses, we identified cross-listed courses and the "Most Shared Classes" - courses that count toward at least three majors within the new school- and how often they have been offered in the last seven years. Such courses can assist to ensure that courses will meet minimum enrollment requirements.

Currently, units have no budgetary incentive to collaborate on course offerings, and it is disadvantageous for units to promote each other's courses even if it serves the needs of students in their major. Within the School of Global Studies, the SCH and revenue from majors would be shared among all units, thus incentivizing curricular collaboration, ensuring adequate enrollment requirements, and allowing for more student course selections across majors.

During the fall of 2023, the committee concluded that a central benefit of the School for Global Studies would be the stabilization of enrollment in classes and opportunities for enrollment growth.

The Committee recommends the following steps to stabilize enrollment and increase enrollments:

1) Create a common undergraduate senior capstone course to replace the individual senior capstone courses currently offered by GLS, GWS, HRTS, LAS, MENA. Over the last several years, enrollment in those senior capstone courses has declined precipitously in relation to the decreasing number of majors in each program, making it difficult to justify running the courses even on a once-per-year basis. Creating a combined senior capstone course would make it more likely that the courses would meet the new minimum enrollment standards (18 students) and would make it possible to offer the capstone course more than once per year, thus better serving students.

2) Convene a single undergraduate curriculum committee that includes at least one academic advisor and a program coordinator should be convened to create a schedule of classes that meets existing program requirements, while prioritizing courses that serve other programs in the school (see Most Shared Classes in Appendix F), as well as courses that consistently enroll well and classes that fulfill Gen Ed requirements.

3) Create a common graduate-level methods course that could serve graduate students in LAS, MENA, and GWS. Future integration at the graduate level could include a theory course that would serve the

M.A. in Latin American Studies and the M.A. and Ph.D. in Middle Eastern and North African Studies.

4) Prioritize building online courses for an Arizona Online B.A. in Global Studies and micro-campuses. Faculty in the eight participating units can accelerate the creation of an online B.A. in Global Studies, which is currently underway with a projected launch date of Fall 2025. The online B.A. in Global Studies will serve Arizona Online as well as future micro-campus partners. One major obstacle to launching the online Global Studies program is a shortage of faculty to develop online courses. As a broad, interdisciplinary program, Global Studies controls only three of the thirteen classes required for the major. The remaining classes in the major are offered by units across campus. This diffuse structure poses challenges for the creation of an online major; since Global Studies does not control how often and in what modes the vast majority of courses for its majors are taught, it cannot guarantee that students will be able to complete the degree in a timely manner. Currently, ARB, GWS, LAS, JUS, and MENA all offer courses that count toward the Global Studies major, and faculty in those units could build online versions of existing in-person courses as well as new courses to serve both Global Studies students as well as major and minors in their own units. The units that build online classes to serve Global Studies students would also serve their own existing online programs and could eventually allow existing Main Campus majors and minors to be offered through Arizona Online.

To that end, the committee recommends that faculty in the School for Global Studies start by building online versions of courses that count toward the Human Rights, Migrations and Social



Movements (HRMS) track and the Global Cultures track of the Global Studies major (see Priority Online Course Builds in Appendix F). The HRSM and the Global Cultures tracks include the greatest number of courses taught by the new school units and therefore stand to generate the most SCH for the School.

5) In the future, a composite, multidisciplinary school of this nature will be particularly well positioned to offer a new major in the comparative and integrative study of borders and bordering processes across the three regions we represent – Latin America, the Middle East and North Africa, and the U.S.

Southwest/Northern Mexico, and US-Mexico Borderlands. Undergraduate students will be encouraged to explore the combined historical and contemporary forces shaping the world's arid border regions, many of which are crossroads that connect the global north and south. Studying borderlands prompts students to think and learn holistically and synthetically about our most pressing and entwined global challenges: climate change, immigration, the water-energy-food nexus, border militarization, the illicit drug trade and organized crime, decarbonization, authoritarianism, landscape change, food and climate justice, and settler colonialism. Each of these current dynamics articulates with historical forces, a perspective that comparative borderlands studies students would develop over the course of their degree programs. In addition, the new School can use its size and number of study abroad programs to better leverage resources and support from UA International (for marketing, administration and boosting numbers in study abroad programs).

6) Finally, the online Master's in Human Rights Practice program can serve as an umbrella to offer more online graduate courses as SGS builds capacity and navigates the two-year process of proposing other online MA degrees.

## **Process**

Over the past year or more, informal discussions were held to consider options for forming a new "international" and or "interdisciplinary programs" school in SBS. In early spring (Jan.-early March) 2023, a group of SBS Heads and Directors met informally for coffee 3-4 times to continue these discussions. On January 27, 2023 SBS Dean Lori Poloni-Staudinger held a meeting (on Zoom) and formally launched a process to discuss what the Dean viewed as a need to reorganize these "small" programs into a more visible, robust, and streamlined structure, potentially in the form of a new School. Dean Lori invited the faculty in MENAS, CMES, GLS, LAS, JUS, GWS, SWC, MASRC, AIS, and the Human Rights program to this discussion and approximately 40 people participated. Lori presented data on low enrollments in many courses offered by these programs, resulting in "deficits" relative to the cost of offering the courses. Comparison data on enrollments for SBS units outside of these selected programs was not presented. Lori cited her belief that there are significant overlaps in course offerings among these programs.

Moreover, two programs that had been administratively housed under SBS–Human Rights and Global Studies—at the direction of Provost Liesl Folks now needed to move into academic programs. For all these reasons, Lori announced that she planned to form an exploratory committee to consider appropriate options and she asked each unit to nominate a committee member.

At the committee’s first meeting on March 3 (via zoom), Lori gave us our charge and communicated some of her hopes for a new school—namely the elimination of perceived areas of duplication, the building of new areas of collaboration, and cost-savings. This meeting was also attended by Lori’s Executive Assistant, Kaitlin Conrad, and—as Faculty Governance Observers—Professors Gary Rhoades (College of Education) & Carine Bourget (SILLC).

In spring 2023, the committee undertook *specific activities* over 6-7 weeks remaining in the spring semester, including developing:

- individual Unit and Program assets and strengths (Appendix B);
- shared Strengths & Synergies (Appendix C);
- other Institutional Models for Title VI/International Programs (Appendix D)
- Honors Colleges and other Interdisciplinary Models (Appendix E)
- Courses Analysis & Potential for Collaboration (Appendix F).

During spring 2023, the Committee’s weekly meetings (in the Marshall Bldg.) were productive, dynamic, generative, and collegial. We approached the work with openness and curiosity and, in the process, have learned a great deal about each other’s individual units and about the similarities and differences among our units. Our work included a blend of research, discussion, and brainstorming. The research focused on (1) curriculum, specifically with the question of whether or not our 8 units duplicate courses; (2) existing interdisciplinary Schools and Consortiums both at the UA (such as [SILLC](#)) and on other campuses (such as the University of Maryland; the Hamilton Lugar School of International and Global Studies and the Arizona State University School of Social Transformations); (3) and questions of structure (horizontal and vertical).

On April 17, the Committee again met with the Dean, this time to present our progress and observations, including that we found little overlap among our 8 units. We also conveyed that we wished to continue our work into the Fall 2023 semester, ideally with a Business Manager familiar with AIB joining our Committee. On April 24, the Committee met with the Heads of participating units (most but not all were able to attend).

All members of the Committee contributed to the research for and writing of the final report.

All members approved the final report submitted to Dean Lori on June 13, 2023

When the committee reconvened on August 23, 2023, Dean Lori announced that she was committed to continuing the process of exploring merger options and asked the committee to continue its work.

In fall 2023, the Committee met on a weekly basis and continued our work through specific tasks and a challenging process of debate and consensus building. In addition to the weekly meetings, subgroups of the Committee carried out specific lines of research and inquiry. The Committee weighed feedback and differing visions from faculty members in the represented units and navigated through differences that emerged between committee members.

There were many accomplishments including interviews and conversations with individuals who met with the entire committee as well as other interviews that were conducted in smaller settings. In addition to the interviews held during Committee meetings, four interviews were conducted in the Fall 2023 semester outside of regular meeting times. Each interview conducted outside the normal committee meeting time included at least 2 UA representatives to ensure accuracy of information.

SBS financial representatives including Nick Smith, SBS, Director, Finance & Administration, James Schlittenhart, SBS Assistant Dean of Finance, were invited to attend some of the committee meetings to ensure as complete an understanding as possible of the financial goals of the college, the university, and the current challenging financial situation. One matter that was discussed in depth during the financial meetings was the AIB Exchange Free Zone that will work well within the new school. The committee met with Dean Lori Poloni-Staudinger three times during the semester along with meeting with the Heads and Directors of each of these respective units to ensure clarity of the task at hand and how best to ensure new synergies can occur while addressing the current structural deficits. Edella Schlager, Head of SGPP, met with the committee to share her perspective of the UA Political Science and School of Public Policy merger. Gary Rhoades, Faculty-Senate observer and Professor in the College of Education, also met with the committee to ensure that the committee was observing all necessary processes as the proposal was created.

The committee analyzed five models of academic units that underwent similar merger processes, following the recommendation of Gary Rhoades. Many models were considered by the committee including a White Paper submitted by 4 units who have representatives on the appointed committee. The additional models and the creativity of many UA faculty members led to the newly proposed model which is one school with two divisions.

The specific tasks accomplished by the committee included the following:

- Conducted interviews with representatives of institutions that served as models for

the Committee's proposal: University of Maryland's School of Languages, Literatures and Cultures, ASU's School of Social Transformations, Indiana University's Hamilton Lugar School of International and Global Studies.

- Created comparative chart of model institutions
- Met twice with James Schlittenhart, Assistant Dean of Finance for the College of Social & Behavioral Sciences; Assistant Dean Schlittenhart also attended two weekly Committee meetings.
- Completed additional analyses of courses collaboration options and avenues for future growth
- Met with Dr. Edella Schlager to learn about the School of Government and Public Policy's experience of merging.

See appendix A for a list of all meetings.

### **Analysis of Model Institutions**

In spring 2023, we conducted a preliminary inventory and website analysis of other institutional models at peer institutions with DoE-funded Title VI National Resource Centers (Appendix D) These programs are not exactly analogous to our configuration, but they do two things of importance to us: they increase the visibility of smaller, interdisciplinary programs, and they use that increased visibility to raise funds (from the Department of Education but also private foundations and donors). Included in the inventory were: Indiana University; UC Berkeley; Illinois; UNC; Pittsburgh; University of Washington; and

Wisconsin. Additionally, we included Oxford University's International & Area Studies as an interesting model. On average, the US programs have 6 Title VI NRC centers in these Schools. In these top-ranked programs, the Center activities (area studies and/or thematic centers such as Human Rights) remain autonomous in terms of having their own directors and staff. On the academic side of these programs, the examples are mixed. Some programs retain their own core faculty and degree structures, while others operate with joint or affiliate faculty, and there is a range of experiences with respect to governing structures and academic integration.

We also examined ASU's School of Social Transformation, which includes six departments. Each of the majors has room to allow for students to take courses for the major from the other departments in the school, thus allowing for cross-listing. This School has an Executive Leadership team - a school Director and then two or three Associate Directors who are from the faculty of the school. There are Faculty Leads from each participant department that act as "heads" for each department, as well as staff leadership positions that head things like academic advising, communications, and business operations.

Finally, the Committee reviewed Honors and Interdisciplinary programs at Loyola University-Chicago, U Washington, Stanford, UC Berkeley, U Iowa, Oregon State, and U Maryland.

(Appendix E) That review revealed that a common, shared goal was to offer and facilitate integrative, experiential programs of study directed at 21<sup>st</sup> century questions and problems.

During fall 2023, we conducted phone interviews with administrators at each of these programs to garner more detailed knowledge about their administrative and budgetary structures in order to further assess whether these are suitable models for us to build from. We also met with Dr. Edella Schlager to discuss the formation of the SGPP from several disparate programs just a few years ago in SBS.

The comparative organizations chart below is based on interviews with administrators from UArizona’s School of International Languages, Literatures and Cultures, UArizona’s School of Government and Public Policy, the University of Maryland’s School of Languages, Literatures and Cultures, ASU’s School of Social Transformations, Indiana University’s Hamilton Lugar School of International and Global Studies. The chart below highlights the positive aspects and challenges faced in the creation of five model institutions.

Model Names	UA SILLC	UA SGPP	UMD School of Langs, Lits, and Cultures	ASU School of Social Transformations	Indiana U's Hamilton Lugar School of International and Global Studies
Positives	Retained Dept Structure	one set of unified bylaws written after creation of the school	Teaching course on a modular basis - an SLLC course - faculties from all the units teach modules of it	Each units bylaws worked into one set of bylaws for school	new building - all units in it
	Some new integrate	doubled majors within two	Includes Cinema and Media Studies	careful consideration for P&T and composition of the committees especially with dual appointments - continuing to	departments retained control of their budgets, their degrees, their P&T, they did

Positives	d courses created	years of school creation	major	add to handbook	their own searches
Positives	Cut costs	faculty agreed to unite and become one	Cross list a course if it relates to one of the language and culture units	Departments retained - faculty chairs became faculty leads with reduced compensation	CFO works well and has been a part of the school (outside of college) since the school was created
Positives	SILLC website created - potential to showcase collaborations	degree programs remained	Each of the 12 units has its own director	Chain of command to talk to Dean usually observed	Degree programs remained
Positives	All but 1 unit in same building	three degree programs added since creation of school	Degree programs remained	Degree programs remained	
Positives	minor created from SILLC	no staff departures for first two years	Everything equal re hiring (small and large)	SST Certificate created	

Positives	Director is head of one of the units	Has an executive committee includes heads of different degree programs e.g. Master's in Public Policy, etc. Along with the Director of the online Security Studies, and 3 profs plus director of school	Academic Council - Heads of Units meet monthly and Heads should report to departments.	Potential for marketing	
Positives	degree programs remained		Good opportunities for synergy around courses like cinema and new majors - art of dissent		
Positives	Faculty were realistic about numbers dwindling in enrollments		undergrad directors committee - each program has its own director		
Positives			structure works in general		

Positives			A clear structure with a director and 3 administrative directors (academic affairs, faculty affairs, and business and admin)		
Challenges	not enough staff	facing dissolution of departments	Have to build consensus for hires.	Top down imposed. Some people are still not over it	Hiring has to be approved by Dean of School - challenging with an interim Dean
Challenges	delayed response from business office	top down imposed from above	Reporting by Heads to Departments occurs unevenly	Hiring not equal - bigger units get more	Top down imposed.
Challenges		very low # of coordinators for amount of students	Center people want direct access to the Dean but usually go through the SLLC director	Staff jobs lost	
Challenges			need for new procedures - especially around hiring	Reduction of tenure track faculty and hiring of more adjuncts - clinical associates (CT)	
Challenges					



Directors/ Deans - appointment processes	The Dean of COH appoints these positions.  (please note I had asked about Department Heads as well and both are	The Director of the school is interviewed by faculty, staff, and students who then supported appointment. The Dean then appointed the Director.	1) The Director of the School is a 12-month, tenured faculty position appointed by the Dean of the College in accordance with campus policies on the selection of Deans, Directors, and Department Chairs. There is a search committee composed of TTK and PTK faculty, staff and one grad student that makes a recommendation to the Dean for the appointment. The last committee I was on was chaired by the head of	Waiting for response. It sounded like a search committee and then appointed by the Dean.	The Dean of the Hamilton Lugar School is found, through a committee composed of faculty, staff, and students within the School, plus one or two external members from the Dean's [of the college they are loosely associated with] Advisory Council. Once the
---	---	---	--	--	---

	<p>appointed by the COH Dean).</p>		<p>another department within the college, and included one committee member external to SLLC as well. The term is up to 5 years, and I believe renewable once.  2) Department Heads selection: Heads are tenured faculty, serving for three-year (AY )renewable terms.Each department conducts a faculty vote for its Head, proposing one or two names to the SLLC Director, in ranked order. The Director appoints the Department Head based on the list provided. In the event that the Director disagrees with the top choice, s/he should provide a reason, and ask the department to offer an</p>	<p>committee identifies a short list of candidates, they are invited to campus to meet with groups of various stakeholders (department chairs and center directors, faculty, staff, students, etc.) plus one town-hall type meeting to which everyone is invited. The committee then recommends one candidate to the Provost of the University who will make the final decision about hiring the candidate.</p>
--	------------------------------------	--	--	---

			alternative by a re-vote, if necessary. The Director makes the final decision.		
--	--	--	--	--	--

**APPENDICES**

**APPENDIX A: PROCESS AND ACCOMPLISHMENTS of the COMMITTEE TO DATE**

March 3, 2023: Committee to consider Configuration of a new School for International & Interdisciplinary Studies is appointed and given our charge by SBS Dean Lori Poloni-Staudinger

March 15, 2023: Discussion of our charge and goals. Organizational meeting of Committee, plus Dr. Gary Rhoades (faculty-governance observer). Introductions and basic organization to decide on weekly meetings. Appointed subcommittee to examine models from other institutions (international and Honors college structures).

April 3, 2023: Decision to build on our strengths and create Strengths table, appointed subcommittee. Invited Dr. Carine Bourget as resource faculty to share her experiences from SILLC reorganization (2009- 2011). Discussion of models.

April 10, 2023: Development of Key Strengths and Synergies tables; Discussion of potential structures based on other institutional models. Course collaboration table. Prepare agenda for meeting with Lori.

April 17, 2023: Interim Progress Update meeting with Lori. Discussion of potential structure. April 24, 2023: Interim update with involved unit Heads & Directors

May 1 & May 8, 2023: Final Committee meetings to brainstorm structures for the new School or

Consortium and to discuss writing of the final report.

June 13, 2023: Submitted the Committee's final report to Dean Lori Poloni-Staudinger.

August 23, 2023: Committee meets with Dean Lori Poloni-Staudinger. Dean Lori presents her feedback on the final report from June 13, 2023. Mentions wanting a follow up meeting in early November to see how the committee is progressing.

August 30, 2023: Committee discusses meeting schedules for the Fall 2023 semester.

September 13, 2023: Discussion of potential structures of the new unit and strategy for gathering more information on model structures.

September 20, 2023 - Discussion of comparison chart for potential structures and ensuring interview questions are in order.

September 27, 2023: Nick Smith invited to speak to the group and James Schlittenhart accompanied him. Committee elected Julie Ellison and Yaseen Noorani as Co-Chairs. Sandy Soto shared information from Interview of an ASU faculty member in the School of Social Transformations shared at the meeting.

October 4, 2023: Edella Schlager, UA SGPP Director, joins the meeting to share experiences from the creation of SGPP. Another ASU faculty member interview shared with the committee. Interview with a staff member at the Indiana University Hamilton Lugar School shared with the committee. The chart of all interviews from 5 models including UA SILLC, UA SGPP, UMD School of Languages, Literatures and Cultures, ASU School of Social Transformations, and Indiana University's Hamilton Lugar School of International and Global Studies shared with committee members and Heads and Directors of the respective units.

October 11, 2023: Dean Lori Poloni-Staudinger attends SBS Committee meeting. Liz Oglesby steps down from the Committee. Colin Deeds of CLAS joins the Committee.

October 11, 2023: Julie Ellison, David Graizbord, and William Simmons attend the Heads and Directors check-in with Dean Lori Poloni-Staudinger to share some of the findings to date of the committee and to ensure collaboration between the Heads and Directors group and the SBS Reconfiguration Committee.

October 18, 2023: Discussion of potential structure of new school and strategy of Committee.

October 25, 2023: Gary Rhoades, UA College of Education, joins meeting. Discussion of timeline for completing proposal. Vote to extend the report submission deadline to December 15th, 2023.

November 1, 2023: Meeting canceled because multiple committee members attended area studies conferences.

November 8, 2023: Discussion of the tasks taken on by the committee. The choice to put forward a proposal with one model.

November 15, 2023: Update to committee re timing of final report submission. Financial questions prepared in advance of attendance by James Schlittenhart.

November 22, 2023: James Schlittenhart attends to answer additional financial questions of the committee. Committee receives the White Paper created by 4 of the units.

November 29, 2023: Meeting to discuss White Paper, findings of subcommittee related to classes and potential synergies, sharing of information from James Schlittenhart for those who were unable to attend the previous week’s meeting, and reminder of sections for the December 2023 report to the Dean assigned. Request to move the meeting time with the Dean because of a TVI obligation for CLAS and CMES.

December 5, 2023: Meeting date/ time shifted from 11 in CLAS conference room on Wednesdays, based on a visit from a Senator staffer to meet with all TVI US Dept of Ed Centers at the UA. The committee met with Dean Lori Poloni-Staudinger on Tuesday, December 5th to present the draft contents of the report and ask a couple of follow-up questions to ensure understanding by all parties involved as report was drafted.

December 13, 2023: Review of proposal draft.

December 19, 2023: Final date to submit proposal.

**APPENDIX B: INDIVIDUAL UNIT STRENGTHS (*working document*—distilled into “Shared Strengths & Synergies” in App. C)**

<b>Name of Unit</b>	<b>Short summary</b>	<b>Positives regarding your program - I Per Line (as many lines as you like)</b>	<b>Comments</b>	<b>Possible Collaborations with Units (of proposed merger)</b>
---------------------	----------------------	--	-----------------	--

<p>Note regarding themes:</p>	<p>OF NOTE - regarding the desire to collaborate around themes...maybe provide for all of us broader designations (rather than refugees or migrants or what have you) - this can afford broad-form thinking and allow for more courses and fields to comfortably integrate a host of courses and ideas - for example think of annual designations or themes like: treatment of (or Approaches towards...) people/ treatment of land/ treatment of the other/treatment of the environment/treatment of resources/approaches towards space/ and then you all can incorporate other departments and fields if you move to approaches towards health/approaches towards ...like this we are not so overly specific and will entice students from a host of interests rather than estrange students who might not want to focus solely on refugees or migrants ..... plu s</p>		
-------------------------------	---	--	--

		<p>the broad-form designations allows for wider critical thinking about issues just a thought for the Dept. heads...</p>		
--	--	--	--	--

<p>Judaic Studies</p>	<p>Strong fundraising and ability to collaborate while maintaining uniqueness</p>	<p>Fundraising for specific JUS activities, lecture series, student scholarships and other programming, combining forces with local and regional bodies focusing on community outreach - the latter is an important part of JUS and they see that as central to their identity. JUS desires cross-collaborations but also strives to maintain its unique identity and purpose on campus given the focus on Judaism and on Israel studies; 2) It also maintains a US Summer in Israel program that is somewhat unique and outward looking - for example, this summer the students also will be going to Zambia to apply principles learned; and 3) JUS is open to developing and opening such contacts and programming with other departments - in the summer as well.</p>	<p>JUS is concerned about autonomy, especially with regard to courses, and to maintaining its well-developed ties to its donors and Board given that they assist the Department, allow for outreach in a strong manner, and actually benefit the UA at large in many ways. They do seek collaboration and cross-teaching with other departments without removing its own fundamental courses.</p>	<p>Re-designing courses that can link in with their department offerings - think Jewish Civ., and Egyptian Civ. or Jews in the USA and link in with Muslims in the USA. Immigration experiences, Diasporic experiences.</p>
-----------------------	---	---	---	---



	<p>Strong Center of Middle East Studies with national and</p>	<p>Strong nationally-recognized Center of Middle Eastern Studies  Awarded Title VI National Resource Center funding consistently since 1975 One of only 11 Middle East NRCs in the current grant cycle (2022-23 through 2025-26) Recipient of FLAS undergraduate and graduate fellowship funds during the same period and additional forms of support for student activities  Success in securing outside grants in addition to TVI (e.g. NEH Summer Institute with MENAS, National Park Service/US State Department Cultural Heritage Task Force, Social Science Research Council)  Excellent relationships with national Middle East studies organizations  Maintains institutional memberships in American Overseas Research Centers in the Middle East and in other Middle East studies organizations  (These benefit faculty,</p>		
--	---	--	--	--

CMES	international ties in the field and long record of leveraging new Middle East Studies faculty positions	students, and CMES programs) Use of TVI funds to leverage new faculty positions, in the current grant cycle (1) Tenure- track Assistant Professor of Environmental Sciences in the Middle East in CALS (2) With CEAS and CLAS, an International Studies Assistant Professor of Practice in the College of Education		
------	---	---	--	--

CMES	Collaborative and creative unit	<p>Organization of Middle East studies-related activities MENA Colloquium</p> <p>Film series and other cultural events on and off campus</p> <p>Public forums on current events and professional development series</p> <p>Strong relations, and consequently collaborations, with units across campus</p> <p>For example, Center for Creative Photography, Confluentcenter, The Poetry Center</p> <p>in addition to MENAS and CLAS in SBS</p>		
------	---------------------------------	--	--	--

CMES	Exceptional Outreach to K-12 and K-14 constituencies	<p>Exceptional program of outreach to K-14 local, regional, and national constituencies</p> <p>Collaborations with other TVI centers on campus: Center for East Asian Studies (CEAS), Center for Latin American Studies (CLAS), and Center for Educational Resources in Culture, Language and Literacy (CERCLL), a Language Resource Center</p> <p>Participation in regional and national K-12 teachers' conferences e.g. Arizona Council on History Education, National Council for the Social Studies</p> <p>Community College outreach (including January community college faculty workshop and the International Studies Partnership Program for curriculum development, both with TVI centers)</p> <p>Fulbright-Hays Groups Projects Abroad for educators (10 from 2000-2022)</p>		
------	--	---	--	--

The Southwest Center	Greater Sonoran desert region (includes northwest Mexico)	Greater Sonoran desert region (includes northwest Mexico) - Research and public engagement on greater SW regional history, geography, ethnography, ecology, visual culture & arts; folklore		
----------------------	---	---	--	--

The Southwest Center	Public scholarship & respectful dialogue	Public scholarship & respectful dialogue - Multi-modal media and public outreach; Public television; public-facing lectures; podcast series; Journal of the Southwest; University of Arizona Press book series; ethnic studies; folklore; visual and material arts & culture		
The Southwest Center	Experiential, place-based	<p>Experiential, place-based education - The Southwest Center offers Experiential, Place-Based Education opportunities for undergraduate/graduate students and lifelong learners. Each member of the SWC faculty does local work with local people that can be taught through hands-on learning.</p> <p>Because our work is grounded here in this place, we teach a variety of audiences in meaningful, multilayered places and spaces and ways that are distinct to our region. Development of our new minor &amp; core course bring this potential to fruition. New SW Studies minor and "Intro. to SW Studies"</p>		

	education	course; study-travel opportunities in US SW and Mexico; NEH Workshop for K-12 education for teachers on the SW.		
--	-----------	---	--	--

Center for Latin American Studies	Languages	<p>Languages- All MA students must be fluent in either Spanish or Portuguese and proficient in the other.</p> <p>Opportunities to learn Indigenous languages</p>		
Center for Latin American Studies	Funding autonomy	<p>Funding autonomy - Dept of Education Title VI National Resource Center (lecture series; community outreach; K-12 teacher training for prof. development credit; faculty travel; collaborative workshops, including with CMES and East Asian Studies; much more!); Foreign Language Area Study (FLAS) for Portuguese/Indigenous language study;</p> <p>Tinker Foundation for grad fieldwork across campus/all disciplines</p>		



Center for Latin American Studies	Huge interdisciplinary faculty resources	Huge interdisciplinary faculty resources - 7 core faculty (x- appointed with SGPP, Anthr., Hist., Geog., Sp & Port) + 2 academic instructors + 125 affiliated faculty on campus. Full coverage of Latin America region with strengths in Border Studies; Mexico; Central America; Brazil; Peru/Andean region; Colombia. And thematic strengths in Human Rights; Border Studies; Violence & Peace Studies; Environmental Politics; Public Health		
Gender & Women's	Diversity	Diversity - Language from Outside Evaluators' 7-year Academic Program Review: "With faculty strengths in Indigenous Studies and Chicana Studies, a majority non-white faculty, and vibrant connections to local communities, the Department has successfully leveraged its strength-in difference to serve the University of Arizona as a land- grant University and as a Hispanic-serving Institution as it prepares		

Studies (GWS)		students for the challenges of an increasingly diverse and complex global world.”		
------------------	--	---	--	--

<p>Gender &amp; Women's Studies (GWS)</p>	<p>Gen Ed</p>	<p>Gen Ed - "The Department contributes widely to the university's Gen Ed curriculum making it an important service provider to the institution's goals in training students in critical thinking and analysis, communication (written, oral, and visual), and community engagement skills including leadership, activism, and collaboration). The new Gen Ed requirement for utilizing engaged pedagogical methods is easily met by the GWS Department, which is by design learner-centered and transdisciplinary."</p>		
<p>Gender &amp; Women's</p>	<p>Research</p>	<p>Research - "This department centers a dynamic, intersectional, transnational approach to GWS. Faculty produce cutting edge research, and have published extensively across disciplines. They have been recognized with prestigious fellowships and awards. GWS was also previously home to two leading scholarly journals, Feminist Formations</p>		

Studies (GWS)		(edited by Sandra Soto from 2011-2016) and TSQ (edited by Susan Stryker)."		
---------------	--	--	--	--

Human Rights	Intro courses on Human Rights that "hook" students into our collective majors	Intro courses on Human Rights that "hook" students into our collective majors - Use their intro courses as a way to engage students and guide them into our (collective) majors.		
--------------	---	--	--	--

Human Rights	Strong connections to intl. Groups, NGOs, and other universities	Strong connections to intl. groups, NGOs, and other universities		Use as a means to enrich your own dept. offerings
--------------	--	--	--	---

Human Rights	Experiential learning components	Experiential learning components		
--------------	----------------------------------	----------------------------------	--	--

Human Rights	Desire to collaborate	Desire to collaborate and cross- list courses. Experiential learning opportunities/ engagement of external actors as guest lecturers/ internship opportunities/ engagement of external actors as guest lecturers/internship opportunities/ malleable with ability to create immediate and responsive courses. Online/ affordable/ strong global connections and	The key for HRT is that we can offer intro. courses on human rights (be it law, organizations or general overview) and then "hook in" other fields and departments with an assortment of cross- listed courses - which we are happy and desire to do! Thus, we can assist to meet the needs of some basic fundamental information in the field, and then easily integrate more specific foci or field studies, pursuant to your desires/wishes. Given our strong global reach, we can easily integrate other departments into the program fold thereby enriching the student experience and	Certainly cross- listing - and also engaging in projects and experiential learning with other departments.
--------------	-----------------------	---	---	--

		programming / projects around the world	offering core courses to all involved students. We already work with other departments - like RSSS - and it has proved quite fruitful.	
--	--	---	--	--

<p>Middle East &amp; North Africa Studies (MENAS)</p>	<p>Languages</p>	<p>Languages - Arabic, Persian, and Turkish (each with own profile:  *Federally-funded Flagship program, among other grants;  *highest number of first-year Turkish students in N America (60);  *endowed position in Persian language</p>		
<p>Middle East &amp; North Africa Studies (MENAS)</p>	<p>Grad Placement</p>	<p>Grad Placement - Placement of grads from our BA, MA (some joint, w/Anthro, SGPP, Journalism), and PhD programs</p> <p>Recent years: Rhodes Scholar, now completing a PhD at Oxford, MA students have gone on to top job placements and PhD programs (both here and at other universities)</p> <p>PhD students have been hired in a number of academic positions, some at top institutions and in industry.</p>		

<p>Middle East &amp; North Africa Studies (MENAS)</p>	<p>Experiential Learning</p>	<p>MENAS has multiple study abroad programs including: Arizona in Jordan, Arizona in Egypt, and Arizona in Turkey programs (2 of which run with CMES as a collaboration), Flagship Summer Program and the Arabic Flagship Capstone Year Abroad Program. Many of the undergrads and some grads volunteer with refugee organizations including but not limited to IRC, Lutheran Social Services, Jewish Family Services, and Catholic Relief Services.</p>		
<p>Global Studies</p>	<p>Destination Major</p>	<p>Destination Major- Global Studies is a "destination major"; students pick the UA precisely because we offer the B.A. in Global Studies. In this sense, GLS recruits students not just to the college but to the University.</p>	<p>CMES has definitely found Global Studies majors are double- majoring with many majors in this proposed unit.</p>	



<p>Global Studies</p>	<p>Flexible and interdisciplinary</p>	<p>Flexible and interdisciplinary- As an interdisciplinary program with only three in-house (GLS) classes, Global Studies relies on an expansive list of courses taught by other units to serve students in the GLS major. It is therefore flexible and can be tailored to showcase specific classes and academic initiatives (speaker series, internship opportunities, study abroad programs, etc) as necessary. GLS requires either additional language study or participation in study abroad programs; it therefore fits well among units that teach languages (Arabic, Hebrew, Turkish, Persian), promote language study (Spanish, Portuguese, Kaqchikel), and offer faculty-led study abroad programs (Arizona Arabic Flagship Program; Arizona in Egypt; Arizona in Israel &amp; Zambia; Security and Peacebuilding in Colombia; Contemporary Cuba; IDEAS in Guatemala?).</p>		
-----------------------	---------------------------------------	---	--	--

Global Studies	Intellectual coherence	Intellectual coherence- Because Global Studies requires thematic, regional, and language study, it provides intellectual glue for the new school, which will include a diverse collection of thematic-focused and language and area studies units.		
----------------	------------------------	--	--	--

**APPENDIX C: SHARED STRENGTHS & SYNERGIES: New School Units’ Key Strengths & Synergies Table (detailed version in App. B)**

KEY STRENGTHS	SYNERGISTIC OUTCOMES OF COLLABORATION
Intellectual identity at the nexus of the social sciences & liberal arts	In accordance with UArizona’s land grant mission, we offer a shared commitment to intersectional & interdisciplinary approaches to pressing questions of the 21st century, with a focus on international/global/regional/gender & ethnic issues
Languages	Promoting and teaching lesser-taught languages (Arabic, Hebrew, Maya Kiché, Maya Kachikel, Persian, Portuguese, Turkish)
Outreach & community engagement (land grant mission)	Educational & professional development for Tucson, the state of Arizona, K-12 teachers, and community college engagement. Offering public community courses on relevant topics

<p>Experiential &amp; immersive learning &amp; field school</p>	<p>Develop “Arizona in the World” experiential/field programs (fee-based and/or course-based); project/internship opportunities with external organization. Take advantage of our geographic location (e.g., multi-cultural Tucson; southwest desert environment; borderlands region) to offer unique field-based &amp; short/long experiential education</p>
<p>Grant-writing &amp; Fund-raising</p>	<p>Create naming opportunities. Director could lead fund-raising efforts around identified target projects/goals</p>
<p>Cross-campus impact</p>	<p>Intellectual center for international/area/regional &amp; gender/ethnic across campus (e.g., affiliated faculty, speakers’ bureau, field resources). Develop new foci around specific thematic (annual/bi-annual) topics that afford cross-department course sharing and broader thinking for students and faculty</p>
<p>Build new areas of collaboration</p>	<p>Border studies (physical &amp; cultural); International Foodways and cultures; multi-cultural cinema. Speakers’ series on cross-cultural themes; International/Immersive/Field School and potential joint summer programming. Also, course collaboration to build new undergraduate courses.</p>

**APPENDIX D: Other Institutional Modes with Title VI National Resource Centers**

**Peer institutions and organization of global/area studies**

<b>University</b>	<b>Umbrella Program name</b>	<b>#NRCs 2022-2025</b>	<b>Unit/Center directors and staff</b>	<b>Core faculty</b>	<b>Joint faculty</b>	<b>Affiliate faculty</b>
<b>Indiana University</b>	Hamilton Lugar School of Global and International Studies	5	X	X	X	X
<b>UC Berkeley</b>	Global, International and Area Studies	6	X			X
<b>Univ. of Illinois</b>	Illinois Global Institute	6	X			X
<b>UNC</b>	Global Studies, Center for Global Initiatives	5	X		X	X
<b>University of Pittsburgh</b>	Pitt University Center for International Studies	6	X			X

<b>Univ. of Washington</b>	Jackson School of International Studies	5	X	X	X	X
<b>Univ. of Wisconsin</b>	Institute for Regional and International Studies	7	X			X
<b>International example: Oxford University</b>	School of Global and Area Studies	8 area and global centers	X	X	X	X

## APPENDIX E: Honors Colleges & Interdisciplinary Models from Other Institutions

Honors undergraduate and interdisciplinary undergraduate and graduate programs typically draw from across the curriculum, and thus offer models for finding commonalities among disparate units in both graduate and undergraduate degree paths. A survey of Loyola University-Chicago, U Washington, Stanford, UC Berkeley, U Iowa, Oregon State, and U Maryland reveals that a common, shared goal is to offer and facilitate integrative, experiential programs of study directed at 21<sup>st</sup> century questions and problems. Common features include:

- Emphasis on interdisciplinary intellectual community, making the School a *'destination of choice'*
- Environment in which students **combine plural interests around pressing 21st century themes or questions** (some standing, some individual): *advising is critical*
- Immersive or experiential education (*study abroad, practica, internships, field school*)
- A cumulative thesis or project that provides *measurable outcomes*

UC Berkeley, Oregon State, and Iowa State require an interdisciplinary focus, **integrating methodological or theoretical approaches from at least three academic areas** and a comparative, historical, regional, thematic, or problem-focused culminating project or document. UMaryland organizes by themes across disciplines, with themes/questions decided upon by faculty committee. U Iowa offers **experiential learning opportunities** that allow students to actively apply knowledge gained in the classroom to **local, regional, national and international real-world settings**.

While the Committee's discussion of curriculum and course integration is deferred until the fall, these examples offer provocative potential for meaningful participation among constituent units.

**COMMON FEATURES OF INTERDISCIPLINARY PROGRAMS AND HONORS PROGRAMS:**

- Emphasis on interdisciplinary intellectual community: *a 'destination of choice'*
- students combining plural interests around a theme or question (some standing, some individual): *advising is critical*
- Immersive or experiential education (*study abroad, practica, internships, field school*)
- a culminative thesis or project: *measurable outcomes*

**In every case, the disciplines maintain unit autonomy, but the common, shared goal is to offer and facilitate integrative, experiential programs of study directed at 21<sup>st</sup> century questions and problems.**

~~~~~

HONORS PROGRAMS, SOME INTERDISCIPLINARY

**University of Washington:** <https://honors.uw.edu/reqs/#interdisc>

Core course

Electives across fields

Experiential learning (field school, travel-study,

internship) Thesis

**Loyola Chicago** Interdisciplinary Honors Program:

<https://www.luc.edu/honors/academics/curriculum/>

1. [Western Intellectual Traditions: Antiquity to the Middle Ages](#)(First year, fall semester)
2. [Western Intellectual Traditions: Renaissance to Modernism](#)(First year, spring semester)
3. [The United States Experience](#)(Anytime after first year)
4. Area Studies (Two of the following courses anytime after first year): [Encountering Africa](#)  
[Encountering Asia](#)  
[Encountering Contemporary Europe](#)  
[Encountering Latin America and the Caribbean](#)  
[Encountering the Middle East](#)
5. [Science and Society](#)(Anytime after first year)
6. [Honors Capstone: Moral Responsibility](#) (75 credit hours earned or Senior year)

**Stanford:** <https://advising.stanford.edu/current-students/advising-student-handbook/planning-honors>

The current Interdisciplinary Honors programs are:

- [Arts](#)
- [Comparative Studies in Race and Ethnicity](#)
- [Democracy, Development, and the Rule of Law](#) (CDDRL)
- [Education](#)
- [Ethics in Society](#)
- [Feminist, Gender, and Sexuality Studies](#)
- [International Security Studies](#)(CISAC)

- [Science, Technology, and Society](#)

Interdisciplinary honors programs generally require an application, a minimum GPA, and some selected classes, as well as the thesis or capstone project. Most application deadlines are in junior winter, but may range from sophomore spring to senior fall. *[this is a top-two program, after Gen Ed]*

**University of Maryland:** <https://honors.umd.edu/living-learning-programs/programs-at-a-glance/>

- [Advanced Cybersecurity Experience for Students \(ACES\)](#)
- [Design Cultures & Creativity \(DCC\)](#)
- [Gemstone \(GEMS\)](#)
- [Honors Global Communities \(HGC\)](#)
- [Honors Humanities \(HH\)](#)
- [Integrated Life Sciences \(ILS\)](#)
- [Interdisciplinary Business Honors \(IBH\)](#)
- [University Honors \(UH\)](#)

#### INTERDISCIPLINARY (NOT HONORS)

Typically 3 fields across the [entity] plus a thesis with faculty from 3 areas as committee

**UC Berkeley:** <https://guide.berkeley.edu/undergraduate/degree-programs/interdisciplinary-studies/>

#### Undergrad Interdisciplinary Studies

- **Research programs must be interdisciplinary, integrating methodological or theoretical approaches from at least three academic disciplines** (departments or programs).
- **comparative, historical, regional, thematic, or problem-focused.** The research program should not replicate an existing major.
- The purpose of the ISF major is to allow undergraduates to combine work across disciplines in courses and with faculty where no other structured program exists.



- Senior thesis must answer a manageable research question in a semester's hard work ([ISF 190](#)).

University of Iowa: <https://interdisciplinaryprograms.uiowa.edu/>

### Mission Statement

The Division of Interdisciplinary Programs (DIP) provides an institutional and intellectual space which:

- **facilitates faculty and student collaboration across disciplines within the College** and with other University of Iowa colleges, units, and programs.
- offers **experiential learning opportunities that allow students to actively apply knowledge gained in the classroom to local, regional, national and international real-world settings.**
- From Global Health Studies to Latina/x/o Studies, DIP Programs prepare students for life and careers in the 21st century by providing opportunities for critical engagement with the liberal arts. Students develop skills required to become effective communicators and creative problem-solvers, as well as the desire to contribute to positive social change in the diverse local and global communities.

Oregon State: <https://gradschool.oregonstate.edu/programs/9900/interdisciplinary-studies-mais>

<https://gradschool.oregonstate.edu/master-arts-interdisciplinary-studies-mais>

The Master of Arts in Interdisciplinary Studies (MAIS)

- integrates work from **three separate disciplines** to address a particular issue or problem, leading to an integration or synthesis of all three fields
- flexible opportunities for **advanced study in an integration of multiple fields and disciplines** appropriate to the specific needs of the individual student.
- **thesis or research project in which the three fields are effectively integrated** as a means of addressing the student's identified issue or problem.

Grand Valley State Beaver Island Field School: <https://www.gvsu.edu/brooks/module-news-view.htm?storyId=5C2516D5-F2B5-7B35-27D322D28EC131C8&siteModuleId=75DD668D-E739-D126-726D892D5C26E101>

UArizona IDS: <https://ids.arizona.edu/major-requirements>

--Undergrad, wholly in COH--

- **Introductory Course: 3 units**
  - IDS 396A: Introduction to Interdisciplinary Studies
- **Concentration Requirements: 27 units**

Students must select at least three courses, for a total of nine units per Concentration, from three of the seven Themes.

  - Arts, Media and Entertainment (AMENT)
  - Economy and Industry (ECI)
  - Global and Intercultural Understanding (GIU)
  - Science, Technology, Health and Society (STHS)
  - Social Behavior and Human Understanding (SBHU)
  - Sports and Society (SPS)
  - Study of the US and the American Experience (SAE)
- **Emphasis Requirement: 24 units**

Students must select one Theme for the Emphasis\*

  - Arts, Media and Entertainment (AMENT)
  - Economy and Industry (ECI)
  - Global and Intercultural Understanding (GIU)
  - Science, Technology, Health and Society (STHS)
  - Social Behavior and Human Understanding (SBHU)
  - Sports and Society (SPS)

\*This Theme can be the same as one of the selected Concentration Themes.
- **Senior Capstone Requirement: 1 unit**
- **Total Units in the Interdisciplinary Studies Major: 55**

**units ASU**

- **Online BA in Interdisciplinary Studies:** <https://asuonline.asu.edu/online-degree-programs/undergraduate/bachelor-interdisciplinary-studies/>
- **two topics of focus**
- **transferable skills, including:**
  - Analytical reasoning.
  - Applied experience.
  - Critical thinking.
  - Communication.

- Teamwork.
- **MS Integrative Social Science:** <https://cisa.asu.edu/ms-integrative-social-science>
- **BS Integrative Social Science Major Map:**  
<https://degrees.apps.asu.edu/major-map/ASU00/LSISSBS/null/ALL/2023>

## **APPENDIX F: Course Offerings and Potential for Collaboration.**

[Appendix F Spreadsheet](#)

## **APPENDIX G: Budget Implications of Proposed Merger**

**(Created by a financial subcommittee member to discuss financial implications with James Schlittenhart, SBS Assistant Dean of Finance)**

1. We will need to **move quickly and be highly strategic and agile**, especially in the first year or two. Indeed, we should start moving on these initiatives as soon as possible as they will prove beneficial no matter what the ultimate configuration will be.
2. We will be **constantly stymied by university policies and procedures**, such as offering new courses with Gen Ed designation, and, in some cases, new strategic initiatives will not be permitted (i.e., new programs in AZ Online).
3. We **cannot expect many funds or personnel resources** to implement these moves. Thus, in the first year we will need all hands on deck among heads and directors to maintain our current activities and move forward.

### **Possible Cost Savings**

1. Heads and Directors
  - a. Stipend Savings – as heads and directors become program leads and members of an executive committee, their stipends could be reduced.
    - i. Since these are robust programs with so many moving parts, and we need to address legitimate concerns by faculty about losing representation in the new configuration, these will need to be phased in over 2-3 years.

- ii. Estimated Cost Savings:
  - 1. First year: Guestimate: \$ 50K
  - 2. Subsequent years: Guestimate: \$75K
- b. Reduction in Need of Adjuncts and Revenue Generation: as heads and directors have reduced course releases, they will be able to teach courses currently offered by adjuncts, or they might take on new courses or sections of existing courses that are doing particularly well, thus increasing revenue:
  - i. Estimated Cost Savings and/or Increased Revenue:
    - 1. First year: Guestimate based upon filling 7-10 courses: \$40K
    - 2. Subsequent years: Guestimate: \$50K
- 2. Course Mergers and Fewer Course Offerings - Releasing of Adjuncts
  - a. Quick Wins
    - i. Capstone Courses
    - ii. Human Rights in the Middle East / Human Rights in Latin America -
    - iii. Others from Katherine's List
  - b. Long-Term
    - i. Additional Course Savings based on streamlining and overlapping of degree programs
    - ii. Estimated Cost Savings and/or increased revenue:
      - 1. First year: Guestimate based upon cutting courses: same as adjunct
      - 2. Subsequent years: Guestimate based upon cutting courses: \$
- 3. Attrition by not replacing TT faculty on a 1-to-1 basis
  - a. First year Guestimate: \$ 600,000
  - b. Subsequent Years Guestimate: \$\$100,000
- 4. Staff Changes: We do not foresee any savings coming from reduced staffing needs, especially in the first 3 years. Increased program grants will fund some staff after the first two years. Cost Savings
  - a. First year Guestimate: 0
  - b. Subsequent Years Guestimate: 25K

#### **Possible Revenue Generation**

A merged structure would facilitate growth in the Arizona Online campus as well as microcampus arrangements. In particular, it would accelerate the creation of an online B.A. in Global Studies, which is currently underway. The online B.A. in Global Studies will serve Arizona Online as well as future microcampus partners. One major obstacle to launching the online Global Studies program is a shortage of faculty to develop online courses. As a broad, interdisciplinary program, Global Studies controls only three of the thirteen classes required for the major. The remaining classes in the major are offered by units across campus. This diffuse

structure poses challenges for the creation of an online major; since Global Studies does not control how often and in what modes the vast majority of courses for its majors are taught, it cannot guarantee that students will be able to complete the degree in a timely manner. Currently, ARB, GWS, LAS, JUS, and MENA all offer courses that count toward the Global Studies major, and faculty in those units could build online versions of existing in-person courses as well as new courses to serve both Global Studies students as well as major and minors in their own units. The units that build online classes to serve Global Studies students would also serve their own existing online programs, and would open options for creating new online majors and minors in the future.

1. Integrate the Persian Studies program into the new school
  - a. Brings donor funding
  - b. Also would enhance synergies that will attract funding such as gender and human rights in Iran
    - i. First year Guestimate: \$0
    - ii. Subsequent Years Guestimate: \$50-100K
2. Course Creation: Especially through Online Courses and Micro Campuses
  - a. Online Course offerings: this will be hampered by current policies in AZ Online which require the proposal of new online programs approximately 2 years before launch, and AZ Online has taken upon itself as a gatekeeper for curriculum development of online program. Thus, there is no guarantee that we will be able to proceed. Expertise from such units as Human Rights Practice will provide guidance for other units in how to develop, including how to work with campus partners or
    - i. In the first year, create 5 online courses: \$50K
    - ii. Subsequent Years – create 15 online courses: \$150K
3. Bringing on programs for existing funded opportunities and partnerships. In other words, having each other's programs foremost in mind as we work on currently and near future funded projects. For instance, Simmons is a co-PI on a large subcontract from USAID and IIE for educating more than 750 Myanmar students in the next five years. We are currently looking for programs on campus to place students in online or Micro Campus courses. Resilience initiatives – Simmons has worked closely with the Arizona Institute for Resilience in Development and the Office of Global Research and is part of initiatives that have been funded by several organizations.
  - a. Other ideas: More Confluence Center funding
  - b. Bringing on programs for existing partnerships such as the MOU with Amrita University in India
  - c. Budget Implications
    - i. First Year: \$0
    - ii. Subsequent Years: \$25K

4. Grants: some of these are program grants that will not have much impact (outside of overhead) for the budget
  - a. Title VI A Grant Proposal
  - b. Stevens Foundation -
  - c. Revive funding opportunities through SBS Mexico Initiatives with UNAM
  - d. Budget Implications
    - i. First Year:\$0
    - ii. Subsequent Years: \$25K
5. Cultivation of Donors
  - a. E.g. Judaic Studies
  - b. Other donors for the college
  - c. Budget Implications
    - i. First Year: \$0
    - ii. Subsequent Years: \$100K
6. Miscellaneous Initiatives
  - a. Non-Credit Courses through CaPE and Community Classrooms
  - b. Connect English-Language Learning Initiatives especially for social justice
  - c. Explore other revenue generating possibilities
7. Corporate partnerships through AZ Online
8. Inertia from programs getting off the ground
  - i. US-Russia Foundation Grants
  - ii. Indigenous Rights
    - a. Budget Implications
  - iii. First Year: \$0
  - iv. Subsequent Years: \$25K
9. Expenses:
  - a. Signage – new flyers, new business cards for some: \$30,000
  - b. Program Coordinator or grant writer. \$80,000
  - c. NOTE: the committee strongly suggests that we do not need to hire an external director of this configuration.

## Appendix H: Faculty and Staff Feedback from Reconfiguration Committee Q&A Sessions

On February 5 and February 16, Dean Poloni-Staudinger and the Reconfiguration Committee hosted a total of three Q&A sessions in accordance with faculty senate guidelines.

Following each session, participants were given a link to a survey.

Below are the “straw poll” results and comments from attendees of the Reconfiguration Committee Q & A sessions.

### February 5, 2024 session:

“I am in favor of the plan provided by the reconfiguration committee.”

Yes: 8

Maybe: 8

No: 5

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please provide suggestions to improve the proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| The two division structure makes little intellectual sense. It might be better to have two separate schools with Global Studies going to the other areas studies centers/departments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Build in ways to maintain the integrity of our scholarship. Ensure we are discoverable to the scholarly community, professional organizations, and higher education. Do not collapse our intellectual work in favor of finances or shifting business models.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Move GWS and Jedi into Sociology--GWS could be a "field" in Sociology or it could become a Center; Make a School of Global and Transdisciplinary Studies with the other units under discussion. If you still need two associated directors, one side is area/ethnic studies; the other is Global and Human Rights Research/Practice studies. The current configuration on the people side doesn't seem to work or cohere. A two-sided school as I suggest does, for research, for collaborating both inside and outside SBS, and for collaborating between the two sides in the school. But you actually don't need two sides in the school configuration suggested in this comment. Right now, it is hard to envision a happy future with the current configuration. the new one.... fires the imagination (at least mine) But I think it could also do that for GWS to go into Sociology as a subfield or a Center. Once you go to a school of global and transdisciplinary studies, you can add other areas/regions/ethnicities. Center for African Studies. Center for island/coastal community studies, center for Balkan or Baltic studies. etc. |
| From the perspective of Global Studies, I support the overall plan. I think the major is well situated within a multidisciplinary space, and having a home within an SBS unit will ensure that it has the instructional staff and curriculum support it needs. I am from a unit outside of those affected by the reorganization, so I'll stop my comments there and only focus on the impact this would have on GLS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Which faculty will be writing the bylaws and will each unit only have one member on the bylaws committee?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| I'm worried that the timeline, as it stands, is too compressed vis-a-vis the broader university budget situation and decisions flowing from that, which could easily be a wrench in our                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| planning for new directions. I understand the push to act swiftly, but acting hastily could be worse than slowing down just a bit to see where things go in terms of the larger situation.                                                                                                                              |
| To be a serious globally focused unit, we really need to have more than two regions covered. A more serious approach would be to cross College lines and shoot for a truly global (or more nearly global) school.                                                                                                       |
| The name is confusing and does not accurately reflect the work of the departments and faculty. I am also worried about confusion with UA Global Campus. I think the independence of each unit's DGS and DUS need to be written into the proposal, and not left up to the by-laws. The whole thing is very, very rushed. |
| Greater clarity on how curriculum decisions will work across branches                                                                                                                                                                                                                                                   |
| If possible, include some information about how hiring of faculty and staff is likely to be handled in the new School.                                                                                                                                                                                                  |
| I strongly favor this plan. I'm sure tweaking will come. I favor maintaining School for Global Studies as the name.                                                                                                                                                                                                     |
| Please give LOTS more information about how third year and tenure reviews will work-- especially for folks coming up now!                                                                                                                                                                                               |

**February 16, 2024, 10:30am session:**

"I am in favor of the plan provided by the reconfiguration committee."

Yes: 5

Maybe: 2

No: 0

**February 16, 2024, 2pm Session:**

"I am in favor of the plan provided by the reconfiguration committee."

Yes: 3

Maybe: 0

No: 0

**Comments from the February 16 sessions:**

|                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Keep Global Studies as the name; remove the bifurcated division structure if possible (but not if it's too contentious/politically unpalatable for faculty/directors)                                                                                                                                          |
| It's fine to move ahead with this as is. But we do need a process to pay attention to Global Studies within the School. Could be faculty lead (as service) or a committee from within the School. To go after UISFL and then Title VI for Global Studies, we need to show institutional support for the major. |
| Ideally, I would like to see the divisions disappear. I say this because I believe the goals/objectives of the new school (and I include fiscal goals here) would be better achieved by a unified structure. Collaboration in grant development, curricular innovation, outreach                               |



coordination, and faculty integration would all seem to be goals that might be compromised if we institutionalize the sorts of perceived differences and/or tensions that seem to have compelled the idea of divisions in the first place (I'd be happy if I was wrong in this!). I want to be careful about overstating this, but I guess to put it most simply, and to adopt a term that was raised this morning, I would hope we could avoid balkanization and the impacts that it can have on the future identity of the school. So, to riff on a term that might be coming back in vogue in Middle Eastern politics - I would support a "one school solution." All that said (!), I realize, as Bismarck said (forgive the pedant), "politics is the art of the possible, the attainable — the art of the next best." This school has been a dream of a squad of us since GLS emigrated from CLAS, so let's absolutely go forward with the proposal. Perhaps the experiences gained from the "two division solution" will guide us toward a more compelling organization in the future. And it might not be a bad notion that leadership of the school implicitly think in those terms - it would set an auspicious tone for success and happiness! :)

I think the name of Global Studies is a good fit for the reconfiguration.

# Default Report

CLAS\_Vote - Take2

March 26, 2024 9:27 PM MDT

## Q\_RecaptchaScore

| # | Field            | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|------------------|---------|---------|------|---------------|----------|-------|
| 1 | Q_RecaptchaScore | 0.90    | 1.00    | 0.97 | 0.05          | 0.00     | 9     |

# Q\_RelevantIDDuplicate

Q\_RelevantIDDuplicate

---


# Q\_RelevantIDDuplicateScore


| # | Field                      | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------|---------|---------|------|---------------|----------|-------|
| 1 | Q_RelevantIDDuplicateScore | 0.00    | 0.00    | 0.00 | 0.00          | 0.00     | 9     |


## Q\_RelevantIDFraudScore

| # | Field                  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|------------------------|---------|---------|------|---------------|----------|-------|
| 1 | Q_RelevantIDFraudScore | 0.00    | 10.00   | 1.11 | 3.14          | 9.88     | 9     |

Q\_RelevantIDLastStartDate

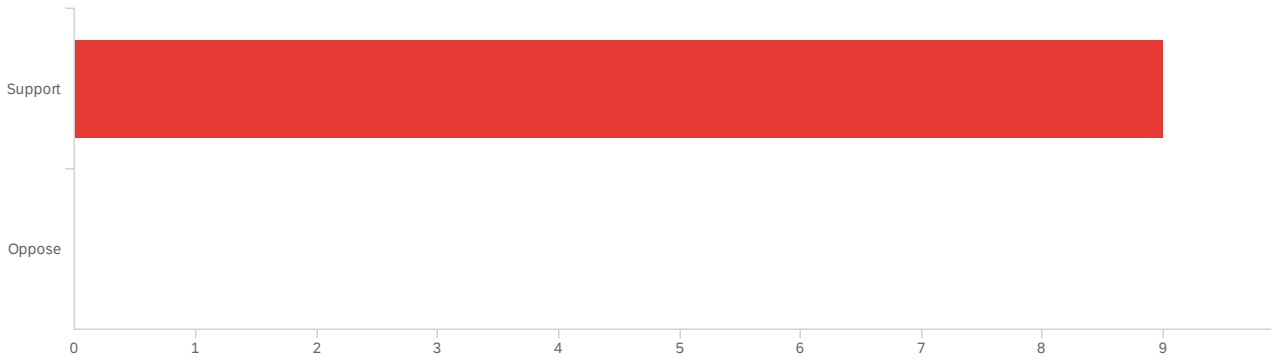
  
No results to show

  
Data source misconfigured for this  
visualization.

  
No results to show

## Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 1.00    | 1.00 | 0.00          | 0.00     | 9     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 100.00% 9    |
| 2 | Oppose  | 0.00% 0      |

9

Showing rows 1 - 3 of 3

**End of Report**

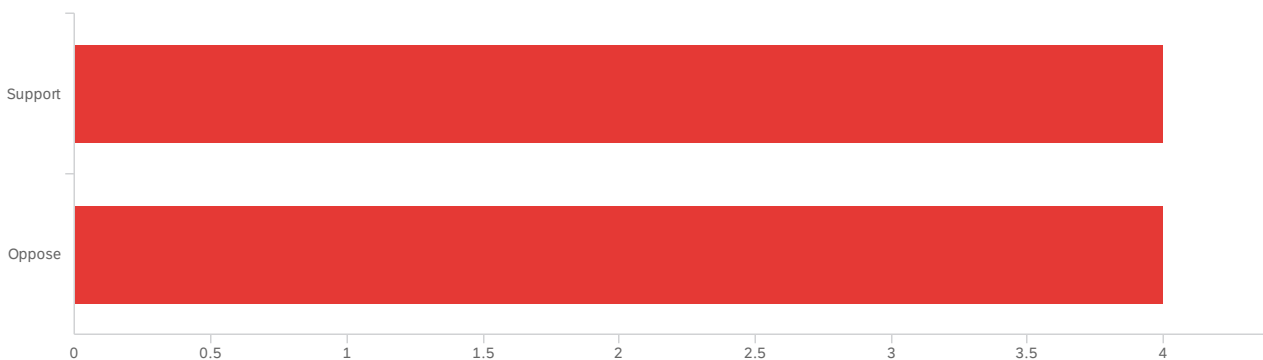
# Default Report

CLAS\_Vote

March 13, 2024 11:41 AM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 2.00    | 1.50 | 0.50          | 0.25     | 8     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 50.00% 4     |
| 2 | Oppose  | 50.00% 4     |

8

Showing rows 1 - 3 of 3





**End of Report**

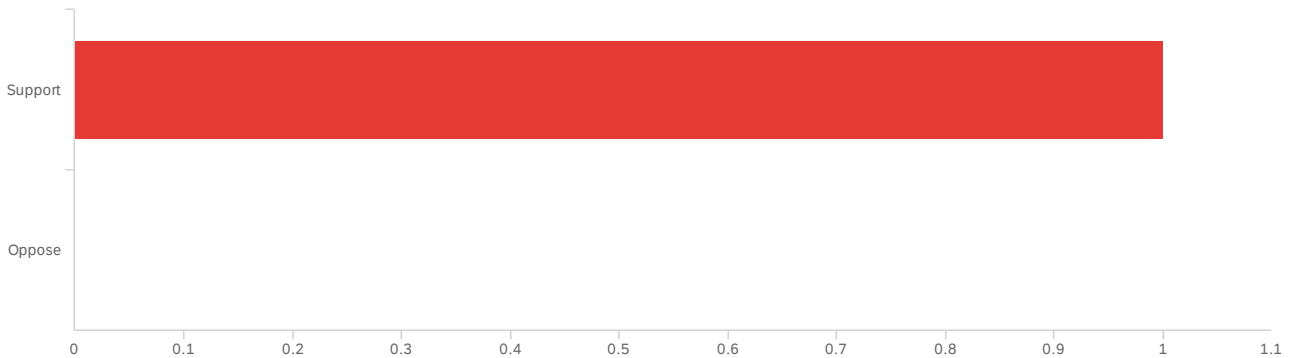
# Default Report

CMES\_Vote

March 13, 2024 12:52 PM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 1.00    | 1.00 | 0.00          | 0.00     | 1     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 100.00% 1    |
| 2 | Oppose  | 0.00% 0      |

1

Showing rows 1 - 3 of 3

Q3 - If you have suggestions for the school name, please share them here:

If you have suggestions for the school name, please share them here:

---



**End of Report**

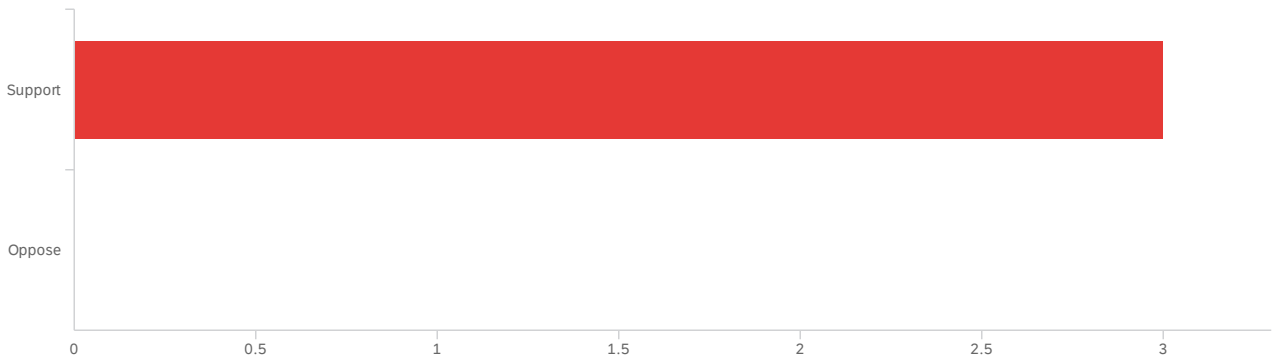
# Default Report

GLS\_Vote

March 13, 2024 1:01 PM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 1.00    | 1.00 | 0.00          | 0.00     | 3     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 100.00% 3    |
| 2 | Oppose  | 0.00% 0      |

3

Showing rows 1 - 3 of 3

Q3 - If you have suggestions for the school name, please share them here:

If you have suggestions for the school name, please share them here:

[Redacted text]

[Redacted text]

**End of Report**

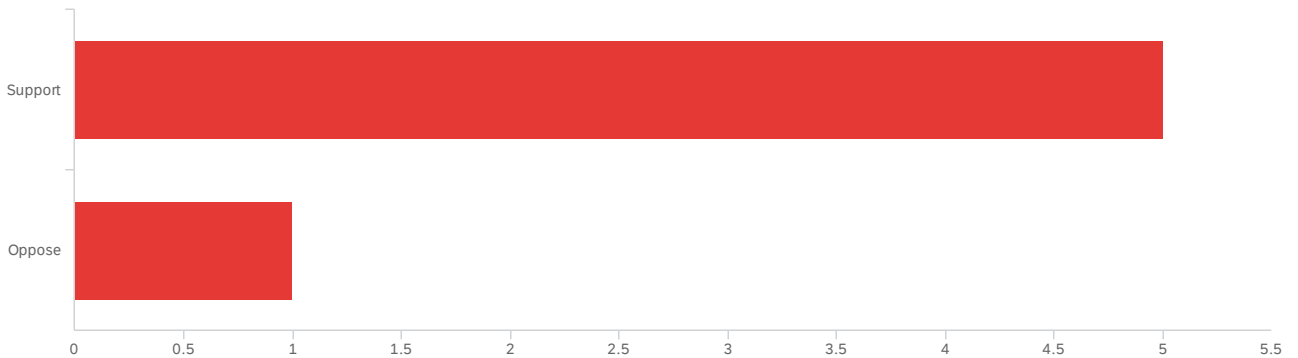
# Default Report

GWS\_Vote

March 13, 2024 1:10 PM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 2.00    | 1.17 | 0.37          | 0.14     | 6     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 83.33% 5     |
| 2 | Oppose  | 16.67% 1     |

6

Showing rows 1 - 3 of 3

Q3 - If you have suggestions for the school name, please share them here:

If you have suggestions for the school name, please share them here:

[Redacted]

[Redacted]

[Redacted]

[Redacted]

**End of Report**

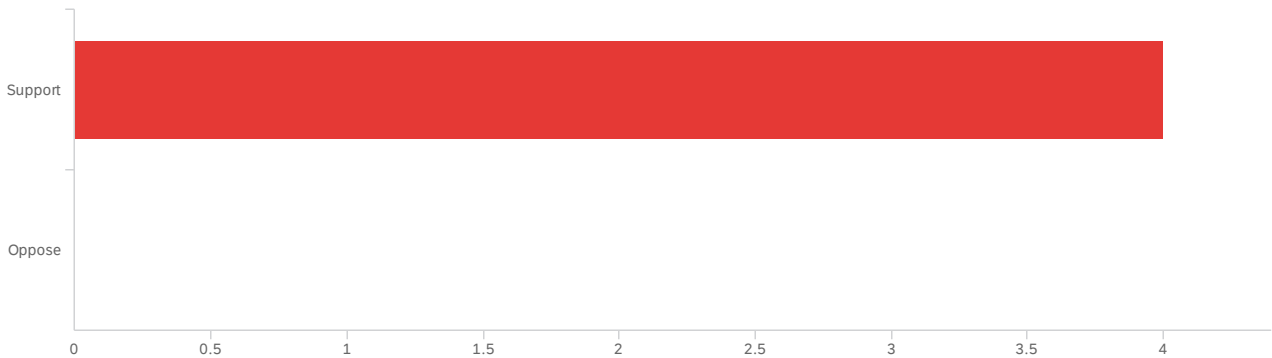
# Default Report

HRTS\_Vote

March 13, 2024 1:15 PM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 1.00    | 1.00 | 0.00          | 0.00     | 4     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 100.00% 4    |
| 2 | Oppose  | 0.00% 0      |

4

Showing rows 1 - 3 of 3



Q3 - If you have suggestions for the school name, please share them here:

If you have suggestions for the school name, please share them here:

---

[Redacted text]

[Redacted text]

**End of Report**

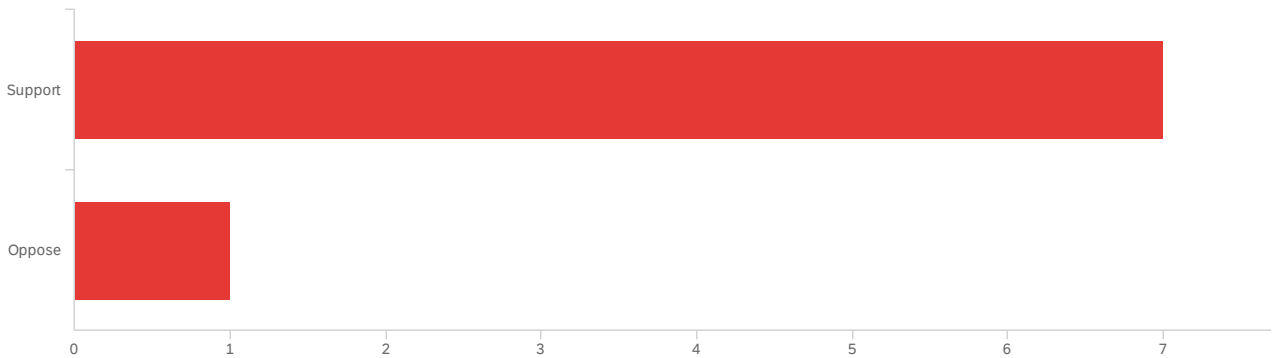
# Default Report

JUS\_Vote

March 13, 2024 12:50 PM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 2.00    | 1.13 | 0.33          | 0.11     | 8     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 87.50% 7     |
| 2 | Oppose  | 12.50% 1     |

8

Showing rows 1 - 3 of 3

Q3 - If you have suggestions for the school name, please share them here:

If you have suggestions for the school name, please share them here:

---

[Redacted]

[Redacted]

[Redacted]

**End of Report**

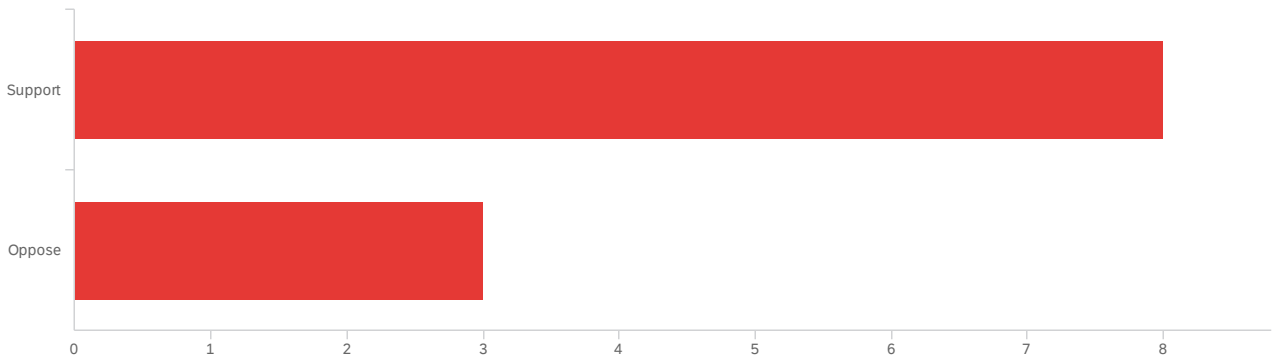
# Default Report

MENAS\_Vote

March 13, 2024 1:17 PM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 2.00    | 1.27 | 0.45          | 0.20     | 11    |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 72.73% 8     |
| 2 | Oppose  | 27.27% 3     |

11

Showing rows 1 - 3 of 3

Q3 - If you have suggestions for the school name, please share them here:

If you have suggestions for the school name, please share them here:

---

XXXXXXXXXX

XXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX

**End of Report**

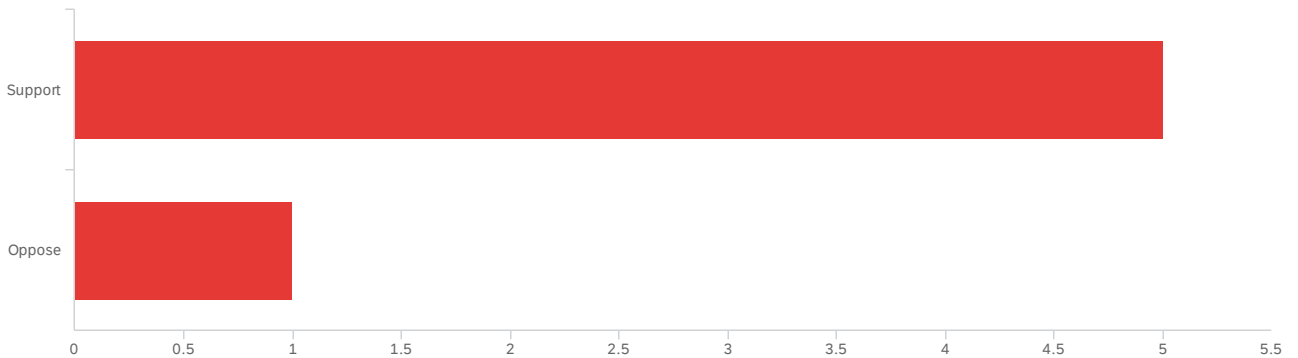
# Default Report

SWC\_Vote

March 13, 2024 1:18 PM MST

Q2 - I have reviewed materials, and I vote as follows on the Reconfiguration Committee

recommendation for the new school:



| # | Field                                                                                                                | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|----------------------------------------------------------------------------------------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | I have reviewed materials, and I vote as follows on the Reconfiguration Committee recommendation for the new school: | 1.00    | 2.00    | 1.17 | 0.37          | 0.14     | 6     |

| # | Field   | Choice Count |
|---|---------|--------------|
| 1 | Support | 83.33% 5     |
| 2 | Oppose  | 16.67% 1     |

6

Showing rows 1 - 3 of 3

Q3 - If you have suggestions for the school name, please share them here:

If you have suggestions for the school name, please share them here:

[Redacted]

[Redacted]

[Redacted]

**End of Report**

## BUDGET PROJECTION FORM

Name of Proposed Program or Unit: School of Global Studies

|                                            |                  |                 |                 |
|--------------------------------------------|------------------|-----------------|-----------------|
|                                            | <b>Projected</b> |                 |                 |
| Budget Contact Person: James Schlittenhart | <b>1st Year</b>  | <b>2nd Year</b> | <b>3rd Year</b> |
|                                            | 2024 - 2025      | 2025 - 2026     | 2026 - 2027     |

| <b>METRICS</b>                                                                                        | 1st Year          | 2nd Year          | 3rd Year          |
|-------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|
|                                                                                                       | 2024 - 2025       | 2025 - 2026       | 2026 - 2027       |
| Net increase in annual college enrollment UG                                                          | 10.000            | 40.000            | 50.000            |
| Net increase in college SCH UG - except better enrollment management and capturing of credit from CLR | 100.000           | 1,000.000         | 1,000.000         |
| Net increase in annual college enrollment Grad                                                        | -                 | -                 | -                 |
| Net increase in college SCH Grad                                                                      | -                 | -                 | -                 |
| Number of enrollments being charged a Program Fee                                                     | -                 | -                 | -                 |
| <b>New Sponsored Activity (MTDC) -- 10% new grant activity YOY</b>                                    | <b>256,805.80</b> | <b>282,486.38</b> | <b>310,735.02</b> |
| Number of Faculty FTE                                                                                 | 41.84             | 41.83             | 42.83             |

### FUNDING SOURCES

#### Continuing Sources

|                                                                                                      |                     |                     |                     |
|------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|
| UG AIB Revenue -- Inflate according to SCH                                                           | \$ 2,784,104        | \$ 2,904,842        | \$ 3,047,092        |
| Grad AIB Revenue -- Constant                                                                         | \$ 926,132          | \$ 926,132          | \$ 926,132          |
| Program Fee Revenue (net of revenue sharing)                                                         | \$ -                | \$ -                | \$ -                |
| F and A AIB Revenues -- 10% YOY                                                                      | \$ 244,408          | \$ 268,849          | \$ 295,734          |
| Reallocation from existing College funds (attach description) -- AIB allocation for deficit coverage | \$ -                | \$ -                | \$ -                |
| Other Items (attach description) -- Sponsored Inflows                                                | \$ 4,171,836        | \$ 4,589,019        | \$ 5,047,921        |
| <b>Total Continuing</b>                                                                              | <b>\$ 8,126,480</b> | <b>\$ 8,688,842</b> | <b>\$ 9,316,878</b> |

#### One-time Sources

|                                                     |            |            |            |
|-----------------------------------------------------|------------|------------|------------|
| College fund balances -- In unit; reduce by 10% YOY | \$ 591,930 | \$ 511,067 | \$ 450,043 |
| Institutional Strategic Investment                  | \$ 261,628 | \$ 261,628 | \$ 261,628 |



|                                                               |           |                  |           |                   |           |                   |
|---------------------------------------------------------------|-----------|------------------|-----------|-------------------|-----------|-------------------|
| Gift Funding                                                  | \$        | 676,590          | \$        | 690,122           | \$        | 703,924           |
| Other Items (attach description) -- College fee if applicable | \$        | -                | \$        | -                 | \$        | -                 |
| <b>Total One-time</b>                                         | <b>\$</b> | <b>1,530,148</b> | <b>\$</b> | <b>1,462,817</b>  | <b>\$</b> | <b>1,415,595</b>  |
| <b>TOTAL SOURCES</b>                                          | <b>\$</b> | <b>9,656,628</b> | <b>\$</b> | <b>10,151,658</b> | <b>\$</b> | <b>10,732,473</b> |

**EXPENDITURE ITEMS**

**Continuing Expenditures**

|                                                                            |           |                   |           |                   |           |                   |
|----------------------------------------------------------------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|
| Faculty -- possible lower with attrition                                   | \$        | 4,160,582         | \$        | 4,160,582         | \$        | 4,160,582         |
| Other Personnel                                                            | \$        | 1,824,139         | \$        | 1,824,139         | \$        | 1,824,139         |
| Employee Related Expense                                                   | \$        | 1,769,676         | \$        | 1,769,676         | \$        | 1,769,676         |
| Graduate Assistantships                                                    | \$        | 451,698           | \$        | 459,462           | \$        | 468,651           |
| Other Graduate Aid                                                         | \$        | 259,542           | \$        | 263,966           | \$        | 269,246           |
| Operations (materials, supplies, phones, etc.)                             | \$        | 1,555,261         | \$        | 1,562,719         | \$        | 1,570,326         |
| Additional Space Cost                                                      | \$        | -                 | \$        | -                 | \$        | -                 |
| Other Items (attach description) -- Student Support, Indirect expenditures | \$        | 1,692,361         | \$        | 1,717,603         | \$        | 1,743,350         |
| <b>Total Continuing</b>                                                    | <b>\$</b> | <b>11,713,259</b> | <b>\$</b> | <b>11,758,147</b> | <b>\$</b> | <b>11,805,970</b> |

**One-time Expenditures**

|                                  |           |               |           |               |           |               |
|----------------------------------|-----------|---------------|-----------|---------------|-----------|---------------|
| Construction or Renovation       | \$        | -             | \$        | -             | \$        | -             |
| Start-up Equipment               | \$        | -             | \$        | -             | \$        | -             |
| Replace Equipment                | \$        | 50,800        | \$        | 50,800        | \$        | 50,800        |
| Library Resources                | \$        | -             | \$        | -             | \$        | -             |
| Other Items (attach description) |           |               |           |               |           |               |
| <b>Total One-time</b>            | <b>\$</b> | <b>50,800</b> | <b>\$</b> | <b>50,800</b> | <b>\$</b> | <b>50,800</b> |

|                           |           |                   |           |                   |           |                   |
|---------------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|
| <b>TOTAL EXPENDITURES</b> | <b>\$</b> | <b>11,764,059</b> | <b>\$</b> | <b>11,808,947</b> | <b>\$</b> | <b>11,856,770</b> |
|---------------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|

|                                    |           |                    |           |                    |           |                    |
|------------------------------------|-----------|--------------------|-----------|--------------------|-----------|--------------------|
| <b>Net Projected Fiscal Effect</b> | <b>\$</b> | <b>(2,107,431)</b> | <b>\$</b> | <b>(1,657,289)</b> | <b>\$</b> | <b>(1,124,296)</b> |
|------------------------------------|-----------|--------------------|-----------|--------------------|-----------|--------------------|

*\*additionally expect decrease in administrative stipends  
beginning in 26-27*







# Timeline

- Meetings with working group (working group met on and off in various configurations since 2015): August-October 2022.
- September 20, 2022: Meetings with H&D of units involved in reconfiguration.
- December 2022-January 2023: Dean Discovery of the 2014 Senate report and notification of Provost's office and Chair of Faculty.
- January 27, 2023: Meeting of dean with faculty and staff in affected units to discuss the reasons for and benefits of reconfiguration and listen to concerns (Faculty Senate sent representatives).
- March 3, 2023: Convening of Reconfiguration Committee. Committee comprised of one person per impacted unit, a mix of faculty, staff and heads and 2 outside Senate reps. Debriefed on goals and conversation from January 27 meeting.
- March-June 2023: Committee work on Reconfiguration Interim Report, Meetings with H&Ds of impacted units. Committee reps reporting out on progress to their units.
- Interim Configuration Report Presented to Dean: June 2023.
- Dean meeting with configuration committee to discuss next steps: August 2023.
- Committee refining plan and committee and H&D sharing reconfiguration plans with their units: August 2023-December 2023.
- August-October 2023: Dean meeting 1:1 with H&D of impacted units.

# Timeline, Cont.

- October 11, 2023: Dean meeting with reconfiguration committee to go over questions to guide remainder of semester work.
- October 11, 2023: Dean meeting with H&Ds to go over questions.

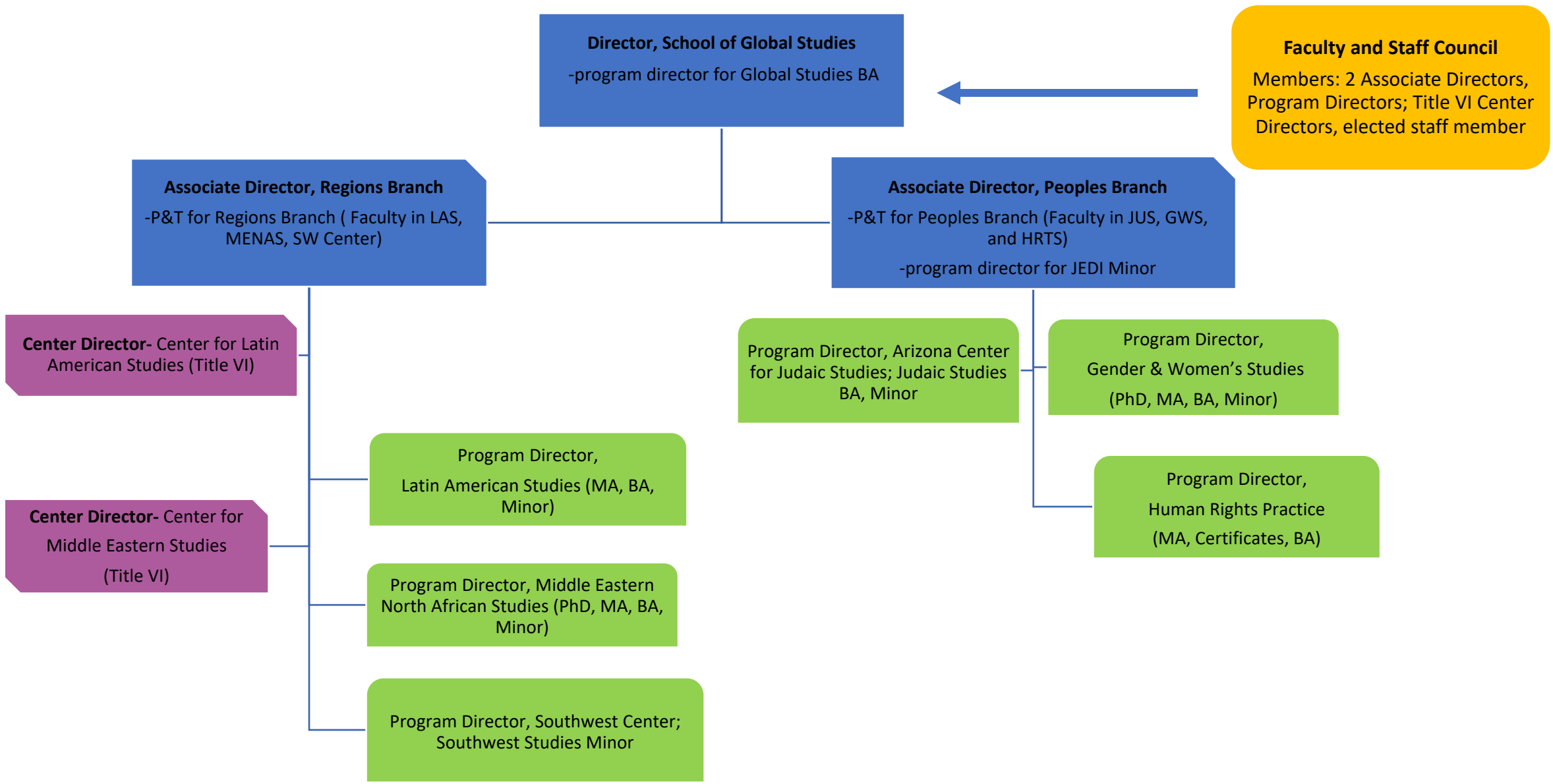
\*\*Note, above October 11<sup>th</sup> meetings were two separate meetings. At this time, it was decided to combine the committee and the H&Ds into one group moving forward.

- Draft Final Report sent to Dean: December 15, 2023.
- Draft Final Report circulated to faculty January 30, 2024.
- Faculty/Staff Meeting to present report, get feedback (straw poll after meeting): February 5.
- Faculty/Staff Meeting to present report, get feedback (straw poll after meeting): February 16 (am & pm).
- Report revised based on straw poll feedback: February 16-February 23
- Final Report: February 23, 2024.
- Circulation of recommendation and Faculty Vote: February 26-March 11, 2024

# Voting

- Heads and Directors indicated vote eligible faculty in each unit (bylaws lead to different voting rights in units)
- Qualtrics ballot sent by unit to this faculty list. Controls put in place for anonymity, duplicate voting, fraud. Ballots shared with 2 members of reconfiguration committee, dean and executive assistant.
- Faculty asked to review the committee recommendation and vote in favor or against the proposed merger.
- Vote results (tabulated by Qualtrics): 74% in favor
  - HRTS—4 in favor; 0 against: 100% support, 100% turnout
  - CLAS—4 in favor; 4 against: 50% support, 89% turnout (NOTE: CLAS has reached out and asked to re-vote. That process will take place between March 22-27.)
  - SWC—5 in favor; 1 against: 83% support, 100% turnout
  - GLS—3 in favor; 0 against: 100% support, 60% turnout (steering committee)
  - JUS—7 in favor; 1 against: 88% support, 89% turnout
  - MENAS—8 in favor; 3 against: 73% support, 79% turnout
  - GWS—5 in favor; 1 against: 83% support, 67% turnout
  - CMES—1 in favor; 0 against: 100% support, 100% turnout
- Staff preference 6 in favor; 0 against—100% support





# Executive Proposal Key Highlights


| Advantages                                                          |                                                                                             |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Drawing a critical mass of faculty for in-school reviews            | Director to be chosen from alternating branch each time – one, five-year non-renewable term |
| Possible synergies on capstones, methodology classes amongst unit   | This plan was meant to maintain fiscal viability of all units.                              |
| Protects staff jobs for 3 years                                     | More coordinated scheduling. Reducing duplication and reliance on adjunct labor.            |
| 2 years for faculty to draw up bylaws                               | Everyone keeping degree programs at initial transition                                      |
| Increased potential for grant seeking                               | Step down of administrative costs over 3 years                                              |
| In 3 <sup>rd</sup> year of school, new position for grant close-out | Grad student degree names to stay the same                                                  |

March 18, 2024

Dear Colleagues,

This letter stands as verification of our support as leaders of impacted College of SBS units and programs that we would like to merge to become the School of Global Studies. Over the past year or more, we have engaged in the process to explore such an option, and we stand together to say our collaboration will enrich the learning, research, and service mission of our units, our college, and the university.

Sincerely yours,

 03-25-2024

**Dr. Stephanie Troutman Robbins**  
Head, Department of Gender and Women's Studies

 3-23-2024

**Dr. William P. Simmons**  
Director, Human Rights Practice Program

 3-25-2024

**Dr. David Graizbord**  
Director, Arizona Center for Judaic Studies

 03-22-2024

**Dr. Marcela Vásquez-León**  
Director, Center for Latin American Studies

 3/25/2024

**Dr. Mahmoud Azaz**  
Director, Center for Middle Eastern Studies

 3-22-2024

**Dr. Scott Lucas**  
Interim Director, School of Middle Eastern and  
North African Studies

 3-25-2024

**Dr. Jeffrey Banister**  
Director, Center for Southwest Studies





NEW ACADEMIC PROGRAM – MAJOR  
Supplemental Info Form

NOTE: This is being added to the proposal after committees, including but not limited to Graduate Programs Executive Review (GPERC) and Graduate College Academic Administrator's Council (GCAAC) viewed and commented on the document. Below are their questions and the responses given by the proposing department/college.

1. Are the close to 40 FTE known departures voluntary or layoffs?

*I'm not sure where this number is coming from. There are not 40 FTE departures. There are close to 40 FTE in the school and the list is inclusive of known departures a/o March 2024 (i.e., they aren't on the list).*

2. What's the total faculty and staff FTE before and after the merger?

*It's the same as it is now. 39.73 and 29, respectively (the staff number does fluctuate with external funds).*

3. What are the projected faculty/student ratio and staff/student ratio before and after the merger?

*Remains the same 13:1 faculty and 22.7:1 staff (This is unit level staff. We also have central advising and business staff).*

4. Are any of the programs to be merged accredited by external agencies? How will the merger impact accreditation?

*No*

5. Is 74% support considered high in such context? What concerns do the other 26% have?

*The overall vote was 87.5% after LAS asked for a re-vote given their original split vote. This is exceedingly high for a faculty vote and turnout considerably higher than, for example, faculty senate.*

6. After the merger, will the 8 units be co-located in one place to promote collaborative research?

*Several are co-located presently. We don't have space or money for a move to move everyone right away but would hope to co-locate over time as much as is possible.*