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To: Lee L. Huntsman
Provost
From: Marsha L. Landolt
Dean and Vice Provost

Re: Jackson School of International Studies 10-year Review

Recommended Action: At its meeting of September 30, 1999, the Graduate School Council recommended that the BA in Comparative Religion and the BA and MAIS degrees in International Studies offered by the Jackson School of International Studies be continued. It was recommended that the School closely examine the number of degree tracks it maintains, the future of some of the area studies programs and reorganization of requirements and courses to make more efficient use of resources. The review committee and the Graduate School Council recommended that the School be revisited 3 years after the appointment of the new Director to check on progress in these areas. I concur with the spirit of the recommendations but feel that it would be appropriate to coordinate with Dean Hodge and the new Director of the Jackson School on the timing of the next review to ensure that it is conducted at a point at which responses to the review might reasonably be expected to have been implemented. The Jackson School is highly regarded nationally and is an important University resource. Its interdisciplinary structure is simultaneously a considerable source of strength and, with regard to competition for faculty attention and effort, a weakness. It is important that this unusual asset be preserved and enhanced.

The self-study, the report of the review committee, and the School's response to the report are attached.

Background. The Jackson School is comprised of approximately 325 undergraduate majors and 150 graduate students, but houses only 34 faculty whose salary is paid in part or wholly by the School. It has a voting faculty of 44 and 325 associated faculty. The School offers 8 tracks within its undergraduate International Studies degree program, one undergraduate degree program in Comparative Religions, 12 undergraduate minors, and 8 tracks within its MAIS degree program. The School also houses two Institutes and nine Centers. More than 100 faculty participate actively in the School's activities, the large majority of whom are drawn from approximately a dozen departments throughout the Humanities, Social Sciences and the School of Law. The Jackson School has no direct control over faculty with primary appointments in other departments; however, it could not accomplish more than a fraction of what it does without them.

The administrative structure of the School allows it the advantage of networking throughout the University to build outstanding programs. Its faculty is comprised of distinguished scholars covering many areas, fields of study and disciplines. However, the administrative

structure also introduces uncertainty regarding the ability to continue programs that are dependent on faculty based in departments beyond the boundaries of the School. Recent revisions to the UW Faculty Code may better enable faculty to set goals and receive recognition for their contributions to the Jackson School within their home departments, but only careful attention by the Dean and Divisional Deans of the College of Arts and Sciences can maintain the delicate balance between departmental and School needs as faculty leave or retire from the University and require replacement. The divided loyalty of the faculty undoubtedly detracts from cohesion within the School. All interdisciplinary programs at the University face this challenge; the Jackson School is just the largest and most complex example of such programs.

Both because of and despite its structure, the School has a bright record of accomplishments of which it is justifiably proud. Recent examples include:

Educational programs

- The School has won a Ford Foundation grant for the revitalization of area studies.
- As an example of the leverage gained from other departments, the School runs programs in Latin American Studies with only one School FTE and programs in European Studies with no Western European scholars within the School and South Asian studies with no School appointments devoted to this area.
- Although the School offers only the MAIS degree, it houses more graduate students than any other social science unit on campus. Approximately half of these students pursue concurrent degrees with other programs, most often professional programs.

Centers

- The School receives funding for seven National Resource Centers from the U.S. Department of Education. This record is exceeded only by Columbia University. Only 6 of these Centers are headed by faculty whose line is controlled by the School, emphasizing the crucial role played by faculty whose primary appointment is elsewhere. In addition, there are eight funded Foreign Language Area Studies (FLAS) fellowships. No other institution equals this record.
- The Jackson School is one of two US institutions with both a Center for West European Studies and a European Union Center.
- The Social Science Research Council considers the School to be a national model for the creation of successful interdisciplinary comparative international programs.

Outreach

- The School's federally funded K-12 outreach programs are frequently highlighted by the University as demonstrating its contributions beyond campus.

Endowment growth

- During the last 4 years, the School has contributed to the creation of 3 professorships, 3 endowments for student internships and has raised money for several area studies programs.

The faculty of the School work diligently to balance the demands of the School with those of their home departments and should be commended for doing this as well as they do. However, the School faculty as a whole meet very infrequently. The School would benefit from improved internal communication and a concerted effort to prioritize needs, commitments, expectations and programs. Among the recommendations of the review committee along these lines are:

Degree programs

1. The committee thought that there was an undue proliferation of undergraduate degree programs. The School now offers Bachelor's degrees in International Studies, Asian Studies (with 6 options), Russian Eastern European and Central Asian Studies (REECAS), Latin American Studies, European Studies, Canadian Studies, Jewish Studies and Comparative Religion and a minor in African Studies. International Studies accounts for about half the undergraduate majors, other programs enroll a high of 40-50 majors each and as few as 6 for REECAS. It was suggested that the number of BA programs is more than is justifiable.

The School spoke in favor of maintaining its current diversity of area studies programs, saying that if it were to drop certain majors students would pursue their interests in language departments or other venues rather than enroll in reorganized programs within the School. This is not a strong argument in favor of retaining the programs. If student interests can be well met through other arrangements, perhaps this is the more desirable option.

It is our understanding that the School's faculty is considering ways to combine some programs and create courses that serve multiple majors, thereby conserving faculty resources. Incorporation of the Canadian, United States and Latin America area studies programs within a new Western Hemisphere Studies program is under consideration. REECAS is re-evaluating its MAIS and the faculty are engaged in discussions with their colleagues in the Korea, Japan and China programs regarding consolidation of courses. The School also indicated that it may be possible to develop core courses that could be shared by international and area studies programs. Subsequent reviews of the School should look for changes that emanate from these and similar efforts described in the self-study.

2. The committee recommended that MAIS programs only be offered concurrently with other master's degrees, generally through professional schools. The main reason for this recommendation was that professional options for independent master's degree graduates are relatively few.

The School responded that a large fraction of its master's students are pursuing the MAIS independently of other degrees. It argued that such students would be ill served by requiring a concurrent degree in a field in which a student has little interest. It further argued that little would be saved by eliminating the option of students pursuing master's degrees independent of concurrent degrees and suggested that appropriate advising of applicants and entering students could meet the intent of the committee's recommendations with regard to the post-degree employment options. In response to the review, all of the graduate programs are reexamining their degree requirements, curriculum and advising, and are showing greater flexibility than has been the case in the past. This response is very encouraging.

Administration

1. The review committee recommended that the administrative status of the School be elevated to a Division within the College of Arts and Sciences. This recommendation was based on the complexity of the School, particularly with regard to the number of degree programs it offers and the number of Centers it houses. They noted that the chief academic officers of comparable units at other universities are usually appointed as Deans. The committee thought that the change in administrative structure would aid in convincing departmental chairs to consider the mission of the School in making

faculty appointments.

The reasons offered in support of changing the administrative status of the School are not compelling and Dean Hodge does not now favor such a change. Moreover, it is difficult to see how the change advocated would address the major challenge facing this and other interdisciplinary programs, namely the limited influence the Director has on faculty appointments and teaching assignments made by departments from which contributing faculty are drawn. A focus on the balance between home departmental and Jackson School interests should guide the consideration of the administrative status of the School. Future conditions may warrant a different conclusion.

2. The review committee recommended that the authority of the Director be expanded. It is not clear that this requires a structural change, but it is likely to benefit the School. Dean Hodge will consider this recommendation as the new Director is appointed. In this regard, it is noteworthy that although the School's endowment is greater than \$15M, the Director has little control over it.
3. The review committee recommended that staff be more efficiently used. The School is working with its staff to reorganize assignments and responsibilities accordingly.

Allocation of faculty resources

1. The review committee recommended that school faculty lines be distributed more evenly among programs, currently they are concentrated in East Asia and REECAS. It is likely that this can be accomplished only through vigorous leadership on the part of the new Director and the College. It is hoped that faculty appreciate the need to support all programs within the School.
2. REECAS and the Japan program face challenges in defining their future. The challenge faced by REECAS arises from the demise of the Soviet Union. The challenge facing Japan Studies arises from impending retirements of key senior faculty. The School responded to this observation by pointing out that the profound social and economic changes occurring in the countries that comprised the former Soviet Union justify retention of the focus, but noted that the program may need to be restructured. A vision of what this program will become needs to be developed. The Japan program historically has been strong and will be continued. The School hopes to make a combination of senior and junior appointments in Japan Studies.

Internal climate

1. The committee extensively commented upon dissension between area studies and international studies faculty. This rift is long standing and must be addressed under the leadership of the new Director if progress is to be made in individual degree program requirements and allocation of faculty appointments. These problems which raise questions concerning optimal use of existing resources, must be addressed if additional investment is to be encouraged.

Summary and expectations

The review committee made several strong proposals for restructuring degree programs. Other restructuring questions, not recounted here, are raised in the self-study. The review appears to have sparked a dialog within the School that had been lacking. Although the specific recommendations made by the committee may not be the best solutions to the problems, it is essential that the School address restructuring problems thoughtfully and that appropriate responses be implemented. Dean Hodge voiced his strong support for the School and his desire to work with it to achieve even higher levels of excellence. These efforts should be encouraged and supported, with appropriate attention being paid to the efficiencies offered by interdisciplinary programs, the academic and pedagogical strength derived from interdisciplinarity and the challenges unique to such programs.

Attachments

c: Richard McCormick, President
Jere Bacharach, Director, Jackson School of International Studies
Debra Friedman, Associate Provost for Academic Planning
John Slattery, Associate Dean for Academic Programs
David Hodge, Dean, College of Arts and Sciences
Susan Jeffords, Divisional Dean, Social Sciences
Frederick Campbell, Dean, Undergraduate Education
Members of the Review Committee
Graduate School Council
Augustine McCaffery, Assistant to the Dean
Beatrice Greenwald, Assistant to the Dean
(All without attachments)