

HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES

UNIVERSITY OF WASHINGTON

SELF-STUDY, 2007-2008
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Section A: General Self-evaluation

1.1 Director's Overview

This report highlights major transformations in the Henry M. Jackson School of International Studies (JSIS) since 1998 when the last ten-year self-study was conducted. It discusses changes relating to unit strengths; measures of success; unit weaknesses; teaching, research, and service; differences between unit and college/university perceptions of JSIS; faculty participation; and junior faculty mentoring that are required topics for inclusion in Section A ("General Self-evaluation") of the self-study. These initial observations provide the context for the information provided in:

Section B: Teaching,
Section C: Research and Productivity,
Section D: Relationships with Other Units,
Section E: Diversity,
Section F: Degree Programs, and
Section G: Graduate Students.

The overall emphasis of the "General Self-evaluation" is on the significant transformations that have occurred over the last decade because of a clearer and expanded conception of the research, education, and service vision and mission of the School and a greater cohesiveness and sense of common purpose among the faculty, staff, and students. These changes stem from the following key developments:

- increase in the size and research and teaching scope of the faculty and academic programs;
- emergence of consensus about the future directions of the School;
- rise of new scholarly, pedagogical, and curricular concerns because of changing global dynamics;
- push to forge more curriculum shared among the School's seven undergraduate and eight graduate majors;
- change in mix of scholarly and teaching expertise and interests because of personnel changes due to faculty retirements, departures, and new hires;
- surge in number of majors and nonmajors in recent years, especially in the wake of 9/11;
- increase in external funding, including from private sources;

- growth of wider academic and public engagement through collaborations with: other UW departments, schools, and colleges as well as with K-14 educational institutions across the state; local, state, and national government agencies; and private-sector, non-profit, and for-profit non-governmental organizations and community groups.

Statistics highlight changes that have occurred in the School over the last ten years. Currently, JSIS is home to: 16 undergraduate and graduate degree programs with another one in the offing; eight U.S. Department of Education-funded Title VI National Resource Centers (NRCs); 42 faculty members, of whom 19 have joint appointments; and 40 staff members, many supported by external grants. In 1998 the School had 13 degree programs, 7 NRCs, 34 faculty, and 27 staff members. Today its undergraduate majors add up to more than 700, and graduate students number about 150; in 1998 the undergraduate students numbered only 325 although the graduate tally was about the same. Significant as well is the sizable increase in the combined value of the endowment of the School: in 1998, it was about \$15 million; today it amounts to over \$40 million.

The School's interest in forging new scholarly and pedagogical directions even as it upholds and enhances its longstanding strengths is spelled out in the initial draft of its current vision and mission statement (see Appendix F for earlier version). This statement underlines its long-term commitment to "interdisciplinary and comparative teaching and research about peoples and processes the world over" and "about the world's peoples, cultures, and religions" and to a "rigorous interdisciplinary curriculum [that] provides students with critical historical, social, political, and economic knowledge of the world and its localities."

JSIS maintains an abiding dedication to "understanding . . . local peoples, cultures and religions" and "their connections to transnational forces" and to addressing "international issues through the close study of particular regions, cultures, and languages as well as of key global issues." More so than ever before—and in keeping with changing global times—there is greater emphasis on pursuing "globally comparative inquiry" and "on comprehensive understandings of localities and regions around the world and the complex interactions that drive world events."

Notable, too, is added emphasis on the global outlook and reach of the School, summed up in its insistence on "engaging the critical problems of the world," preparing "global citizens and leaders in the 21st century," and contributing "to the public good across societies." The vision/mission statement articulates a

commitment “to building enduring partnerships around the globe and across sectors and institutions” and in serving as a major “resource for Washington, Northwest, national, and international communities tackling contemporary international problems. “

Illustrative of the new scholarly and pedagogical directions of the School as well is the plan to inaugurate a PhD program organized around established research and teaching strengths in area studies and new intellectual and pedagogical interests in the field of international studies that call for more issues- and problems-oriented approaches. Increased commitment to deepening and widening the School’s global contributions and impact supports the goal of the PhD program to provide “comprehensive understandings of local and global issues” centered on “four conceptual fields” that are not strictly area studies-based although each student in the program will be expected to acquire expertise in at least one world region.

The four conceptual fields of the PhD program are: Religion, Culture, & Civilization; Law, Rights, & Governance; States, Markets, & Societies; and, Peace, Violence, & Security. These fields are intended to “provide the pillars for School-wide initiatives to tackle critical international challenges, such as the emergent powers in Asia, rise of religious extremism, human rights and poverty, weapons proliferation, energy and climate change, epidemics and disasters, racial and ethnic conflict, etc.”

This issues- and problems-oriented approach will inform and shape current efforts to develop more shared curriculum across the entire School at both the graduate and undergraduate levels. One significant step toward this end is the proposed establishment of a single theory/methodology course for all beginning MA and PhD students, a requirement that will necessitate reconfiguration of the curriculum of the MA programs.

A similar change was implemented at the undergraduate level in 2006-2007 with the institution of a new foundations class, SIS 201, as a requirement for all seven majors. Formerly an “Introduction to International Political Economy,” SIS 201 has been revamped into a course focusing on “The Making of the 21st Century,” specifically on understanding the institutions and processes that have created the connections and divides in our contemporary world. This new requirement has led all the different majors to reconsider their foundations requirements and to explore greater scope for single area-focused classes.

Novel as well is the increased emphasis placed on “broadened cooperation with units across the university (e.g. with the sciences and professional schools) and expanded partnerships with scholars, specialists and practitioners from around

the world” and on ““on the ground’ learning experiences that create the foundation for cutting-edge leadership in governments, multilateral organizations, NGOs, and businesses dedicated to international affairs.” “Diverse programming for the arts, the general public, K-12 educators, and local and international organizations offers educational opportunities and expert information and advice regarding a wide range of topics to the greater Washington State community, including federal, state, and local government, businesses, NGOs, other colleges and universities, and international organizations with offices in the state.”

The wider reach of the School within the university and beyond is evidenced by the greater involvement of faculty from other schools and colleges in one or more JSIS programs; the rise in graduate student interest in classes and concurrent degrees between JSIS and other schools and colleges; increasing faculty involvement with wider audiences through public presentations, newspaper editorials, and contacts with media; the growing participation of distinguished professors of practice, i.e., of highly experienced people with skills and expertise acquired in the policymaking, private, and nonprofit sectors in the teaching of classes and in mentorship roles; the surge in student involvement in “international” internships (in the US and abroad) and in study abroad programs; and the growth in JSIS funding support for study abroad and internships.

Today, on the eve of its centennial in 2009, the Jackson School is a leader in international studies locally, nationally, and internationally. It has been rising in prominence ever since it was first constituted as a Department of Oriental History, Literature, and Institutions in 1909 and charged with promoting understanding of the countries on the other side of the Pacific (China and Japan especially) with which the State of Washington had cultural and commercial connections. Renamed the Department of Oriental Studies and then of Far Eastern Studies, it emerged during World War II, under the visionary leadership of George E. Taylor, as a unit that concentrated on the politics, history, and economies of Asia and the Pacific, including the Russian Far East, in other words, in “area studies.” Thereafter, it was reorganized as the Far Eastern Institute (and later the Far Eastern and Russian Institute), its institute status designed to recognize it as “an overlying all-University division” and to differentiate it from discipline-based departments. By expanding its faculty and increasing its funding from federal and foundation sources, this Institute rapidly gained national and international visibility in the 1950s and 1960s.

Further name changes followed to keep pace with rising interests in other world areas such as Africa and Latin America. In the 1970s it was first designated the

Institute for Comparative and Foreign Area Studies and then the School of International Studies. During this period, the School secured funding for four NRCs: in East Asia, Middle East, Russia, and South Asia. In 1983 the School was renamed to honor the leadership in foreign affairs and international education of the late Senator Henry M. Jackson. The School became truly international in the 1980s as it branched out into Canadian, Southeast Asian, and West European Studies along with Jewish Studies, Comparative Religion, and a separate thematic program in international studies.

Conceived as “an overlying all-University division”—and thus its status as a school—the Jackson School is administratively lodged within the Division of Social Sciences of the College of Arts and Sciences (A&S) and considered as one of the 13 units within that division. In many respects, it is much more than just another department in the college. Its core faculty of 42 makes it one of the largest in the division; this total does not include the much larger number of faculty from virtually every college and school across campus and at the Bothell and Tacoma branch campuses who are affiliated with one or more of the programs of the School. Indeed, each program and center in the School can count affiliated faculty of 20, 30, 40, or more as its own.

The extraordinary dimensions of the School are also manifested by its 16 degree programs, all of which are emphatically interdisciplinary. Seven are undergraduate majors: Asian, Canadian, European, International, Latin American, Middle Eastern Studies, and Comparative Religion. Nine are graduate programs, of which seven focus on single countries or regions—China; Japan; Korea; Middle East; Russian, East European, and Central Asian (REECAS); South Asia; and Southeast Asia, which was approved this past year; the other two—Comparative Religion and International Studies—are thematic/topical, comparative, and transnational in scope. Once the PhD program is established, there will be ten graduate programs.

The funding structure of the School also sets it apart from its counterparts in the Social Sciences and underlines its unique status. For the fiscal year 2006-2007, the “total direct expenditures under instruction, research, and other academic programs” added up to over \$11.6 million of which over \$7 million or 61 percent was from external sources. This profile compares favorably with that of science departments such as Atmospheric Sciences, Biology, Chemistry, Earth and Space Sciences, Physics, and Psychology, both in terms of the large percentage of funds generated externally and the overall size of expenditures. Most social science units are not comparable because their expenditures add up to one-half or less than that of the JSIS total.

Unlike science departments, however, the overwhelming proportion of JSIS external funds is not directed at funding research within the unit but toward promoting and enhancing international studies generally. For instance, the \$3.1 million awarded annually to the School by the U.S. Department of Education for NRCs and graduate students subsidizes faculty “training” and graduate “fellowships” across the entire campus and university-centered and public outreach activities that benefit UW and the wider community. In fact, 75 percent of the \$1.5 million awarded annually (or roughly half of the above mentioned federal grants) for graduate Foreign Language Area Studies (FLAS) Fellowships is redistributed to students in other departments in the College of Arts and Sciences (A&S) and to other colleges and schools, including the Evans School, the Foster School of Business, College of Law, and School of Public Health. Similarly, a significant portion of the School’s endowment is routinely used to support faculty lines and research and student fellowships and activities that benefit other units. For instance: the newly created position in Korean History, a joint appointment with the History Department, is funded entirely by JSIS funds; the School’s Culp Jackson Fellowships are often awarded to non-JSIS students, as are other funds such as the Shedd internships that are often given to students in Public Health; and research funds belonging to JSIS programs and centers (e.g., China and Japan programs) are always shared with faculty and students in other units.

In short, the Jackson School serves the entire University and is wholly dedicated to advancing the University’s global vision and mission. The rest of this report elaborates on the major points raised above by filling in the requested information in accordance with the guidelines for the self-study.

1.2 Unit Strengths, Successes, Weaknesses, Changes, College, and University Role

The strengths and successes of the School are evidenced by:

- top-notch and challenging degree programs, eight of which have been designated NRCs;
- major grants and awards from foundations;
- outstanding credentials of research and teaching core faculty (see attached CVs);
- remarkable cohort of affiliate faculty drawn from across campus, including professional schools;
- excellent undergraduate students, many of whom are double majors and stand out in campus and national competitions;

- impressive graduate students, many of whom are concurrent majors in professional schools and from abroad.

The national and international standing of the faculty, students, and programs is clearly indicated by the eight federally funded (Title VI) NRCs that the School was awarded for the current four-year grant cycle (2006-2007 through 2009-2010). This tally tied it for first in the nation for overall number of these centers of excellence. Moreover, in total federal funding for area and international studies programs and fellowships, it stands alone at the very top. These grants are in recognition of the outstanding quality of the intellectual, curricular, and public activities and projects of the programs and centers and of their faculty and students.

Designation as an NRC generally means that a center/program ranks among the best in that field nationwide. Eight NRCs—one more than the seven awarded in the previous grant cycle—not only rank JSIS as one of the premier schools in the field of area and international studies but also reflect well on the remarkable core of senior faculty and the excellent recent hires, the high-profile activities that these centers have engaged in over the last grant cycle, the effective leadership their faculty directors and staff administrators have provided, and the support provided by the Division of Social Sciences, the College of Arts and Sciences, and the Provost's office.

Notable as well is how many regions of the world these centers of excellence encompass: all of Asia through the programs concentrating on East, South, and Southeast Asian Studies and other world regions through the programs focusing on Canada; Middle East; Russia, East Europe, and Central Asia (REECAS); and Western Europe. In addition, an NRC in International Studies, now called Center for Global Studies, is global, transregional, and comparative in scope and is organized around major global issues and problems.

Nor is excellence only a hallmark of the NRCs. The School is also home to China, Japan, and Korea centers, each of which is nationally and internationally renowned. The China program has a long and distinguished history, and the Japan and Korea programs are more prominent than ever because of new hires and new leadership.

The centers/programs in South and Southeast Asia have enhanced their profiles not only in comparison to what they once were but also in relation to their national peers, in no small measure because of excellent new hires and leadership. The Canadian and Middle East Studies centers/programs continue to prosper as well, helped by strategic hires across the university and by a greater

level of activities on campus and in the wider community. The REECAS program has expanded in scope, a considerable impetus coming from initiatives taken by its current director and its reconstitution as the Ellison Center. This expansion in activities and visibility is all the more remarkable because it is occurring at a time of declining interest in Russian Studies nationally. The Center for West European Studies has also remained outstanding, enough so that it has successfully added a European Union (EU) center, making it one of the few universities in the country that has both an NRC and an EU center. The International Studies program and its newly constituted Center for Global Studies continues as the core program of the School, its comparative and global and issues- and problems-oriented agenda pushing all the other programs to reconfigure their curriculum and majors.

In the next grant cycle there is a good possibility that the African Studies and Latin American Studies programs will seek NRC funding because they have made substantial gains in the last few years. Both programs were competitive enough to receive the U.S. Department of Education Undergraduate International Studies and Foreign Language grants that are partly aimed at preparing institutions to gear up for the NRC awards.

In addition, the School also supports significant programs in Comparative Religion and Jewish Studies. While some questioned their fit in an international studies school at one time, this is no longer an issue. In fact, in the wake of 9/11 the study of religion has become an integral part of our attempts to understand our contemporary world.

The extent of the Comparative Religion program's core strengths as well as its close ties with the rest of the School is evidenced by its recent Henry Luce Foundation grant to develop a program on "Religion and Human Security," a grant that was awarded to a very small number of top-notch institutions in international affairs and/or religious studies. Jewish Studies is also on the rise, in part because of its greater activity on campus and in the community, its leadership, and its tremendous community supporters.

The strengths of the programs and centers of the School have also been recognized by a number of other grants, including a Ford Foundation grant for the revitalization of area studies; repeated grants from the Freeman Foundation to the East Asia Resource Center to conduct outreach work, particularly among K-12 teachers; and grants from Mellon and Jackson Foundations to carry out scholarly, curricular and community outreach projects. Indeed, in all three areas, the School has attained the highest national and international standing.

Faculty members are distinguished scholars: many are at the forefront of their disciplines as well as their area studies fields. Most are in the social sciences, particularly anthropology, economics, geography, history, political science, and sociology. The rest are in the humanities except for one person whose training is in the natural sciences. Notwithstanding the diversity of disciplinary backgrounds, all share a deep contextual knowledge of at least one region of the world. Several, in addition, have hands-on international work or consulting experience with governmental and/or non-governmental organizations.

The scholarly credentials of the core faculty are reflected in the high output, quality, and significance of their publications (books by major presses, articles in top-flight refereed journals, etc.), the many national and international grants and awards they have received, and the leadership positions they occupy in professional organizations. For example, several have won major book prizes in their fields; others have presided over scholarly organizations ranging from the Association for Asian Studies to the Association for Israel Studies; and still others have served as editors of the premier journals in their fields. Many also play highly visible public roles locally, nationally, and internationally.

The intellectual caliber and pedagogical range of the core faculty, furthermore, is enhanced by the expertise of a large cohort of faculty drawn from other units across A&S, other colleges, and professional schools. These affiliate faculty contribute to the School's programs and centers by teaching classes, mentoring students, and participating actively in its affairs, including by assuming leadership positions as program chairs and center directors. Six of the current NRC heads are faculty whose lines are not in the School.

The School has an equally strong teaching record. It attaches great importance to staffing its large foundation courses with highly productive senior faculty and minimizing classes taught by non-regular faculty. It also places considerable premium on teaching effectively and innovatively, and on keeping upper-division courses small in size. In fact, many upper-division classes, especially in International Studies, the single largest major in the School, are capped at fifteen students.

Student evaluations consistently rank JSIS professors at the top and typically lavish praise on the quality of their instruction and the intellectual challenge and rigor of their classes. Year after year, the quarterly "Department Ratings Summaries" rank JSIS classes above the Social Sciences Division mean in overall quality of classes and instructor effectiveness as well as in categories such as "Amount of Effort to Succeed Relative to Other Courses," and "Hours Spent per Week per Credit." In other words, students rate JSIS instructors and courses

highly even though they consider the classes to be more rigorous and challenging than most taught in the division.

Not surprisingly, several members have been recognized for their teaching excellence. In 2007 Matt Sparke won the UW Distinguished Teaching Award and in 2006 Joel Migdal received the Marsha L. Landolt Distinguished Graduate Mentor Award and Angelina Godoy the James D. Clowes Award for the Advancement of Learning Communities. Rarely a year goes by when one or more faculty is not nominated for teaching awards.

JSIS students stand out as well. In fact, they are one of the principal reasons why non-JSIS faculty like to teach for the School—the students are widely regarded as among the best at UW because of their intellectual maturity and curiosity. Undergraduates in the IS program are especially impressive because they undergo an elaborate selection process to get into the major. In some years the cut-off for students seeking admission into the program is as high as a 3.5 GPA.

The bar is even higher for students in the Honors program, which is generally limited to eight to twelve students. The size of the cohort is deliberately kept small because this program is organized around a single professor working intensively and extensively with each and every student to produce a significant and original research project. Not surprisingly, these theses end up being substantial, lengthy and original. In recent years, JSIS Honors students have won a lion's share of the UW Library Research Awards for Undergraduates.

Student success can also be measured by other high profile awards that JSIS students have won recently. In 2001 Elizabeth Angell won the prestigious Rhodes Scholarship, in 2006 Jacob Brown was awarded the Dean's Medal, and every year the list of major university undergraduate awardees features JSIS students. This year is no exception with Vi L. Nhan winning the Rangel International Affairs Fellow Award in a highly competitive nationwide contest. A double major in Political Science, she exemplifies many of the strengths of our best students in that she is familiar with several languages, has traveled and studied abroad extensively, and has received several awards, including the Gates Millennium Scholar, Institute for International Public Policy Fellow, McNair Scholar, and EIP/McNair President Scholar. Currently enrolled in SAIS at Johns Hopkins, she plans to join the U.S. Foreign Service upon completion of her MA degree.

Equally impressive are the graduate students who are increasingly drawn from a national and international pool of highly qualified students. The incoming class of 60 students, for instance, hails from large and small public and private universities (eg., BYU, Colorado State, Georgia, Monterey Institute, Notre Dame,

UC Berkeley, UC Santa Cruz) and small colleges (eg., Beloit, Connecticut, Dartmouth, Middlebury, Smith, Whitman) in the U.S. as well as from overseas universities (China, Japan, Korea, Senegal). And this year, as in past years, students have strong personal and professional records including high GPAs (averaging 3.5 to 3.6) and GRE verbal and quantitative scores (high 500s and 600s).

The fundamental weakness (and strength) of the School is that it is organized as a department within the Social Sciences Division of A&S even though it functions, in many respects, as an “overlying all-University division” whose interdisciplinary and multidisciplinary programs and centers serve the entire University. While the advantages of this structure are manifest, its drawbacks may be less so. For the most part, JSIS benefits enormously from being part of the single largest college on campus, from having access to and sharing in its sizable pool of administrative, budgetary, curricular, and intellectual capital and resources. Membership in A&S also facilitates its closest partnerships that are primarily with departments in the Social Sciences and Humanities, and especially in the former because of the many faculty joint appointments with Geography, History, Political Science, and Sociology.

However, this structural arrangement also disadvantages the School by treating it as just another department and therefore allocating it funds accordingly. Not surprisingly, as a result, its state budget funding has historically not even come close to covering the basic costs of operating its multiple programs and centers. While the College should not be expected to underwrite all its subunits and activities in toto, many of which, after all, are covered by external grants (viz. Title VI), there should be more effective cost sharing so that core faculty and critical staff positions and basic operations are better supported and not entirely dependent on such funding.

More so than any other unit in the Social Sciences and Humanities, JSIS has to rely on external sources to fund a substantial portion of the budget for regular faculty, staff, and operations. Consequently, several vital faculty lines are currently floated on endowment monies and virtually every staff position is partly dependent on nonstate funds. Limited College funding also makes it difficult to fill the numerous chairs and directors positions within the School and necessitates use of precious JSIS discretionary funds to raise their compensation packages up to acceptable levels. What all this means is that many basic functions of the School would be severely compromised were it not to receive federal funding on par with what it has enjoyed for several grant cycles and

private support that it has successfully attracted, although more so for some programs and centers than others.

A second weakness is the School's lack of control over affiliate faculty who are essential to the well-being of its centers and programs but over whom it has little or no say, particularly when it comes to their replacement when they retire or leave. That is, JSIS has no input or leverage to ensure that these critical faculty members are replaced in kind.

This long-standing problem was highlighted ten years ago: "A more significant issue . . . [is the] lack of control over faculty lines that could be used as leverage with other units to encourage those units to hire faculty with international expertise. Every vacancy in a tenure line position where the scholar is associated with one of our programs and where we do not have 100% control over the salary is a potential loss to that program. Without faculty lines or large financial resources, the School's Director has only very limited ways to influence that other unit's decisions. This means that when faculty associated with the School's programs in other units leave, the needs of the affected programs must receive a better and more regular hearing. The situation will only become more serious in the future."

Indeed, it already has. In recent years several prominent scholars have retired or left and have yet to be replaced. There will be many more as the baby boomer generation of senior area and international studies scholars hits retirement age. This problem is compounded by the fact that some social science disciplines have turned away from comparative and international-related scholarship and therefore these departments are increasingly less interested in pursuing such expertise. Perhaps one way out of this dilemma is to provide JSIS extra faculty lines that it can deploy strategically to encourage key departments to make appointments in fields that they would not otherwise be inclined to make on their own. This practice has been successfully utilized in some universities to strengthen area and international studies units.

A third major weakness relates to its role in the University. Although it is the only unit in the entire University whose preoccupation is international affairs and whose standing in that field is nationally and internationally recognized, it is not centrally involved in formulating or implementing the international and global vision and mission of the university. In part this tie-in does not exist because the School operates as a department and is therefore not in a position to provide input directly to higher administration, in part the linkage has yet to be forged because the obvious unit with which it should connect was not constituted until recently as the Office of Global Affairs (OGA). One important

step toward institutionalizing this link would be to follow up on a proposal made recently to the Provost recommending that the new Vice Provost of OGA consider having the Director of the School function alongside the heads of Global Health and International Programs and Exchanges as a troika of Assistant Vice Provosts who are tasked with helping shape and carry out the University's extensive international research, education, and community engagements.

1.3 Faculty Participation in Process of Unit Governance, Self-Study, and Strategic Planning

The Jackson School has a governance structure that reflects its dual nature: its status as a unit in A&S and its role as the home of over a dozen area, international, comparative, and transregional interdisciplinary programs that benefit the entire campus and receive significant funding from federal and private sources. Especially in the latter capacity, it serves constituencies that extend well beyond even A&S to schools and colleges across the University.

Faculty participate in JSIS decision-making through a Line Faculty Group (LFG), a Program Directors Group (PDG), and an Executive Committee made up of elected and appointed representatives of line faculty and program directors. The LFG consists of members who have regular line appointments, partial or whole, in JSIS. It functions much the way that any department faculty does. At its monthly meetings chaired by the Director, or Associate Director in the absence of the Director, the LFG discusses and votes on all the usual matters decided by any unit: faculty appointments, tenure cases, salary merit raises, curriculum, etc. In hiring, promotion, or tenure decisions of the LFG, the relevant Program Faculty provides an advisory vote that is conveyed to the LFG, and taken into consideration in making the final decision.

The PDG is composed of all those who chair or direct programs and centers. Because many of them are faculty who do not have an appointment in the School—currently seven do not—it represents the views of the much larger cohort of affiliate faculty who are tied in with the programs and centers. This body, too, meets with the School Director, typically at least once a quarter, and provides input on policy issues. For instance, the PDG was consulted in developing the PhD proposal and helped shape it. It also advises the JSIS Director and faculty on other matters ranging from hiring priorities to curriculum reform. The PDG is also a vital link to other departments, schools, and colleges.

Faculty governance is also articulated through the programs and centers, which have their own meetings and decision-making structures, including executive

committees. In addition, their staff associate and assistant directors convene monthly to coordinate their activities and projects.

Another body that facilitates JSIS governance is its Executive Committee that consists of six voting members (not counting the Director and Associate Director), three from the LFG, and three from the PDG. Each of the groups elects two of its representatives. PDG representatives cannot be members of the LFG, but must be from outside departments or schools and without a regular line appointment in the JSIS. Similarly, LFG representatives are elected from those who have regular JSIS appointments. In addition, the JSIS Director appoints one more member from each group to make up the three from each group that serves on the Executive Committee.

The Director convenes the Executive Committee regularly, typically at least once a quarter. It plays a critical role in shaping the agenda for the LFG and PDG meetings. This can include setting hiring priorities, evaluating and reforming curriculum, overseeing endowments, appointing chairs and directors of programs and centers, and supervising their performance.

The current Self-Study was set in motion in 1999 when the faculty met to discuss their collective response to the recommendations of the last Ten-Year Review Committee. Since then they have been convening annually to engage in Strategic Planning. At the last retreat in 2006 the faculty agreed on a long-term plan aimed at reconsidering the mission and vision statement of the School; its changing faculty composition and research and teaching emphases; curriculum; and recruiting and development priorities. Subsequently, different committees were organized: one to formulate a mission/vision statement, another to develop a PhD program, and still others to revamp the graduate curriculum and to coordinate and organize Centennial-related activities and projects.

These ongoing deliberations have been critical in preparing this Self-Study. So has the feedback received through meetings and reports of programs and centers and discussions held at numerous faculty meetings about curriculum, salary structure, and recruiting and development priorities.

1.4 Unit's Approach to Mentoring Junior Faculty and Students

In recent years JSIS has added a number of junior faculty members. Although it does not require them to enter into a formal mentoring arrangement, it encourages them to pair up with senior colleagues, which most do for research and teaching guidance. Some also develop mentoring relationships through their programs and centers, often with the heads of these units. In addition, the School has recently introduced two programs to enhance faculty interactions

across the ranks: a monthly seminar series that features the research projects of junior and senior faculty and a book launch series that showcases new publications.

Mentoring for undergraduate and graduate students is partly provided by the Office of Student Services that is tasked with helping with everything from academic planning and degree completion to career and postgraduation education options. A staff member is specifically designated to help with each of these cohorts: Linda Iltis is the Undergraduate Advisor and Paula Milligan the Graduate Program Assistant. In addition, James Donnen, the Director of that Office, assists with advising at both levels. Furthermore, beginning this fall, the School has appointed a 50% time Graduate Student Assistant to help with undergraduate advising because of the substantial increase in their numbers. It has also committed its own funds to convert a 50% line to a 100% time ten-month position in career and internship placement in order to offer more effective career counseling for undergraduate and graduate students.

Many, if not most, students, also have faculty mentors because all the degree programs emphasize research and writing. Honors students, for instance, work with their Honors Advisor for several consecutive quarters; some also take on thesis advisors in their fields of specialization. Similarly, the writing requirements for non-Honors students in European and International Studies—a thesis and a qualifying paper, respectively—direct undergraduates toward faculty advisors. They do as well in other programs because upper-division classes are generally small and research and writing requirements under faculty supervision mandatory.

Mentoring of graduate students is more extensive and structured into the make-up of the seminars that each program requires. Invariably small in size, these classes afford many opportunities for students to acquire mentors. Students also continue to work with the Graduate Program Assistant and with the faculty Graduate Coordinator or Director that the larger MA programs have. As the graduate committee assignments of the faculty reveal, most professors are involved in supervising student thesis and paper requirements and/or serving on MA committees. In addition, many faculty supervise graduate committees in other units, including as the principal advisors for PhD students.

Graduate students also develop mentoring relationships through their roles as TAs and through their participation in the intellectual life and community of their programs and centers. In recent years the School has also convened special sessions to prepare students for careers and advanced degrees.

Section B: Teaching

2.1. List of Faculty, Number of Courses and Credits, and Total Student Credit Hours typically taught per year.

1. **Marie Anchordoguy**, Professor, Japan. Courses taught per year: 4 (*Other*: Independent Study, MA, PhD); Credits per year: 20; Student credit hours (SCH): 535
2. **David Bachman**, Associate Director, Jackson School; Professor, China. Courses: 4 (*Other*: Independent Study, internship, MA, PhD); Credits: 20; SCH: 1050
3. **Gad Barzilai**, Professor, Middle East, International Law; Joint with Law, Societies, and Justice. Courses: 3-4 (*Other*: Independent Study, Honors Thesis, MA, PhD); Credits: 15-20; SCH: 650
4. **Mary Callahan**, Associate Professor, International Studies, Southeast Asia. Courses: 3 (*Other*: undergraduate research); Credits: 15; SCH: 1,630
5. **Daniel Chirot**, Job & Gertrud Tamaki Professor of International Studies, 50% line. Courses: 3 (*Other*: MA and PhD); Credits: 13; SCH: 223
6. **Patrick Christie**, Associate Professor, Joint with School of Marine Affairs. Courses: 2 (*Other*: Independent Study, MA and PhD); Credits: 10; SCH: 935
7. **Sara Curran**, Chair and Director, International Studies, Associate Professor, Joint with Evans School. Courses: 3 (*Other*: independent study, internship, MA, PhD); Credits: 8; SCH: 128
8. **Madeleine Yue Dong**, Chair, China Program, Associate Professor, China, Joint with History. Courses: 4 (*Other*: Independent Study, MA, PhD); Credits: 20; SCH: 970
9. **Kathie Friedman**, Associate Professor, International Studies, Jewish Studies. Courses: 5 (*Other*: Independent Study, MA, PhD); Credits: 23; SCH: 509
10. **Christoph Giebel**, Associate Professor, Southeast Asia, Joint with History. Courses: 4 (*Other*: Undergraduate research, Independent Study, MA, PhD); Credits: 18; SCH: 296
11. **Angelina Godoy**, Associate Professor, Latin America, International Law, Joint with Law, Societies, and Justice. Courses taught per year: 4 (*Other*: Independent study, internship); Credits: 20; SCH: 450
12. **Kent Guy**, Professor, China, Joint with History, Chair, History Department. Courses: 4 (*Other*: Independent Study, PhD); Credits: 16; SCH: 1157
13. **Yong-Chool Ha**, Professor, Korea, Russia. New faculty member
14. **Gary Hamilton**, Professor, China, Joint with Sociology. Courses: 4 (*Other*: Undergraduate research, MA, PhD); Credits: 18; SCH: 571
15. **Donald Hellmann**, Professor, East Asia, Joint with Political Science. Courses: 3-4 (*Other*: Undergraduate research, MA, PhD); Credits: 15-18; SCH: 480

16. **Martin Jaffee**, Professor, Comparative Religion & Jewish Studies. Courses: 3
(*Other*: Independent Study, internship); Credits: 13-15; SCH: 486
17. **Craig Jeffrey**, Associate Professor, South Asia, Joint with Geography.
Courses: 3 (*Other*: Independent Study, MA, PhD); Credits: 15; SCH: 790
18. **Christopher Jones**, Associate Professor, International Studies. Courses: 5-6
(*Other*: Independent Study, MA, PhD); Credits: 28; SCH: 799
19. **Reşat Kasaba**, Professor, International Studies, Middle East. Courses: 8
(*Other*: Independent Study, MA, PhD); Credits: 22; SCH: 1,323
20. **Sanjeev Khagram**, Associate Professor, Joint with Evans School. Courses: not
teaching in JSIS
21. **Sabine Lang**, Assistant Professor, Europe. Courses: 3-4 (*Other*: Independent
Study, MA, PhD); Credits: 15; SCH: 670
22. **Wolfram Latsch**, Assistant Professor, International Studies, Africa, Economics.
Courses: 5-7 (*Other*: Independent Study, MA, PhD); Credits: 15; SCH: 401
23. **William Lavelly**, Director, East Asia Center, Associate Professor, China, Joint
with Sociology. Courses: 3 (*Other*: Independent Study, MA, PhD); Credits: 15;
SCH: 1070
24. **Joel Migdal**, Robert F. Philip Professor of International Studies, Middle East.
Courses: 4-5 (*Other*: Independent Study, MA, PhD); Credits: 18; SCH: 1,556
25. **Hwasook Nam**, Assistant Professor, Korea, Joint with History. New Faculty
Member
26. **Robert Pekkanen**, Chair, Japan Program, Assistant Professor, Japan. Courses:
3-4 (*Other*: Independent Study, MA, PhD); Credits: 15-17; SCH: 562
27. **Saadia Pekkanen**, Tamaki Professor of International Studies, Associate
Professor, Japan, International Law. Courses: 4 (*Other*: Undergraduate
research, MA); Credits: 20; SCH: 460
28. **Noam Pianko**, Assistant Professor, Jewish Studies. Courses: 4 (*Other*:
Independent Study, MA, PhD); Credits: 20; SCH: 635
29. **Deborah Porter**, Honors Advisor, Associate Professor, China. Courses: 4
(*Other*: Independent study, MA); Credits: 20; SCH: 205
30. **Kazimierz Poznanski**, Professor, Eastern Europe, Economics. Courses: 4
(*Other*: Independent Study, MA, PhD); Credits: 20; SCH: 360
31. **Kenneth Pyle**, Professor, East Asia, Joint with History. Courses: 4 (*Other*:
Independent Study, MA, PhD); Credits: 20; SCH: 1080
32. **Scott Radnitz**, Assistant Professor, REECAS, New Faculty Member
33. **Cabeiri Robinson**, Assistant Professor, South Asia, Comparative Religion.
Courses: 4 (*Other*: Independent Study, MA, PhD); Credits: 20; SCH: 355
34. **Clark Sorensen**, Chair, Korea Program, Associate Professor, Korea. Courses:
4 (*Other*: Independent Study, MA, PhD); Credits: 18-20; SCH: 265-280

35. **Matthew Sparke**, Professor, International Studies, Globalization, Joint with Geography. Courses: 3 (*Other*: MA, PhD); Credits: 15; SCH: 805
36. **Sarah Stein**, Associate Professor, Jewish Studies & Comparative Religion, Joint with History. Courses: 4 (*Other*: MA, PhD); Credits: 20; SCH: 1560
37. **Kyoko Tokuno**, Senior Lecturer, East Asia, Comparative Religion. Courses: 4-5 (*Other*: Independent Study, MA, PhD); Credits: 13; SCH: 1,244
38. **Jonathan Warren**, Associate Professor, Latin American Studies. Courses: 4 (*Other*: Independent Study, MA, PhD); Credits: 20; SCH: 381
39. **James Wellman**, Chair, Comparative Religion, Assistant Professor. Courses: 4 (*Other*: Independent Study, MA, PhD); Credit: 20; SCH: 2,375
40. **Michael Williams**, Professor, Comparative Religion, Joint with NELC. Courses: 5 (*Other*: Independent Study, MA, PhD), Credits: 21; SCH: 1118
41. **Anand Yang**, Director and Professor, International Studies, South Asia. Courses: 2 (*Other*: Independent study, Internship, MA, PhD); Credits: 10, SCH: 1280
42. **Glennys Young**, Associate Professor, Russia & Eastern Europe, Joint with History. Courses: 4 (*Other*: Independent Study, MA, PhD); Credits: 18-21; SCH: 154.

2.2; 2.3; 2.4. Allocation of Teaching Responsibilities; Faculty Involvement in Undergraduate Learning, Development, Research; Undergraduate Student Involvement in Research and Scholarship

Teaching Responsibilities of full-time tenure stream faculty include an annual load of four courses, generally a combination of lecture, survey, and seminar classes. What they teach is based on their areas of expertise, availability, and the needs of their programs. Faculty with joint appointments are apportioned teaching loads according to the percentage of their line in the School. A 50/50 appointment with another unit, for instance, usually teaches two classes in each unit, unless the other unit has a different teaching load than the four-course standard in the Social Sciences.

Undergraduate Learning, Development, Research, and Scholarship are nurtured in all classes, beginning with the foundation courses and continuing through the upper-division seminars, and through the mentorship relationships that students develop with their professors. Indeed, most faculty take on supervisory roles as a result of teaching upper-division seminar classes that require research papers and/or directing independent study, qualifying papers, and Honors theses.

Research and scholarship is especially emphasized in the Honors Program that requires undergraduates to pursue and defend primary research undertaken

under the supervision of the JSIS Honors Advisor and a thesis supervisor. Some students also participate in faculty research projects. To what extent they engage in research in one form or another is apparent from the large number that participate every year in the University's annual Undergraduate Research Symposium (URS). In 2007, 31 JSIS students presented their research, and nine faculty members served as mentors to symposium participants. This is a relatively high number because the URS tends to be dominated by students in the natural sciences.

Student learning and development occur through extracurricular activities as well. Many students form interest groups around global issues (e.g., on trade, or sustainable development, or human rights) and promote dialogue through face-to-face meetings and virtual conversations. The Jackson School Student Association also fosters the growth of intellectual and social communities through their "Brown Bag Lunch" discussions and social events.

More so than in most units, undergraduates are strongly encouraged, even required, to participate in seminars with visiting scholars and distinguished community and public leaders. Every year a handful of students present at research conferences and a smaller number publish in student journals. Many undergraduates value the opportunities they have of meeting with recruiters from governmental and non-governmental organizations that the School invites on a regular basis. JSIS also promotes professional development by organizing sessions aimed at preparing students to enter the job market or compete for admission to graduate and professional schools.

2.5, 2.6, 2.7, 2.8 Evaluation of Faculty Effectiveness, Impact of Teaching on Student Learning; Procedures to Improve Undergraduate Teaching and Learning, Tracking and Promotion of Best Practices.

Faculty Effectiveness is gauged by the student evaluations that each and every faculty member conducts in at least one class every year as part of their Faculty Annual Report. Faculty members also abide by UW guidelines regarding peer evaluations that entail class visits and syllabi reviews. In addition, the JSIS Director examines the class evaluations of the entire School.

Tests and papers are two methods that faculty routinely employ to evaluate and measure Student Learning. JSIS courses emphasize the development and refinement of analytical and writing skills through assignments that require written analyses of readings and active participation in discussion of readings and lectures, both in class and in online forums. Furthermore, graduating students in International Studies have to submit a Qualifying Paper or an Honors

thesis, and complete a capstone Task Force course. Most other JSIS majors also require the completion of a capstone course and/or research paper.

The following Best Practices are pursued by the School to advance the effectiveness of faculty teaching and student learning:

Active Learning: JSIS classes emphasize active participation among students in the classroom. Presentation of individual research on course material is a major part of most classes, and active discussion is essential in all of them. Students are asked to analyze and apply theories and materials to real world situations and events.

Critical Thinking: JSIS courses require responses to and analyses of texts and theories in written and verbal form. Students are challenged to think about origins of and solutions to real-world problems and challenges.

Collaborative Learning: Many assignments require students to collaborate, to engage in small group research and presentations and simulation exercises (such as UN or EU simulations). The IS major's required Task Force seminar for seniors is completely focused on a group project.

Problem-Based Learning: The Task Force course that IS majors participate in requires them to work together to create a polished document outlining and suggesting solutions to a given global problem, and defend it before an expert in the field.

Service Learning: Many courses offer Service Learning credit or extra credit for students who choose to participate in projects that relate classroom learning to the activities of external organizations. A consistent goal of the School has been to broaden and increase student participation in internships and "real-world" experiences that complement classroom learning.

Student-Faculty Contact: Students are encouraged to take advantage of faculty office hours, and many courses require at least one meeting with the instructor. Students also receive comments and suggestions from faculty on their written work and presentations, and have ample opportunities to work closely with professors because of thesis or paper requirements.

Assessment and Evaluation: Regular teaching reviews are conducted by faculty peers and by students; evaluation of students combines several techniques, including assessment of written and analytical skills, classroom participation, presentations, research, and more standard testing methods.

SECTION C: RESEARCH AND PRODUCTIVITY

3.1, 3.2, 3.3, 3.4 Pursuit of Individual Scholarly Interest versus JSIS and University Goals; Mentoring of Junior Faculty; Impact of JSIS Research over the Past Five Years

As noted in the opening narrative of this report faculty members in the School are highly productive scholars whose research has been extensively featured in books and articles and is widely recognized in their disciplinary and international studies fields. Over the last few years the research trajectory of the School has changed somewhat, not so much because individual faculty have shifted their scholarly interests, although there has been some movement on that front as well, but because the addition of new faculty has transformed its previous interdisciplinary and area studies mix. The globalization of the world generally and the scholarly world specifically is also changing how international studies is pursued in the scholarly literature and the classroom. While most faculty remain committed to area and international studies, there is growing interest in conceptualizing region-specific issues in global terms and global issues in regional terms. There is also a renewed emphasis on utilizing scholarship for public education and service. All these dynamics help inform and shape the School's proposed PhD program, which will not be area studies focused but issues- and problems-centered.

Most faculty members consider their scholarly interest in line with University goals. If they have concerns they relate more to their perceptions that the University is not placing as much premium as it used to on the study of foreign languages. For without robust language programs area and international studies would not thrive. There are also some worries about the growing emphasis on transforming UW into a global university without taking into consideration the extensive strengths it already has in the area of international studies, especially in units such as the School. These concerns, however, do not in any way impinge on the confidence that faculty have in their scholarship and about the support they believe their work receives in the School and A&S. A few faculty members find themselves at odds with the departments that would normally be their disciplinary homes because these departments and the disciplines they represent have undergone paradigm shifts in recent years that have steered them away from area and comparative studies. However, this has not necessarily resulted in any negative fallout in terms of their relations with these departments or with their sense of place in the School because many of these faculty have their entire appointments in JSIS.

For information regarding mentoring see section 1.4, p. 17.

3.5 Communication among Different JSIS Constituencies

The School has never been as unified as it is today is a point that this report opened with, particularly by highlighting current efforts to launch a PhD program and recent successes in creating a more integrated curriculum across all the undergraduate and graduate degree programs. The number of collaborative ventures that multiple centers have undertaken recently is further proof of this new era of good feelings and better communication among the different JSIS constituencies. Its governance structure, established since the last ten-year review, has also helped facilitate communication by promoting collective and consensual decision-making among chairs and directors. In addition, the monthly meetings that their staff assistants, the associate and assistant directors, convene and the number of activities and projects they do in concert with one another has have further enhanced communication and collaboration among the different JSIS constituencies.

A few thorny issues persist, however, that have less to do with the fluency of communication among different constituencies and more to do with the intellectual make-up of the School and its funding profile. One set of issues revolves around the different approaches that area studies and international studies inherently take, the first emphasizing area-based knowledge and the latter concentrating on issues and problems and leaning slightly more in the direction of policy studies. The considerable consensus that has emerged over the proposed PhD program is undoubtedly a development that signals that some of the historic divisions between the area studies programs and international studies have been bridged.

As for budgetary issues, these stem from the vast disparities in endowments that exist between those programs that have accumulated sizable funds over the years and those that barely have a penny. These differences are compounded by the fact that International Studies is one of the most thriving programs in the School and has the largest number of majors at both the undergraduate and graduate levels but has virtually no funds of it. Fortunately, some of the tensions over funding are being addressed by the current drive to raise an endowment for International Studies and by the greater emphasis placed on activities and fundraising to benefit the entire School.

3.6 Impediments to Faculty Productivity

The main impediment to faculty productivity are, as in any Social Sciences or Humanities unit, low salaries, limited research funds, lack of RA support, and increasing demands on time from teaching, service, and administration. Nevertheless, JSIS faculty remain, on the whole, remarkably productive.

3.7 Staff Promotion and Development Policies

The School follows University policies and procedures regarding Promotion and Development. In recent years it has subsidized training classes for its staff who wish to develop their professional skills and leadership qualities and encouraged staff to take advantage of tuition reduction policies to further their education. It has also successfully pushed through promotions and/or significant pay hikes for most of its staff directors and some extra salary increases for key personnel.

Section D: Relationships with other Units

More so than most departments, JSIS relies heavily on its relationships with other units, both within and outside A&S, to implement its area and international studies mission. In fact, as an interdisciplinary and multidisciplinary unit, it houses more faculty with joint or affiliate appointments in other departments than virtually any other unit in the College. These ties extend well beyond A&S, to other schools, principally the Evans School of Public Affairs and Marine Affairs. Notable as well is the large number of non-JSIS faculty who occupy key administrative posts—those of chairs and directors—in the School.

Formal links to other units also exist in the form of concurrent degree programs. Currently, JSIS students can pursue advanced degrees in tandem with Law, Public Affairs, Public Health, Business Administration, Forest Resources, or Marine Affairs. Although such possibilities do not exist at the undergraduate level, many JSIS majors couple their work in international studies with a second degree in another department, some times in the Natural Sciences, but generally in the Social Sciences or Humanities. Because the School concentrates on area and international studies, it especially values its ties to: Foreign Language departments, the Comparative History of Ideas Program (CHID) that supports many study abroad programs, and the UW Library and its outstanding area and international studies collections and librarians.

The funding structure of the School further promotes ties to other units. Its external funding, particularly Title VI grants for the NRCs and for graduate FLAS awards, adds to its relationships with other units because center grants are widely used to promote area and international studies activities and projects campuswide. NRC funds support many non-JSIS faculty to conduct curricular and outreach activities on behalf of the centers. Moreover, a lion's share of the FLAS grants—generally 75 percent or more—is awarded to graduate and professional school students outside JSIS.

In part because of its intellectual and public mission and in part because of its funding structure, JSIS is inherently inclined to collaborate with other units on a

variety of activities, including public events on global issues. The School took the lead in presenting a widely attended Open Classroom lecture series in the wake of 9/11, and routinely organizes such events for campus and public discussions. Recently it convened a forum in the aftermath of the December 2004 Tsunami in Asia and a panel discussion on the global implications and significance of the Olympics in China.

Section E: Diversity

5.1, 5.2 Inclusion of Underrepresented Groups, Comparison of Teaching Loads by Rank and Ethnicity

The UW Equal Opportunity and Affirmative Action Office data for 2006 reveals that the School has been relatively successful in the Inclusion of Underrepresented Groups among its faculty and students. According to this EO data, 39% of JSIS faculty and academic personnel are women, 12% Asian, 4% Hispanic, and 2% American Indian. This same source identifies 79% of the professional staff as female; one staff members as African American and one as an Asian. Among the classified staff of 15, 1 is African American, 2 Asian Americans, and 2 Hispanic Americans.

The diversity data on students suggests that JSIS numbers are on par with the figures for UW as a whole. In 2006, 54% of JSIS graduate students were female compared to 55% for UW. Asian Americans added up to 20.2% of the undergraduates and 16% of the graduate students, a tally that is comparable with the University numbers of 22.3% and 9%, respectively. Hispanic Americans make up 6.1% of the undergraduate and 2% of the graduate population—the equivalent UW numbers are 3.8% and 3%.

JSIS has been less successful in recruiting other underrepresented groups. Only 2.3% of the undergraduates are African Americans, compared with the 2.7% total for UW, and it had no African American graduate student in 2006. Its numbers for Native Americans is also small, as they are for the University in general. In 2006, 1.2% of the undergraduate and 0% of the graduate JSIS students were Native American, both numbers lower than the University totals of 1.3 and 1%, respectively.

There are no variations in Teaching Loads by race and ethnicity. Every full-time tenure stream faculty member, irrespective of tenure or rank, shoulders the same load of four courses, usually a mix of small and large classes. However, there are significant differences in number of Student Credit Hours accumulated, not

by race and ethnicity, but by whether or faculty member teach the large foundation classes.

5.3 Outreach, Recruitment and Retention of Members of Underrepresented Groups

Increasing faculty and student diversity, especially through Retention and Recruitment of Underrepresented Groups, has been a major priority of the School in the last few years. Every recent hire has involved candidates from underrepresented groups, and several new hires have been women and/or members of underrepresented groups.

To expand the student pool the Director of Student Services, James Donnen has been deputed to target recruiting fairs where underrepresented groups are likely to be present. Together with his colleagues in the Association of Professional Schools of International Affairs (APSIA) he has made a point to attend Public Policy and International Affairs Public Service Fairs that attract diverse students (e.g., its fair in Atlanta) as well as personally visit schools such as Spelman and Morehouse College. His office has also sought out input from incoming students about the attractions and obstacles to enrolling at UW.

While JSIS figures show some diversity among our faculty and students, there is much room for improvement in recruitment of underrepresented groups. The School intends to continue and increase its partnerships with diversity and student service offices within the University, such as through participation in GO-MAP activities and the Undergrad Participation in Achievers' Invitational Keys to Success Fair (targeting first-generation and low-income scholarship students). The School also seeks assistance from the Office of Minority Affairs in recruiting and advising underrepresented group students. Perhaps the development of Latin American and African Studies will help as well in attracting a more diverse student body.

F. Degree Programs

6.1, 6.2, 6.3 List of JSIS Programs, Program Chairs, and Degrees Offered; Master's Degrees, Bachelor's Degrees

African Studies Program

Chair: Nancy Farwell

Undergraduate Minor: African Studies

Asian Studies (general option)

BA: International Studies—Asia (general option)

Canadian Studies

Chair: Daniel Hart

BA: International Studies—Canada; Undergraduate Minor, Canadian Studies

China Studies

Chair: Madeleine Dong

MAIS: China Studies; BA: International Studies—Asia (China Option)

Comparative Religion

Chair: James Wellman

MAIS: Comparative Religion; BA: Comparative Religion
Undergraduate Minor: Comparative Religion

European Studies

Chair: Carol Thomas

BA: International Studies—European Studies; Undergraduate Minor: European Studies

International Studies

Chair: Sara Curran

MAIS: International Studies; BA: International Studies
Undergraduate Minor: International Studies

Japan Studies

Chair: Robert Pekkanen

MAIS: Japan Studies ; BA: International Studies—Asia (Japan Option)
Undergraduate Minor: Japan Studies

Jewish Studies

Chair: Paul Burstein

BA: International Studies—Jewish Studies; Undergraduate Minor: Jewish Studies

Korea Studies

Chair: Clark Sorensen

BA: International Studies—Asia (Korea option); MAIS: Korea Studies
Undergraduate Minor: Korea Studies

Latin American Studies

Chair: Jonathan Warren

BA: International Studies—Latin American Studies; Undergraduate Minor:
Latin American Studies

Middle East Studies

Chair: Philip Schuyler

MAIS: Middle East Studies

Russian, East European and Central Asian Studies

Chair: Stephen E. Hanson

MAIS: Russian, East European and Central Asian Studies

South Asian Studies

Chair: Priti Ramamurthy

BA: International Studies—Asia (South Asia option); MAIS: South Asian
Studies; Undergraduate Minor: South Asian Studies

Southeast Asian Studies

Chair: Laurie Sears

BA: International Studies—Asia (Southeast Asia option); Undergraduate Minor:
Southeast Asian Studies; MAIS: Southeast Asian Studies

Master's Degree programs feature an interdisciplinary curriculum focusing on key thematic issues and/or the study of a particular region of the world. Currently, the School has eight graduate programs in place that lead to a Master of Arts in International Studies: Comparative Religion; China Studies; Japan Studies; Korea Studies; Middle East Studies; Russian, East European and Central Asian Studies; South Asian Studies; and the general International Studies program. A ninth degree program in Southeast Asian Studies will be available beginning in 2008-2009.

The general program has been developed for students concurrently pursuing graduate degrees in one of six professional schools at the University. Students often enter the program after already having gained professional experience or education. Graduate students choose the general International Studies option (usually paired with a professional degree program) or a specialization in an area or thematic program.

Except for a year-long general International Studies program the Master of Arts Degree programs ordinarily last two years and are designed: (1) to provide a

terminal degree for students preparing for careers in government and non-governmental organizations, journalism, business, or teaching at the pre-college level and (2) to provide area training for students wishing to pursue a PhD. degree in a discipline.

The Master's degree offers students a comprehensive perspective on world affairs, as well as an ability to analyze subtle interactions of politics, economics, and culture that take place within our interdependent world and to communicate their ideas effectively in writing and other formats. History, study abroad, and foreign language acquisition are also important components of the program. Students focus on a world region (such as South Asia or Western Europe) or on thematic issues, such as ethnicity and nationalism, development, the environment, human rights, global health, political economy, or foreign policy and diplomacy.

Student learning and success in MA programs are assessed primarily through non-quantitative measures, since very little of what they learn can be quantified easily through scores on a comprehensive exam. Furthermore, none of the programs focus on teaching a body of information that could be tested for by an exam. Instead much of the emphasis is placed on helping students acquire a sufficient quantity of information to be knowledgeable about their fields and, especially, to develop skills for critical analysis and for continuing inquiry and intellectual growth.

The School sends out a postgraduate education and career survey every summer to students who have graduated in the previous year asking for information about current activities, employment, and feedback. The Graduate Student Advisor and the JSIS Director of Career Services work together to gather as complete information as possible about the career paths of MAIS graduates. This information is also shared with APSIA member institutions. Moreover, each program and center maintains its own record of placement of graduates (see also Appendix E). Currently, the School is constructing a comprehensive data base on the placement of graduates over an extended period of time as well as developing a career information network that can help current students connect with alumni.

The School is in the midst of developing a PhD program. For now, students are encouraged to pursue doctoral work through the appropriate department for their interests. Generally, JSIS undergraduate and graduate students, if they pursue PhDs, go on to such disciplines as anthropology, economics, geography, history, political science, and sociology.

The Bachelor's Degree in the School provides students with a solid background and the requisite social science skills to analyze and understand current global affairs. Students graduate with a degree in one of the seven majors. Most continue on to advanced degrees or seek careers in the public, private or non-profit sectors.

Admission to the International Studies major is competitive; all the other majors have open admissions. Most of the programs offer a minor (see listing above); in addition there are minors in African Studies, Comparative Islamic Studies, Human Rights, and International Forestry. All the majors, except for Comparative Religion have a language requirement (usually two years), and all programs strongly encourage study abroad, with European Studies requiring it as part of the curriculum.

The area studies programs (Asian Studies, Canadian Studies, European Studies, Latin American Studies and Russian, East European, and Central Asian Studies) involve the interdisciplinary study of historical cultures, contemporary situations, and the languages of each region. The Comparative Religion program focuses on the major religious traditions of the world, and the Jewish Studies program emphasizes the development of a national culture among Jews in a variety of international settings. The International Studies program concentrates on the interaction of economic, political and cultural processes within and among states and societies around the world.

Given the inherently interdisciplinary nature of area studies programs, students are encouraged to take courses in other departments; many JSIS classes are also cross-listed with other departments. Comparative Religion, Jewish Studies, and the International Studies program also combine courses from other units with their own as requirements for the major.

In addition to a core curriculum focused on the modern history of the relationship between politics and markets, 20th century international political economy, the cultural encounters accompanying global interdependence, and two years of foreign language, students in the International Studies program specialize in a topical or regional track. There are 18 tracks, each with a list of required and elective courses. Tracks are: Canada; China; Development; East Asia; Environmental Studies; Ethnicity and Nationalities; Foreign Policy, Diplomacy, Peace and Security; International Communication; International Human Rights, Law, State and Society; International Political Economy; Japan; Jewish Studies; Latin America; Middle East; South Asia; Southeast Asia; Russia/Eastern Europe; and Western Europe. The International Studies Center is also working on building a Global Religions focus and a Global Security focus.

Both undergraduate and graduate students are expected to learn how to: write and speak effectively; work and learn independently; use a foreign language; understand and appreciate diverse philosophies and cultures; locate information to help make decisions and solve problems; utilize modern technology; recognize their responsibilities, rights, and privileges as citizens; and apply knowledge, ideas, or perspectives gained from their field(s).

The School sends out surveys to all graduates, asking for information about current activities, employment, and feedback. For undergraduates, this results in a fairly good 20-25% return rate. Alumni often pass on information to the Director of Career Services about their careers and internship opportunities for current students, which are then relayed to the JSIS list serves.

Please see Appendix I for detailed curriculum descriptions and independent reviews for all of our undergraduate and graduate programs.

6.4 JSIS Centers and Institutes

The School consists of programs and centers, of which there are nine. Eight are federally funded NRCs and the ninth is an EU Center funded by the European Union. In addition, there are a number of other centers and institutes, and several in the offing. A full listing of currently existing centers and institutes is in Appendix I.

Centers sponsor lectures, research colloquia and conferences, offer travel funds and scholarship awards, engage in outreach activities to promote understanding of their regions in schools and the broader community. It is sometimes a source of confusion to people unfamiliar with the School that it contains both programs and center, sometimes with the same name, sometimes with names that are not the same but look as if they should be. For example there is a Russian, East European, and Central Asian Studies (REECAS) Center, and there is also a Russian, East European and Central Asian Studies Program.

The difference between centers and programs is actually quite simple. In all cases, the programs are instructional and offer degrees and/or minors; they have faculties, and are funded by the state of Washington. The centers do not offer degrees or courses and have no faculties, but fund scholarly research, grant fellowships, sponsor lectures and colloquia, carry on an outreach program, etc. In the case of the REECAS Center and the REECAS Program, the areas of focus of the center and program coincide completely, and one speaks of a program "having" a center (in fact the way a center usually comes into being is that the

program faculty applies to a funding agency such as the Department of Education for the purpose of establishing a center).

The centers housed in the Jackson School are listed below, with the personnel principally responsible for them.

Canadian Studies Center

Director: Daniel Hart; Associate Director: Nadine Fabbi

Center for West European Studies

Director: Steve Pfaff; Associate Director: Phil Shekleton

European Union Center

Director: James A. Caporaso

Associate Director: Phil Shekelton

East Asia Center

Director: William Laveley

Associate Director: Kristi Barnes

Center for Global Studies

Director: Sara Curran; Associate Director: Tamara Leonard

Middle East Center

Director: Philip Schuyler; Associate Director: Felicia Hecker

Herbert J. Ellison (Russian, East European, and Central Asia Studies) Center

Director: Stephen Hanson

Associate Director: Marta Mikkelsen

South Asia Center

Director: Priti Ramamurthy; Associate Director: Keith Snodgrass

Southeast Asia Center

Director: Laurie Sears; Associate Director: Sara Van Fleet

For detailed information about JSIS centers, please, see Appendix I.

Section G: Graduate Students

7.1, 7.2 Recruitment and Retention, Advising, mentoring, professional development

The Office of Student Services provides information for and advises prospective students by mail, email, telephone, and in person. Each of the programs also advertises through its electronic and print networks. The School has also benefited from a complete overhaul of its website that is now much more informative and user friendly.

Only a few students drop out of the Master's program every year, which program advisors believe can generally be attributed to financial reasons. Sometimes students decide that their program is not a good fit for them.

Academic program requirements are communicated to students in the MAIS program in several ways. New students attend an orientation where they meet their program heads and are provided with information about program requirements and timeline. The Program Chairs personally mentor all incoming graduate students with an initial orientation. Thereafter, many programs assign students a faculty mentor who advises students as to which courses they need to graduate, and how much progress they are making. When they are close to graduating, the advisor goes over each student's record to make sure they know precisely what they need to do to graduate. Students also meet with the School's Graduate Student Assistant and the Graduate Program Coordinator of their programs. Additional details about advising, mentoring, and professional development have been noted in Section B on Teaching.

7.3 Inclusion in Governance and Decisions

Graduate students are involved in the governance of the School principally through its Graduate Student Association. This body has, in recent years, effected some changes that directly impact students. For example, it petitioned to change SISRE 501 from a three-credit, pass or fail course to a five-credit, decimal grade course. Graduate students also sought and received funding to secure better computer resources and to organize various intellectual and social events. This Association elects students to serve on the University Graduate and Professional Student Senate (GPSS). Perhaps because JSIS graduate students are MA candidates and therefore in the School for only two years, and, furthermore, because many of them are concurrent majors, they have not been as actively involved in governance as they could and should be.

7.4 Graduate student service appointees

Graduate Student Service Appointees are governed by the rules of their union. Compared to most units of its size, the School has a relatively small number of TA positions, generally 17 to 19 permanent TA quarters and an equivalent number from flexible funds provided by A&S. A few RAships are offered each year but they depend on faculty grants and program discretionary funds. TA positions are filled by applications that are accepted in January for the forthcoming academic year, with the deadline usually for submission being the last Friday of the month. Announcements for these positions are posted on the JSIS website and at the JSIS Student Services Office in December. Email notices are also sent to graduate students about the deadline. Students are asked to complete an application form and submit that along with an unofficial copy of their graduate transcript, three letters of recommendation, and a CV or resume (optional). Applications are reviewed by the committees of the respective programs, and students are notified of their status by the end of April. In compliance with the ASE contract, students receive a letter of appointment (derived from the template provided online with the ASE contract) and a job description. TA salary is determined by the criteria set by the ASE contract. Typically, TAs meet with their faculty advisor on a weekly basis, or more often if needed/requested. Otherwise the TAs work independently, without daily supervision. New TAs in the Jackson School are required to attend the TA conference held every fall (before classes start) by CIDR; attendance is optional, but encouraged, for returning or experienced TAs. All TAs are required to attend the JSIS fall orientation held before the beginning of classes in the fall quarter. In addition, each faculty member meets with his/her TAs before classes start to discuss expectations and procedures for his/her specific class. TAs are encouraged to bring any concerns to the faculty member during the quarter; in classes with more than one TA, they are also encouraged to work together to ensure consistency and help troubleshoot any potential problems or concerns.