MOTION:

Motion by the Academic Program & Curriculum Committee to approve the proposal from the College of Letters & Science and the School of Business Administration to Implement a Bachelor of Arts in Global Studies.

RATIONALE:

The BAGS degree is the product of an extended dialogue among faculty from departments and divisions across UWM. It is distinguished from UWM’s other undergraduate international studies programs by its practical orientation and interscholastic design, mobilizing faculty and integrating content from across the traditional disciplinary divisions of the university and requiring foreign language, internship and overseas study components. Its current vision is the product of cross-campus faculty meetings that have taken place since 1999, and its further development provides an open opportunity for faculty input.

The initial idea for the degree developed out of an exhaustive review of K-16 international education programs conducted by the Wisconsin International Trade Council (WITCO) in 1998. WITCO determined that there is currently no undergraduate degree program in Wisconsin that combines practical training with the international competence necessary for personal and professional success in this era of globalization. The study considered all aspects of international education at the K-12 and postsecondary levels. In relation to college and university campuses, WITCO examined domestic and overseas curricula, internships and service learning, international students, inter-institutional partnerships, the export of educational services overseas, and outreach. In its final report, WITCO’s Committee on Educational and Cultural Experiences concluded that foreign language study, overseas study and internships are essential components of an international education, and identified an ongoing need for internationalization of professional disciplines.

While the WITCO study was inspired by a sense that international competence is critical to Wisconsin’s ability to compete in the global marketplace, there are other, perhaps more important justifications for an undergraduate curriculum grounded in the realities of the 21st century. As we have seen since the events of September 11, we do not live in an insular world in which we can ignore cultural differences. The border-crossing phenomena that define globalization evoke negative and even tragic responses at the same time as they form a context in which we live our daily lives. We need to equip our students with the knowledge and skills that will allow them to act and react within an increasingly interdependent world.

UWM faculty have long recognized the importance of international competence. Their teaching and research have earned national and international recognition. The L&S-based interdisciplinary international studies major has consistently attracted large numbers of UWM students with an interest in international politics and economics, while several minors and certificate programs offered across the university provide an opportunity for students to gain recognition for their foreign language or area studies coursework. But these programs do not provide the comprehensive international education experience that will better enable students to succeed as social, political, economic, and civic human beings.
In an article appearing in the November 9 issue of The Chronicle of Higher Education, the American Council on Education’s Madeleine Green and Michael Baer identify that “educators have an opportunity to go beyond the rhetoric of educating students for global citizenship to grapple with the educational process required to make it a reality.” They espouse a student-based approach to teaching and research that emphasizes the importance of integrating global perspectives across the university curriculum. This is precisely what UWM faculty members, through their BAGS development work, have been striving to achieve.

**Members 2001-02 Academic Program & Curriculum Committee**

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<th>Jochen Albrecht</th>
<th>Sunwoong Kim</th>
<th>Peter Sands</th>
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<td>William Bucker</td>
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<td>Suzanne Falco</td>
<td>Jeffrey Merrick</td>
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<td>Thomas Holme</td>
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<td>Bonnie Kennedy</td>
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I. PROGRAM IDENTIFICATION

1.1 Title of Proposed Program: Bachelor of Arts in Global Studies

1.2 Department or Functional Equivalent: Administered by the Center for International Education in collaboration with the Associate Deans from the College of Letters and Science and the School of Business Administration

1.3 College, School, or Functional Equivalent: Jointly-offered by the College of Letters and Science and the School of Business Administration

1.4 Timetable for Initiation: Fall, 2001-2002

II. CONTEXT

2.1 History of Program:

The origins of the proposed BA in Global Studies are to be found in the expansion of international studies teaching and research at the University of Wisconsin – Milwaukee. UWM’s Title VI Center for International Studies was established in 1991. With funding from the U.S. Department of Education, the Center strengthened the L&S interdisciplinary major in international studies, made grants for curriculum development to dozens of faculty members from various schools and colleges, provided leadership for the reform and enhancement of foreign language instruction, and contributed to the expansion of study abroad and affiliations with overseas universities. US/ED and other grants received by the Center, all earned in peer review competition, thus far have brought about $2.5 million to UWM.

With special funding from the State, the School of Business Administration established an International Business Center in 1985. It has been involved in three major areas of activity: the internationalization of the Business School curriculum; the development and implementation of executive education programs and seminars; and the provision of services to assist firms and government agencies in analyzing and solving organizational and management problems with international dimensions. A new area of concentration in international business was developed within the MS in Management program in Fall 1987; a new undergraduate Certificate in International Business was introduced in Spring 1999. The Business School, through the Center, also has developed active student exchange programs with ESSEC (Ecole Superieure des Sciences Economiques et Commerciales) and the Bordeaux School of Business
in France as well as with Geissen University in Germany, and SBA currently is working to establish similar programs with Keimyung University (Korea) and the University of Birmingham (England).

Another phase began in 1996-97 when the Dean of the College of Letters and Science (L&S) initiated an “Internationalization Across the College” program. Prominent among the accomplishments of this initiative was a new structure for the administration of foreign language teaching and new requirements, including an international studies requirement, for the L&S degree. Equally important, if not more so, the Dean appointed a committee on internationalization that produced a comprehensive report and made numerous recommendations, many of which currently are being implemented. A number of grant proposals were written and submitted in an effort to increase resources for this initiative. Although not all were successful, this effort did produce significant funding for several new international programs.

In fall of 1997, the Governor announced a new international education initiative aimed at ensuring “that young people throughout Wisconsin are properly trained and prepared to become the first truly global generation.” This announcement stimulated the examination of activities supporting international education on a variety of different fronts. Despite the existence of international studies majors at a number of institutions of higher education in Wisconsin, businesses indicate they are unable to find employees who are sophisticated enough in the language and culture of many of the foreign countries in which they aim to conduct business. Most international studies programs require a minimal level of language competency, and students can earn their degrees without spending any time in another country. For Wisconsin to remain competitive economically, to retain its position as a leader in education in a global environment, and to provide a pool of professionals with the competencies needed for the twenty-first century, it is essential to strengthen international management and foreign language education at all levels.

In 1997-98, in response to the Governor’s charge, the School of Business Administration (SBA) and the College of Letters and Science began an active partnership to promote international studies. During the past several years, L&S and SBA have worked together on many projects relating to international studies, including joint projects centered on teaching, research, and community outreach. The proposal for the Bachelor of Arts in Global Studies is one outcome of the L&S/SBA collaboration.

The original draft of the entitlement to plan a BA in Global Studies contained numerous tracks with different emphases, as well as suggestions for additional tracks for future development, including some that would be offered with the cooperation of other schools/colleges at UWM. During the preparation of the entitlement to plan, the committee was advised by the Director of the System Institute for Global Studies to develop a concise entitlement request that did not list all possible program parameters, but presented one example of the kinds of tracks that could be developed within this new baccalaureate program. The Committee focused on the Global Management track, since that one was furthest along in its development. That focus was not intended to limit the eventual number of tracks that would be offered under the BA in Global Studies. The implementation plan, which fleshes out the scope of the program, makes this clear. The
various tracks that may be developed will be tied together by a common core of requirements. The specific requirements for each track will vary according to the emphases on which they focus. The planning committee for the BA in Global Studies, at all stages, has been comprised of faculty members from various schools and colleges, and the resulting structure of the degree, as outlined in this implementation plan, has been faculty driven.

2.2 Instructional Setting of the Program

The BA in Global Studies will be awarded jointly by the College of Letters and Science (L&S) and the School of Business Administration (SBA) and administered through the University’s Center for International Education (see Appendix A), in collaboration with the Associate Deans of the School of Business Administration and the College of Letters and Science. The Director of CIE serves as the faculty coordinator of the degree program. Faculty participation in the administration of the BAGS Program, through the CIE Academic and Outreach Programs Advisory Committee, will exceed that normally associated with other programs. This is necessary to ensure that the interests of the many academic units that eventually may participate in the program are represented. The CIE Academic and Outreach Programs Advisory Committee will be assigned the same functions that normally fall within the purview of a department faculty. The Committee may include some members of the administration, serving in an ex officio, non-voting capacity, but the vast majority of its members will be faculty members. The Advisory Committee will be responsible for the overall supervision of the degree as well as the core content of the curriculum. As is the case for department faculty, the Advisory Committee may establish a number of sub-committees to take responsibility for particular functions (e.g. Curriculum Committee, Appeals Committee).

Each specialty major or track will be represented by a coordinating committee composed of both members of the faculty with an interest in that particular focus of study and ex officio, non-voting administrative staff members who have expertise in areas of concern to the coordinating committee. For initiation of the BAGS, a track in Global Management has been designed. Course work is drawn partly from existing courses in the School of Business Administration and L&S departments. However, a number of new, innovative courses, some of which will be cooperative, also are under development. [See the Global Management curriculum in section 4.2 below.] Oversight of the global management track is the responsibility of the L&S/SBA Global Management Coordinating Committee (see Appendix B for structure and function of the coordinating committee).

The initial design of the program has been developed, and all future changes to the program must be approved, by both the SBA and L&S faculty groups. The BAGS degree program eventually may consist of multiple tracks or majors, each with a distinct focus that has practical applications to some aspect of life in the internationalized world of the twenty-first century. As other schools/colleges enter into the collaborative design of BAGS tracks, faculty and administrative input from those units will be essential.
A new classification (BAGS), housed jointly in L&S and Business, will be developed. If, as anticipated, other schools/colleges join this program, the classification will be shared among all participating units. Students who meet the standard University admission requirements are admissible to the BA in Global Studies program, and they may enter this program at any point in their academic careers. The same criteria for acceptance are applied to in-state and out-of-state students. Students seeking to transfer to the Global Studies program will be admitted if they meet the UWM admission requires for transfer.

Each track that is developed within the BAGS Program will be assigned a unique major code. Upon achievement of junior standing and completion of fourth semester of a language and the three Global Studies core courses (Global 101, 201, and 202), students may declare their majors (i.e., designate the track they wish to pursue). Transfer students who meet the above admission-to-the-major criteria will be permitted to declare their major track immediately upon transfer.

2.3 Relation to Mission Statement and Institutional Academic Planning

"Our education system, from K-12 through graduate schools, is not currently organized to produce citizens and business leaders equipped to succeed in a global economy . . . . Though some schools provide some elements of international business education, we need a post-secondary system capable of providing practical international business training . . . . Wisconsin business leaders need our . . . colleges and universities to prepare graduates for executive leadership in international business development . . . . Unhappily, there is no coherent statewide strategy guiding the development of these efforts, and no mechanism currently exists for making resources accessible to the business community." - Report of Governor Thompson's Wisconsin Export Strategy Commission, 1994

Echoing this report, Wisconsin business leaders have continued to voice frustration over the lack of international educational programming and services to meet their many urgent needs in our rapidly changing global economy. The UW System Survey of Wisconsin Businesses, conducted in 1995, documented these needs among businesses statewide and in Southeast Wisconsin, in particular. The Strategic Plan for Business Education in the UW System, adopted by the Board of Regents in 1996, calls for the development of high quality international programs and services to serve Wisconsin businesses. The Wisconsin International Trade Council (WITCO) was asked by the Governor to make further recommendations in this regard.

Through a unique collaborative approach, the proposed BA in Global Studies will offer the University of Wisconsin - Milwaukee an opportunity to utilize the advantages of its intellectual resources, urban setting, and strategic alliances with the Wisconsin business community to address these challenges.

The mission of the BA in Global Studies is to enable the University of Wisconsin - Milwaukee to respond in dynamic and innovative ways to the international educational needs of its students. The proposed BA in Global Studies will
strengthen ties to and support the Wisconsin business and professional communities through the program’s internship requirement and by graduating students who are qualified to work and live in a global world. The governor and the UW System Administration have expressed their support for making UWM a destination campus, particularly for students interested in international studies.

This program is expected to attract Wisconsin students who otherwise would seek specialized international education through programs outside the State. It is anticipated that area businesses may encourage and support employees to pursue the degree to increase their value to the company. Because international specialty degree programs at the undergraduate level are not numerous, students in surrounding states also may enroll.

The proposed program also relates well to UWM’s “Milwaukee Idea” and “Investing in UWM’s Future.” Both documents call for the development of new interdisciplinary degree programs that provide access to a new range of constituents. The recruitment of high achievers is another advantage of this new degree program. The proposed program responds to the changing needs of society for trained professionals prepared to succeed in today’s multicultural, highly technical global society. It also enhances and strengthens, through project and internship work, partnerships with local, regional, national, and international communities.

III. NEED

3.1 Comparable Programs in Wisconsin:

There are no comparable programs in the State. The international studies programs at other universities in the State are organized as majors, normally within the liberal arts college. International business programs generally are not interdisciplinary. The BAGS is an entire degree built around a framework of internationalization.

3.2 Comparable Programs Outside Wisconsin (as applicable):

While specialized internationally focused degrees are not uncommon at the graduate (particularly master’s) level, they are uncommon at the undergraduate level. There are numerous master’s programs in international studies, within the State and elsewhere, but baccalaureate degree programs are few. One of the best known is offered through the Edmund A. Walsh School of Foreign Service at Georgetown University, which was founded in 1919. The Georgetown University program requires that students pass a proficiency examination in a foreign language, but the level of proficiency is generally equivalent to three years of college course work. The UWM proposed program would ensure a higher level of language competency through four years of required language study.

3.3 Regional, State, and National Needs:

For American businesses, it no longer is sufficient to maintain a workforce with skills rooted in traditional economic principles or a one-sided cultural understanding. Just as the ability to compete effectively in the global marketplace
determines our nation’s economic security, the ability to comprehend, adapt to, and prepare for future trends will prove the lynchpin on which private entities’ existences turn.

The public sector faces its own challenges that mandate stronger international training. Schools, social welfare agencies, health service providers, and local, state, and federal government employees serve a public that is inherently multicultural, not only in ethnicity but also in practice. Consider the implications for educators: according to the National Center for Education Statistics (NCES), the number of students whose home language is different from the language spoken at school is rapidly increasing; NCES estimates that there are now 7.2 million children in the US whose parents are immigrants. Whatever the profession, today’s workforce must have a base of experience grounded in the realities of the “e-world,” one in which the movements of people and increasing access to information necessitate intercultural competency.

The Wisconsin International Trade Council (WITCO) recognizes this imperative, having undergone a comprehensive study of international education in Wisconsin in 1998. The study was inspired by the conviction that neither education nor business can afford to view the international dimension as merely “an option” in the global information age. Wisconsin’s future is necessarily global due to the state’s participation in an increasingly interdependent world economy and, perhaps more importantly, because of the extent to which intellectual capital is becoming the driver of commerce and industry. As the state’s primary industrial region, the Milwaukee area must remain ahead of this curve. To survive and prosper in the years to come, Wisconsin businesses require an internationally-competent workforce. To serve best the needs of the state’s employers and, in so doing, retain an edge in the competitive post-secondary marketplace, Wisconsin’s colleges and universities must provide that workforce.

WITCO considered all aspects of international education at the K-12 and post-secondary levels – including content and delivery methods relating to academic, social, and professional international education experiences. In relation to Wisconsin’s college and university campuses, WITCO examined domestic and overseas curricula, internships and service learning, foreign students on the state’s campuses, inter-institutional partnerships, the export of educational services overseas, and links to Wisconsin businesses. In its final report, WITCO’s Committee on Educational and Cultural Experiences concluded that “the problems with Wisconsin’s international education programs arise from their limited scope, not from their quality” (p. 5). The WITCO report identified international service learning and internships as essential components of an international education. Currently, Wisconsin students who study abroad overwhelmingly represent humanities disciplines, a situation that the WITCO report says is “clearly a problem.” Wisconsin’s most pressing need is for the internationalization of the natural and social sciences as well as of business and other professional disciplines. Participation in the WITCO study gave UWM the opportunity to assess its own programmatic strengths and weaknesses, which were remarkably consistent with the report’s findings. These are the weaknesses that are to be addressed with the BAGS degree.

Like most other campuses across the state, UWM currently lacks an
undergraduate degree program that combines practical training with the international competence necessary to understand, predict, and respond to global change. Such programs are in scarce supply across the US, with social-science-based international studies majors slow to integrate pre-professional and humanities curricula and even slower to move from encouraging toward requiring demonstrated applications of intercultural skills. At the same time, most undergraduate pre-professional program curricula are fully proscribed, with little opportunity for students to pursue international or foreign language courses outside their majors, much less degree-relevant overseas experiences. With internationalization efforts underway, the key, but missing, component is a “real world” dimension that can be translated directly into career advantage. As evidenced by burgeoning demand for degree-relevant overseas internship opportunities, UWM has not kept up with students’ need for more interdisciplinary, practical training options.

For-profit and non-profit educational organizations have responded quickly to the challenges of globalization. Together with Internet-based asynchronous education providers, their share of the post-secondary marketplace continues to grow. Traditional colleges and universities, such as UWM, have responded less rapidly. With the BAGS degree, UWM will be in a better position to meet these challenges. As a product of faculty ingenuity and collaboration, as a strategy for maximizing UWM’s international capacity, and as a comprehensive and interdisciplinary approach to global studies, BAGS represents the future of higher education.

3.4 Student Demand – Future Enrollment:

A conservative enrollment estimate is approximately thirty students enrolled in each year of the program at any one time. This number may appear high to some, but the large percent of UWM’s students of foreign languages who also are pursuing related major, minor, or certificate options (e.g. minors in business French, German, Spanish; international studies majors and minors; the certificate in international business offered by the School of Business Administration; and certificates in various area studies) illustrates the interest of such students in programs that allow them to use their foreign language skills. Because BAGS is a unique program with clear links to the global work world, it is expected to attract such students from all over the country, thereby increasing the number of students at UWM in general and in foreign language courses in particular. It is expected that many students who are not declared majors in the BAGS degree program will be interested in taking some of the courses developed for the degree. Currently, there are approximately eighty students in the international studies major. The Business Administration courses that address international issues are filled to capacity each semester. The interest in such courses clearly exists. The first graduates of the program (those who have done full-time study) will be realized in Spring, 2005. Approximately sixty graduates are expected in the first five years of the program.

As the WITCO Task Force report has stated so forcefully, the area’s traditional workforce has not been well educated in global issues. That workforce comes largely from Milwaukee area students. The CIE Advisory Committee will work with high school counselors and advisors at the two-year campuses to ensure that they are aware of the
BAGS program and that students at those institutions have the information they need to prepare themselves well for pursuing this degree.

The BAGS degree requires a minimum of 120 credits. Some students will have completed a portion of the foreign language requirement (and perhaps the math requirement) in high school, permitting room for additional electives in their programs. The sample program included in section 4.2 gives one model of a curriculum that could be followed by a BAGS student. Some modification of the order in which the courses are taken, especially in the first two years, will allow transfer students who wish to start the BAGS program at another campus to complete the program in a timely fashion. As with many UWM programs that tend to be more highly-structured (e.g. any of the professional school programs, applied math and physics, chemistry, physics, comparative study of religion, to name just a few), students who make a late decision to pursue the BAGS program are likely to have to spend additional time to complete it. However, by maintaining close links to the institutions, both at the high school and college level, from which UWM traditionally draws its student population, that impact will be minimized. The program will be open to both part- and full-time students, and specially trained academic advisors will work with part-time students to plan their most efficient course sequences.

In addition to targeting UWM’s traditional pool of new and transfer students, the program will be advertised to students outside the four-county area and the State. The BA in Global Studies is expected to be attractive to many students who otherwise might not consider attending UWM. These students are more likely to pursue the degree as full-time students and, thus, they will have less flexibility in the structuring of their programs of study. They, too, will work closely with the specially trained advisors to ensure a timely completion of the degree.

3.5 Collaborative or Alternative Program Exploration:

The program is a collaborative development between the College of Letters and Science and the School of Business Administration. The initial track utilizes knowledge and expertise from each unit in an innovative curriculum that prepares students for challenges of today’s multicultural, highly technical global society. It is anticipated that additional tracks involving collaborations between additional academic units at UWM also will be developed. The program also is expected to serve as a model for internationalizing curricula throughout the UW System.

IV. PROGRAM DESCRIPTION AND EVALUATION

4.1 Objectives:

The primary academic objectives of the program are:

- to foster interdisciplinary education by drawing on the expertise and knowledge of faculty members in both the School of Business Administration and the College of Letters and Science;
- to increase undergraduate program quality in the area of global studies;
- to expand the number of UW System students with study abroad experience;
- to graduate professionals who will be prepared to succeed in today’s multicultural, highly technical global society;
- to expand access to a new, broad range of constituents and improve recruitment of high achievers;
- to generate new research, service learning, and internship opportunities for undergraduate students;
- to secure extramural support through instructional and research funding opportunities.

4.2 Curriculum:

The B.A. in Global Studies is envisioned as an umbrella program for a variety of special majors or tracks, each with its own focus on a distinct aspect of the international world that will dominate life in the twenty-first century, built upon a foundation of core courses and experiences. As an inter-school/college program, the general and specialty track requirements are hybrids of those required by the University and by each of the participating schools/colleges.

Since an important goal of the degree is to give students a broad understanding of global issues, the curriculum contains a strong liberal arts and sciences component. A recent ACE study identified a disturbing trend in higher education: foreign language enrollments in US universities have declined by 50% since the 1960’s, despite the increasing mobility of Americans and the corresponding need to be able to interact in a variety of international settings. To counteract this trend, on July 26th, the US House of Representatives introduced H. Con. Res. 201, a concurrent resolution expressing the sense of the Congress that the United States should establish an international education policy and support that policy by promoting foreign language study, international and area studies, overseas study and research, and the recruitment of international students and scholars to US campuses.

Like Congress, the College of Letters and Science and the School of Business Administration recognize the important role of international education in preparing UWM students for successful lives in the increasingly global world. The foreign language requirements of this program are rigorous yet essential for the person who plans to participate as a professional in the global workplace. Although English frequently is recognized as the language of the business world, other important interpersonal interactions that take place within the cross-cultural settings of a global economy require that persons be familiar with the language and culture of the specific region in which they are doing business. It is anticipated that many students will enter the program having completed some or most of this required course work; it also is expected that many of those students will pursue a second language while at UWM in order to enhance their marketability as a global studies professional.
BAGS students are required to spend a semester studying abroad. UWM’s Center for International Education has greatly enhanced study abroad opportunities for students. As a one-stop shop on study abroad, the Center maintains a resource library on study, internships, work or volunteering abroad, international careers, and financial aid. One-hour workshops are held weekly and present all the international opportunities available. State-funded scholarship funding in the amount of up to $2000 is available to UWM students who wish to study abroad. This scholarship program is largely responsible for the 64% increase in the number of students who studied in other countries in 2000-2001, thus enhancing their value as world citizens and future employees. Students participated in programs in Australia, Belgium, Brazil, Chile, China, Denmark, England, France, Germany, Ireland, Japan, Korea, Mexico, Poland, Russia, Scotland, Spain, to name a few. While they are free to choose from the many programs available, students will be advised to consult with their academic program advisors to choose that study abroad programs that best increase their foreign language proficiency and improve their marketability when searching for future employment.

The program also requires that students complete a three-credit internship. A UWM faculty member will supervise each internship. This faculty member is responsible for ascertaining that all academic requirements of the internship have been met. Advance permission for an internship course will be obtained (via an “Application for Permission to Register for Internship Course”) and an “An Internship Requirement Sheet” will be developed that outlines the minimum requirements for the internship so students may receive credit applicable to the BAGS degree program. The School of Business Administration’s Career Services Director, Greg Krejci, advises students on internship opportunities in international business; his many contacts with Milwaukee firms (that do business internationally) will be a great advantage to students enrolled in the BAGS program. The Center for International Education has both written into recent grant proposals and requested campus funding for a new, full-time internship coordinator position that would coordinate efforts to develop BAGS-related internships in conjunction with faculty members and administrators in SBA and L&S. In the meantime, CIE is working to identify and establish overseas and internship opportunities through both existing and new study abroad programs and inter-institutional agreements. Moreover, CIE’s Director of Academic and Outreach Programs, Anne Banda, advises and evaluates international internships for students in the International Studies Major, and CIE maintains a listing of available, internationally-focused internships on its web site.

It is preferable that the internship be in an international business setting, but students also will have the opportunity to work for one of the many Milwaukee area companies that have strong international ties and are becoming more interdependent on international markets (e.g., Johnson Controls, Inc. has offices in Germany and China; Briggs & Stratton has offices in Mexico; Bucyrus Erie has offices in Chile). The opportunities for internationally-oriented internship programs will be brought to a new level as a result of this program. The Business School’s Career Services Center and the Center for International Education will
work together to build a network of internationally focused organizations and universities, overseas and in the United States, that will provide internship opportunities for students. These efforts will include partnering not only with businesses, but also with trade organizations, government, community service organizations, and other non-profit entities that engage in overseas activities. The Business School’s Career Services Center has entered into a partnership with Manpower, Inc. to help students find internships while in school and employment opportunities upon graduation. Manpower’s national and international scope will provide a tremendous advantage for students wishing to intern and relocate internationally upon graduation.

Throughout the entire BAGS Program, students will engage in a “think tank learning community” course that will introduce an issue or problem of global concern and will encourage students to share their thoughts on ways to address that issue or problem. It is expected that as the students progress through the program their points of view will become more innovative and sophisticated. A senior year capstone course will provide an opportunity for students to share the insights they have gained through their core and specialty studies.

Each special major or track will give students an area of competency that they can apply to their individual interests in the global world of work. The first such track, Global Management, combines the strengths of liberal arts and business education to present a program that will be a paradigm for global leadership education and training in Wisconsin and across the nation as well as a model for future interdisciplinary international program development at UWM. Course work includes geopolitics, political risk analysis, macroeconomics, contemporary language and culture, diplomacy and negotiation, a full sequence of business courses that cover the functional areas of management within a global environment, and a strong emphasis on communication skills. The business courses will fulfill, at the minimum, background preparation/foundation course work needed to begin an MBA degree. The program requires four years of foreign language studies and a semester of study abroad. It is designed to provide the professional foundation needed to meet the challenges of conducting business in the various economic, political, and cultural climates found in interdependent global markets. A model curriculum for the program follows.

B.A. IN GLOBAL STUDIES, GLOBAL MANAGEMENT TRACK (BAGM)
Model 4-Year Curriculum

**FRESHMAN YEAR**

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Optional 3-4 week study abroad during UWinternM or summer
**SOPHOMORE YEAR**

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**JUNIOR YEAR**

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*Summer Internship following the spring semester abroad – 3 credits [required internship also may be taken as part of the senior year studies]*

**SENIOR YEAR**

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</table>
*World Regions Requirement may be satisfied by the successful completion of one of the following courses: Geography 110 (The World: Peoples and Regions), History 132 (World History Since 1500), or Political Science 106 (Politics of the World’s Nations).

Possible Topics for New Interdisciplinary Courses

- Globalization: Definition and Manifestations (with technology component)
- International and Cultural Dimensions of Web Design
- Human Cultures: Commonalities and Differences (emphasis on big themes)
- Theories of Global History
- Impact of Business and Technology on the Natural Environment: A Historical Perspective
- Environmental Issues for the 21st Century: Impact on Business and Technology
- Analysis and Problem-Solving in a Global Environment (focus on methodologies for finding out the things one needs to know to do business in the global environment)
- International Strategy
- Global Competitive Advantage
- Leadership/Team Development in a Multicultural Environment
- Diversity
- People and Politics
- Globalization and Information Technology
- Global Strategies
- Contexts of Global Management
- Cross-Cultural Management
- International Accounting and Tax Standards: A Global Perspective

The BAGS degree is intended for students who have an interest in a challenging and innovative program. For students who enter the university with requisite English, math, and language skills, the program can be completed within four years. Students who need some additional course work in these areas may take another semester or two to complete requirements. All students with a strong interest in this academic area are encouraged to work closely with academic advisors to plan an appropriate program of study that is built around their individual skill levels in all areas. The program is designed for students to transition easily into other related programs if their interests change.

4.3 Interrelationship with Other Curricula:

The program is interdisciplinary in nature, with a curriculum grounded in courses offered by the School of Business Administration and the College of Letters and Science. Although a separate degree, the BAGS degree (global management track) requires students to meet University general education requirements as well as most of the general distribution requirements of the College of Letters and Science and the core requirements of the School of Business Administration, facilitating transfer into and out of the program. BAGS and the College of Letters and Science major in International Studies share an emphasis on
international education that will permit, in addition to sharing faculty, library resources, and some course work, the development of joint special programs appropriate to each academic program. The many area-focused certificate programs offered in the College (e.g., Asian Studies, Latin American Studies, etc.) can be elected by students to complement the international education they secure through the BA in Global Studies.

4.4 **Method of Assessment or Evaluation:**

The BAGS degree will undergo a review every two years by the CIE Advisory Committee, and each track within the BAGS degree program will be subject to an annual review and evaluation by its respective coordinating committee. (See Appendix C for the format that the reviews will follow.) The Advisory Committee has embraced the abbreviated curriculum review process being used internally within the School of Business for each of its academic majors. This mini-review process offers the opportunity for a continuous review and update of the Global Studies program. Such reviews are not lengthy but the feedback loops that are part of the review are essential for program enhancement.

The University’s Academic Program and Curriculum Committee will conduct a regular five-year review of the program, as it does for all undergraduate programs at UWM. In addition to quality assessment, which always will be fundamental to evaluating the program, significant attention will be paid, in the short term, to the numbers and demographics of students who enroll and faculty who participate in the program. Over the long term, the satisfaction of the program’s students and faculty members, as well as of employers served by the degree will be of particular importance in the program’s evaluation.

4.5 **Accreditation Requirements:**

The global management track of the BAGS program must meet the accreditation requirements of the American Association of Colleges and Schools of Business/International Association for Management Education.

4.6 **Strengths or Unique Features:**

The strength of the BAGS program emanates from the collaborative energies of both the College of Letters and Science and the School of Business Administration that have produced a unique educational experience that utilizes the best elements of the two partner units. Through a strong interdisciplinary preparatory curriculum, this degree program focuses on the development of the communication and critical analysis skills that allow students to respond and adapt easily in a rapidly changing world. It strengthens the understanding of and ability to relate appropriately to people from other countries and cultures through internationally oriented core courses, a full sequence of business courses, and a required international internship, and mandatory study abroad. And it offers education directed toward the acquisition of knowledge and expertise in areas directly applicable to the business and professional world through internationally oriented core courses, a business emphasis, and a required international
international. While many of the foundations of the program will be rooted in specific disciplines, the overall program curriculum is multidisciplinary, linking intellectual perspectives from many fields and bringing them to bear on international issues. Its requirements of four years of language study and a semester abroad experience ensure that its graduates will have superior preparation for global citizenship.

4.7 Career Advising:

The College of Letters and Science and the School of Business Administration each will appoint from within their professional advising staffs a BA in Global Studies liaison advisor. The advisors will assist students in planning their programs of study. They also will provide services such as freshman orientation, program counseling, course selection, registration guidance, credit transfer, and appeal procedures. In addition, they will perform reviews to ensure smooth processing of graduation activities. Study abroad opportunities will be coordinated by Terence Miller, Director of the CIE Office of Overseas Programs and Partnerships.

Career selection/placement activities will be provided by both UWM’s Office of Career Development and the School of Business Administration’s Career Services Center (SBA-CSC). The SBA-CSC will assist students in a range of activities starting with resume development and interview skills and continuing through the process of working with employers to develop internships as well as part-time and full-time permanent employment opportunities.

4.8 Outreach (if applicable):

The BAGS degree requires that students complete an internationally-focused internship or service learning experience. This component of the program provides an important opportunity for the students and the campus to develop relationships with businesses and non-profit organizations with international interests, serving the needs of those businesses and organizations while gaining valuable experience for students in the program. The Center for International Education (CIE) administers an internship program and maintains listings of available internships in conjunction with its administration of the International Studies major. CIE is currently working to expand the number of overseas internship opportunities available, so that BAGS students can have the added benefit of completing the experience in a foreign setting, and foreign organizations will gain the knowledge and skills of students educated in the Wisconsin tradition.

V. PERSONNEL

5.1 Faculty Participating Directly in the Program: (See Appendix D for vitae.)

<table>
<thead>
<tr>
<th>School of Business Administration</th>
<th>College of Letters and Science</th>
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<tbody>
<tr>
<td>Rita Cheng, Associate Dean</td>
<td>G. Richard Meadows, Associate Dean</td>
</tr>
<tr>
<td>Christine Bauman, Assistant Professor</td>
<td>Patrice Petro, Professor, Director, CIE</td>
</tr>
<tr>
<td>David Berg, Assistant Professor</td>
<td>Mohsen Bahmani-Oskooee, Professor</td>
</tr>
<tr>
<td>Paul Fischer, Professor</td>
<td>Lawrence Baldassaro, Professor</td>
</tr>
<tr>
<td>Susan Gupta, Assistant Professor</td>
<td>Kenneth Bendiner, Professor</td>
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</tbody>
</table>

15
5.2 Advisory Faculty and Staff:

CIE Academic and Outreach Programs
Advisory Committee

Kris Ruggiero, History (AP), Chair
Cheryl Ajirotutu, Anthropology (AP)
Mohsen Bahmani-Oskoee, Economics (P)
Yea-Fen Chen, For Lang/Linguis (aP)
Rita Cheng, Associate Dean, SBA
Portia Cobb, SOA (AP)
Howard Handelman, Political Science (P)
Judith Kenny, Geography (AP)
Joyce Kirk, Africology (AP)
Linda Krause, SARUP (AP)
Michael Liston, Philosophy (AP)
Tasha Oren, Journalism & Mass Comm (aP)
Donald Pienkos, Political Science (P)
Sandra Pucci, SOE (aP)
Pradeep Rohatgi, CEAS (P)
James Tobin, Golda Meir Library
William Van Pelt, English (AP)
Gabrielle Verdier, FICL (P)
Mariam Zahidi, SBA (P)

Global Management Coordinating Comm
Patrice Petro, CIE Director
Rita Cheng, Associate Dean, SBA
G. Richard Meadows, Assoc. Dean, L&S
Mohsen Bahmani, Economics (P)
Paul Fischer, Undergrad Prog Dir, SBA(P)
Samar Mukhopadhyay, SBA (AP)
Lilian Ng, SBA (P)
Gabrielle Verdier, FICL (P)
Terence Miller, Director, CIE-OPP
Linda Anderson-Courtney, Asst Dean, SBA
Connie Jo, Spec Asst to Dean, L&S

(P) = Professor
(AP) = Associate Professor
(aP) = Assistant Professor
5.3 **Additional Faculty Requirements:**

The 1999-2000 budget provided funds for ten FTE faculty hires, three in Business Administration and seven in Letters and Science. The next budget proposal will include a request for ten additional FTE faculty positions, four for Business Administration and six for Letters and Science.

5.4 **Academic Staff:**

There is need for two FTE academic staff positions, one to serve as an Academic Program Coordinator (administrative program specialist) and one to serve as the Overseas Internship Coordinator.

5.5 **Classified Staff:**

One FTE program assistant is requested to support the program.

VI. **ACADEMIC SUPPORT SERVICES**

6.1 **Library Resources:**

The University of Wisconsin – Milwaukee’s Golda Meir Library currently has a vast array of holdings that will meet the interests and needs of individuals in the BA in Global Studies. The interdisciplinary nature of the program allows individuals to draw on library resources appropriate to a wide range of academic disciplines. While it may be necessary to secure some additional holdings that will be fundamental to this area study, the library’s interlibrary loan agreements with other institutional libraries across the country allow access to any materials students in the program will need.

6.2 **Additional Support Resources:**

The Center for International Education’s many initiatives will be of immense value to students in the BAGS degree program. The University of Wisconsin – Milwaukee’s campus maintains a number of general access computer labs, all of which operate during evening and weekend hours. Computer support for learners is available in those labs through the Department of Instructional and Media Technology. The College of Letters and Science and School of Business Administration offer computer support for faculty members involved in the Program. Several campus classrooms are equipped with audio-visual and computer capabilities that permit the use of multimedia programs as part of in-class instruction. Web access for research purposes is available on campus for both faculty members and students.

VII. **FACILITIES – EQUIPMENT**

7.1 **Capital Resources:**

The Center for International Education will contribute space and the use of the
Center’s capital equipment for the administration of the program in its early stages of development. Other capital needs are outlined in the attached budget (see Appendix E). The Language Resource Center/Simultaneous Interpretation Facility will play an increasingly important role in supporting the BAGS program. It is anticipated that special lectures by international scholars and dignitaries will increase as the program develops. An expected increase in the number of students pursuing world language students also will put additional demands on the LRC.

The University has numerous computer labs and multi-media classrooms with access to international programs. There are distance education facilities ready to link with foreign locations, and trained faculty are available to offer these kinds of educational experiences.

7.2 Capital Budget Needs:

Resources are needed to upgrade the Language Resource Center/Simultaneous Interpretation Facility to handle the increase volume of language studies and internationally oriented speaker programs that may require SI services. Funds for this upgrade will be secured via other means, and are not part of the budget request for the BAGS program.

Furniture and equipment (computers, printers) will be needed for the new faculty and staff hires. This item is included in the attached budget.

7.3 Clinical Facilities: none

VIII. FINANCE

8.1 Operating Budget Requirements:

As the appended budget (see Appendix E) indicates, the BAGS program already has received partial funding through the DIN request funded in the 1999-2000 state budget. The program received approximately $800,000 for salaries and fringe benefits for ten faculty positions. Two additional faculty positions have been supported ($72,875 for salary and S&E) through the Milwaukee Idea, Global Passport Project. Additional funding of $675,750 is requested for 10 faculty, 2 academic staff, and 1 classified staff new positions.

8.2 Operating Budget – S&E Requirements:

The 1999-2000 DIN request provided $50,000 in S&E. Additional funding of $80,000 is requested. (See Appendix E.)

8.3 Operating Budget Reallocation:

To date, reallocation by the School of Business Administration and the College of Letters and Science combined, in support of the BAGS program, has been in
the amount of $352,875. During the coming year, it is anticipated that additional funds totaling $299,925 will be reallocated by the two units combined. (See Appendix E.)

8.4 **Extramural Research Support:**

The Center for International Education continually seeks extramural funding to support faculty research, course and overseas program development, and administrative expenses relating to the development of the BA in Global Studies. Some of the potential funding sources include:

- National Endowment for the Humanities National Education Projects Grant program
- National Endowment for the Humanities Focus Grant program
- National Security Education Program (NSEP) Institutional Grant program
- U.S. Department of Education Fulbright-Hays Group Projects Abroad Program
- U.S. Department of Education Title VI Business and International Education Grant program
- U.S. Department of Education Title VI(a) Undergraduate International Studies and Foreign Language program
- U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive Grant program
- U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) US/EU Trilateral Exchanges program
- U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) North American Regional Academic Mobility program
- U.S. Department of Education Title VI National Resource Centers and Foreign Language and Area Studies Fellowships Grant program
- U.S. Institute of Peace Unsolicited Grant program
Appendices

A. Center for International Education
B. L&S/SBA Global Management Coordinating Committee – Structure and Functions
C. Curriculum Review Process
D. Participating Faculty Members – Vitae
E. Budget
Appendix A

The UWM Center for International Education

*International Education* means different things to different people. Whether it refers to study of foreign peoples, with foreign colleagues, or in foreign countries, international education is essential to preparing students for successful social, civic, and economic lives in the 21st century. It is the combination of experience -- academic study, internships and service learning, extracurricular programs and social interaction -- which exposes students to people and how they live in the world beyond our national boundaries. Recognition of the fundamental links between these different kinds of educational experiences has driven the conceptualization of the new BAGS degree, and also the effort to reorganize UWM’s international offices.

The Center for International Education (CIE) is the result of a merger of UWM’s two largest, pre-existing international administrative units: the former Center for International Studies and Office of International Studies & Programs. The purpose of the merger was to promote efficiency, effectiveness, and campus and community access to UWM’s international resources by removing structural obstacles and improving cross-campus coordination of international efforts. The Milwaukee Idea’s Global Passport Project presented a long-awaited opportunity to address the practical inefficiencies and confusion resulting from these dual structures, both of which carried responsibilities for administering UWM’s overseas programs. Responding to the Milwaukee Idea Evaluation Team’s recommendations, in December 1999 Chancellor Nancy Zimpher asked Professor Patrice Petro, then Director of the Center for International Studies, to lead the cooperative effort to establish a new, integrated office that would serve as a central coordination point for international education at UWM. CIE is the outcome of that process.

CIE provides central administrative service functions while articulating and promoting the campus goals of improving curricular and faculty resources in accordance with contemporary higher education needs and standards. As a central campus office, CIE reports to UWM’s Provost and to the Global Passport Project Deans’ Council, chaired by the Dean of Letters & Science. CIE is a relatively large campus administrative unit, necessarily so because of the scope of its services. Its over 20 full-time staff are organized into three program area teams. The *Academic & Outreach Programs* team administers a variety of international curricular programs, oversees efforts to support faculty scholarship and professional development, and organizes conferences, public programs, and K-16 teacher training activities. The *International Student & Scholar Services* team conducts international student admissions and advising and provides immigration services for UWM students, faculty and administrators. The *Overseas Programs & Partnerships* team coordinates UWM-sponsored overseas study, exchange, and internship programs, advises students regarding non-UWM program options, and maintains UWM’s inter-institutional agreements and exchanges. Each program area team is led by a senior academic staff member with extensive international program management experience and a commitment to cross-unit information sharing and coordination. To assist the program teams and ensure that the full benefits of the merger are realized through coordinated planning and information sharing, a *Central Administration* team provides budget management, program planning, development, and
evaluation assistance. The entire unit is under the direction of Professor Patrice Petro, who receives invaluable assistance from three other faculty members: two of whom serve as Associate Directors of the Center, a third who serves as Faculty Coordinator for the Letters & Science-based International Studies Major.

In its role as a central campus administrative office, CIE is meant to serve in a coordinating -- not a controlling -- capacity for international activities. This distinction is critical to understanding CIE’s role at UWM. Given the scope and importance of the international education mission, CIE neither seeks to nor could serve as UWM’s only international office. Other entities with distinguished track records, such as the Center for Latin American & Caribbean Studies, the ESL Program, the Institute for Global Studies, the Institute of World Affairs, and the International Business Center, and a number of department-based international programs, provide services that are of great benefit to the campus, the UW System, and the Milwaukee community. Centralizing these offices’ activities would not serve our shared goal of strengthening the quality of and access to international education. Indeed, the number of existing international units, housed in various divisions of the university, is an indication of the degree to which UWM has already succeeded in incorporating global awareness throughout its operation. What is now needed, and what CIE has been asked to provide, are mechanisms to improve communications and joint planning among the different offices.

Reorganization and stronger coordination of administrative units are among CIE’s goals, but they alone do not represent a comprehensive solution to strengthening international education for UWM and Milwaukee. UWM’s international administrators can neither define nor implement the university’s internationalization goals without the active participation of those faculty and lecturers whose teaching and scholarship represent UWM’s primary international resource. For this reason, CIE has formed advisory committees to provide guidance and feedback on the activities of each program area team, with overlapping memberships to ensure communication and coordination of goals in the development of overseas and on-campus programs and services. Ongoing program initiatives seek to involve international specialists in every stage, from planning to implementation to evaluation. A Partnership Council, comprised of campus and community members, provides similar insights into the priorities and programs that comprise the larger campus international agenda. This emphasis on cooperation and information sharing that forms the core of CIE’s new organizational structure will better enable UWM to develop and implement a comprehensive international education agenda, uniting the university’s human and programmatic resources in service to the campus and Milwaukee community.

This internal structure allows CIE to serve as the optimal coordination point for the new BAGS degree. As a campus unit, CIE is committed to developing and implementing interdisciplinary programs that link different university divisions, including the professional schools and the College of Letters & Science. The academic programs that CIE currently manages reach a large cross-section of the campus community, involving students, faculty and administrators. These include the Asian and Middle East/North African area studies certificates, the International Studies major and minor (with over 100 students enrolled), an annual United Nations Summer Seminar, and 37 UWM-sponsored study abroad and exchange programs. CIE’s experience managing both on-campus and overseas programs will facilitate the successful articulation of the domestic and foreign academic components of the BAGS degree.
Appendix B

L&S/SBA Global Management Coordinating Committee
Charter

(1) **Membership.** The committee consists six faculty members with expertise in international matters, three each from the College of Letters and Science (L&S) and the School of Business Administration (SBA), appointed to three-year staggered terms, and the following:

- two associate deans, one each from L&S and SBA (*ex officio*, non-voting);
- the director of the Center for International Education (CIE) (*ex officio*; non-voting);
- the director of the CIE – Overseas Programs and Partnerships (*ex officio*, non-voting);
- two administrative staff members, one each from L&S and SBA, appointed annually by the respective Deans, to provide staff support (non-voting).

(2) **Chair.** At its first meeting of the new contractual academic year, the Committee will elect a chair from among the voting faculty members to serve until the last day of that academic year. The Committee also may elect a co-chair to serve in the absence of the chair.

(3) **Vacancies.**

(a) Vacancies in the faculty positions shall be filled by appointment of another representative by the appropriate Dean to complete the remaining unexpired term;

(b) If the position of chair becomes vacant, it shall be filled by the elected co-chair, if any, for the remainder of the academic year. If no co-chair has been elected, the committee shall elect a new chair as the first order of business at the meeting at which the vacancy is announced.

(4) **Subcommittees.** The committee may establish ad hoc or permanent subcommittees to consider special matters within the general functions of the committee. The membership and functions of the subcommittees are expressed in writing and approved by a majority vote of the committee. Subcommittees may include as voting members faculty members, members of the academic staff, and students, provided that at least one member of the parent committee is a member of the subcommittee. Recommendations of a subcommittee must be approved by the full committee before being forwarded to the Dean or departments, as appropriate.
(5) **Functions.**

(a) To oversee all aspects of the BAGS Global Management track;

(b) To advise CIE Academic and Outreach Programs Advisory Committee on matters relating to the Global Management track;

(c) To review annually the Global Management track in the context of the program’s goals as well as UWM’s mission and strategic plan;

(d) To develop and annually update a strategic six-year plan for the track;

(e) To inform advising units on campus concerning matters relating to the track;

(f) On its own initiative, to consider such other related matters as the committee may from time to time deem appropriate, provided that such matters, to the extent that it is possible to determine, do not fall under the jurisdiction of another committee of the College.

(g) To undertake, every third year, a formal review of the Committee’s structure and functions and record its conclusions in a report to the Dean;

(h) To meet at least once each semester and to keep minutes reflecting all formal actions taken at each meeting;

(6) **Quorum.** A quorum shall be defined as three voting members of the committee, at least one each from L&S and SBA.
Appendix C

Curriculum Review Process

Purpose
The purpose of the Curriculum Review Process is to assess the extent to which the Bachelor of Arts in Global Studies (BAGS) degree program is

• fulfilling its mission,
• contributing toward the fulfillment of the UWM mission statement and academic plan, and
• satisfying the needs of its stakeholders.

An end result of the assessment will be the development of a Continuous Improvement Plan to remedy the identified shortcomings and insure future success.

Procedure
The BAGS degree in its entirety will undergo a comprehensive review each two years by the CIE Academic and Outreach Programs Advisory Committee, while each track with the BAGS degree will be subject to an annual review and evaluation by its respective coordinating committee. A review report and Continuous Improvement Plan will be completed by the end of the Fall semester in which each review is initiated.

Each individual track’s coordinating committee (i.e., the Global Management Coordinating Committee) will be responsible for conducting the actual review process and submitting its findings to the CIE Academic and Outreach Programs Advisory Committee. The coordinating committees for the individual tracks will be charged with doing the following:

• writing both a review report containing the required items, information, and/or analysis and a Continuous Improvement Plan,
• presenting the results to the Associate Deans of the respective track schools/colleges
• and to the CIE Academic and Outreach Programs Advisory Committee, and
• working with the program/curriculum committees of the respective track schools/colleges to implement the Continuous Improvement Plan.

As a minimum, the review report for each track will contain the following items, information, and/or analyses:

• statement of the academic program’s focus and/or mission and how the academic program contributes to the fulfillment of UWM’s “Milwaukee Idea” and “Investing in UWM’s Future;”

• identification of the program’s stakeholders, such as students, faculty, employers, etc.;

• the learning outcomes of the program, how these outcomes meet the needs of the stakeholders, and how they contribute to the fulfillment of UWM’s “Milwaukee Idea” and “Investing in UWM’s Future;”

• a mapping of the learning outcomes of each required course to the learning outcomes of the program;
• analysis of the course content for each required course in the program;

• grade distributions of required courses in the academic program;

• suggested order of completion of the course offerings for students seeking the degree, with an analysis and a comparison of the ways students actually have completed the course offerings;

• longitudinal program statistics, including number of students in the program, credit hours of students enrolled in the program, standardized test scores and GPAs of incoming students, remedial instruction required of incoming students, number of graduates, and time to completion of the program;

• comparison of similar academic programs offered in comparable universities;

• review of the program by outside business representatives, which may take the form of a written report by such representatives, records of meetings of a focus group comprised of such representatives, or results of a survey of such representatives;

• stakeholder assessment of the academic program; and

• review of teaching evaluations for the required courses in the program

The CIE Academic and Outreach Programs Advisory Committee will conduct a summary review of the entire BAGS degree each two years. The report that results from this review will include, as a minimum, the following:

• results and analysis of appropriate surveys undertaken by the respective track coordinating committees and/or the Center for International Education;

• for each track, graduate placement, including employer name and type of position obtained;

• a review of previous curriculum reviews for each track to identify if previous recommendations were implemented, goals met, and shortcomings eliminated;

• a Continuous Improvement Plan consisting of a list of recommendations, covering a six-year period, for the improvement of the academic program. Such recommendations may include curriculum and course changes, faculty development needs, and resource needs. Anticipated outcomes from each recommendation are to be provided.
## Current Program Resources

### From 1999-2000 State DIN Process

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### Total Current Program Resources

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<td>Supplies &amp; Expenses</td>
</tr>
<tr>
<td>12.0</td>
<td>$652,898</td>
<td>$219,975</td>
<td>$50,000</td>
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</table>

## Required Additional Program Resources

<table>
<thead>
<tr>
<th>FTE</th>
<th>New State Funding</th>
<th>Internal Reallocation</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salary</td>
<td>Fringes</td>
<td>Supplies &amp; Expenses</td>
</tr>
<tr>
<td>Letters &amp; Science Faculty</td>
<td>6.0</td>
<td>$238,320</td>
<td>$77,454</td>
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<tr>
<td>School of Business Faculty</td>
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<td>BAGS Administrative Staff</td>
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<tr>
<td>Administrative Program Specialist</td>
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<tr>
<td>Overseas Internship Coordinator</td>
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<tr>
<td>Supplies &amp; Expenses</td>
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### Total Required New Resources

<table>
<thead>
<tr>
<th>FTE</th>
<th>New State Funding</th>
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<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salary</td>
<td>Fringes</td>
<td>Supplies &amp; Expenses</td>
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