



2010

# Integrated Studies



## INTEGRATED STUDIES SELF STUDY 2010

1. Description of Unit
  - a. Program in Integrated Studies

### *Mission Statement*

*The Program in Integrated Studies serves students with interests and capabilities in more than one scholarly discipline. The degree trades disciplinary depth for breadth and for cross-disciplinary research and writing that culminate in a senior thesis. The Program encourages and supports interdisciplinary study across campus.*

The UVU Program in Integrated Studies (IS), established in 1998 as one of UVU's first four-year degrees, requires students to choose two emphases (from an approved list of emphasis established and administered by individual departments -- 41 emphases as of Spring 2010), each with a minimum of 18 hours credit, at least 9 of which are upper division. Additionally, students must complete an IS core of 21 hours that includes an introduction to the field of integrated studies, two additional topics courses in integrated studies, two upper-division philosophy or theory courses related to the emphases, and two IS capstone courses during which they begin and then finish the senior thesis. An advisor from each emphasis and one from the IS faculty guide the research and writing of the thesis. From their first inquiry about the program until graduation, students are guided by a full-time advisor.

According to Peterson's 1996 Four Year College Guide, over 650 colleges and universities across the country have Integrated Studies Degrees or Interdisciplinary Studies Degrees. Over 1,000 colleges and universities in the United States offer related courses and programs. In the 1997 Handbook of Undergraduate Curriculum, Professors Julie Klein and William B. Newell posit that interdisciplinary studies is the most important advancement in education and work place training in this century. They argue that any interdisciplinary course or degree embodies a complex network of historical, social, psychological, political, economic, philosophical and intellectual factors. "Whether the context is a short ranged instrumentality or a long-range reconceptualization of the way we know and learn, the concept of interdisciplinarity is an important means of solving problems and answering questions that cannot be satisfactorily addressed using singular methods or approaches." The trends apparent in four-year interdisciplinary degree programs are very positive for the student, employer and university. (Klein, Julie Thompson and William H. Newell, "Advancing Interdisciplinary Studies," Gaff, Jerry G. and James Ratcliff, and Associates, Handbook of the Undergraduate Curriculum, (San Francisco: Jossey-Bass Publishers, 1997, p. 394-95.)

The point of an Integrated Studies degree is not disciplinary depth, but breadth

across disciplines. Students receiving this degree have developed skills in thinking, problem solving, collaborative work, gathering and analyzing data, writing, and speaking, and have done so on the foundation of solid (but not exhaustive) disciplinary emphases. They are not specialists in any single discipline; but they have written a senior thesis on a topic that cuts across disciplines, bringing their multi-disciplinary tools to bear on a problem that requires research and interpretation and clear presentation.

Special departmental characteristics:

1. Interdisciplinary work that culminates in a senior thesis involving three faculty advisors for each thesis. (For a representative list of thesis titles, see Appendix.)
2. Campus-wide interdisciplinary work that includes team teaching across disciplines, collaborative work among faculty members, a lecture series, an interdisciplinary student-edited journal of student work, and a series of interdisciplinary conferences.

b. Relationship of Unit mission/values/goals to overall UVU Mission

“Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The University prepares professionally competent people of integrity who, as life-long learners and leaders, serve as stewards of a globally interdependent community.” (UVU Mission Statement)

As the number of students enrolled in and graduating from this program demonstrates, the Program in Integrated Studies is providing a baccalaureate degree that addresses regional educational needs. In terms of the scholarly and creative quality our mission statement requires, we have worked constantly to improve an already strong program of study. The aspiration to graduate stewards of a globally interdependent community is an especial strength of our program, as we require disciplinary integration in the service of solving broad problems.

c. Interaction with other units on campus or between campuses.

Because of the interdisciplinary character of our program, we interact closely with each department that offers an emphasis. These include emphases in Accounting, American Sign Language, American Studies, Anthropology, Art History, Ballet, Ballroom Dance, Biology, Business Management, Cinema Studies, Classical Studies, Communication, Community Health, Computer Networking, Computer Science, Digital Media, Earth Science, Economics, English, Environmental Studies, French, German, Graphic Design, History, Hospitality Management, Humanities, Leadership, Military Science, Modern Dance, Music, Office Management, Philosophy, Photography, Physical

Education, Psychology, Religious Studies, Social Sciences, Sociology, Spanish, and Technology Management.

Each of our students has an advisor in each of his or her two emphases, requiring close coordination with all the emphasis departments.

Additionally, because each of the IS faculty members is based half-time in another department, we have a direct presence in the departments of Philosophy and Humanities and Anthropology.

Our annual Integrated-Studies journal, *Intersections*, draws its student editors and writers from all departments on campus.

The Department has provided financial support supporting interdisciplinary programs and conferences sponsored by the department of History, by the Martin Luther King Commemoration committee, by professors working on renewable energy, by members of the Humanities faculty, by the library staff, and by many other entities on campus.

Finally, our Integrated Studies Forum for Faculty Research draws on lecturers from departments across campus, providing for interaction between our faculty and students and faculty and students from other departments. Presenters have included Alex Simon (Sociology), Steve Clark (Psychology), Karin Andersen (English), Laura Hamblin (English), Pierre Lamarche (Philosophy), Sandy McGunigall-Smith (Criminal Justice), Renee VanBuren (Botany), Danny Horns (Earth Science), William Dinklage (Earth Science), Paul Bybee (Earth Science), Kathie Debenham, Kim Strunk, and Doris Trujillo (Dance), Jim Price and Wayne Whaley (Biology), Catherine Stephen (Biology), Mark Jeffreys (Anthropology and Integrated Studies), Scott Abbott (Humanities/Philosophy and Integrated Studies), David Knowlton (Anthropology), David Yells (Psychology), Matt Horn (Chemistry), Lynley Rowan (Community Health), Bill Evenson (Physics), Chris Jones (Physical Education and Recreation), Lyn Bennett (History), Laurie Whitt (Integrated Studies and Philosophy), Shannon Musset (Philosophy), Wayne Hanewicz (Integrated Studies and Philosophy), Alan Clarke (Integrated Studies) and Steve Gibson (English).

- d. Degrees offered and program/student outcomes for each.
  - i. Degrees offered
    - a. B.A./B.S. in Integrated Studies (See Appendix)
    - b. A.A./A.S. in Integrated Studies (although this is on the books, it involves G.E. classes, electives, and no IS classes. Students generally matriculate into the four-year IS Program in the last semester of their sophomore year.)
    - c. A.A./A.S. in Integrated Studies (although this is on the books, it involves G.E. classes, electives, and no IS classes. Students generally matriculate into the four-year IS Program in the last semester of their sophomore year.)
    - d. Student outcomes: Students will engage in cross-disciplinary research and

writing, producing a senior thesis that demonstrates ability to gather data through primary and/or secondary research, to analyze the data, and to present findings clearly in a written thesis and an oral defense.

ii. Program Goals

- a. Finances, Governance, and Administration Things are relatively good at the moment, with the goal to weather budget cuts and return to a more stable annual budget.
- b. Faculty and Staff We have exactly the number of faculty and staff to successfully run our program and meet our students' needs.
- c. Facilities, Equipment, and Safety With our new home (as of 2008) in the library, we have what seems the perfect space for us.
- d. Library and learning Resources There is an ongoing need for more library resources. We hope to help guide future purchases of books and other materials to meet the research needs of our faculty and students.
- e. Recruitment, admission-Retention, Record Keeping Recruitment is an important aspect of our future. We are exploring several ways to increase recruitment of good students, including an enhanced web site, a wider range of topics classes, the renewed lecture series, and student involvement in recruiting.
- f. Published Material/Web Sites Students continue to produce our journal "Intersections," and we are constantly adding content to our IS web site, including an electronic version of "Intersections."
- g. Branch Campuses, external Programs – none
- h. Community Involvement and Articulation with other Schools The Utah Valley community outside the university has been drawn to our interdisciplinary conferences. We hope to increase that involvement. Additionally, many of our senior theses address community questions (i.e. "The Need for ASL- Proficient Counselors for Mental Health Providers for the Deaf in Utah Valley.")
- i. Instructional Programs

e. Faculty and Staff

EMPLOYEE	FULL-TIME OR PART-TIME	DEGREES and/or CERTIFICATIONS /INSTITUTION	ROLE, RESPONSIBILITIES	SIGNIFICANT PROFESSIONAL EXPERIENCE /CERTIFICATION
Scott Abbott	Full	Ph.D. Princeton University, 1979 (German Literature, Philosophy minor)	Director of Integrated Studies, Professor of Integrated Studies and Philosophy	Faculty member Princeton University 1979-1981, Vanderbilt University 1981-1988, Brigham Young University 1988-1999, UVU 1999-present. Director of Integrated Studies 1999-present. Chair

				of the Department of Philosophy and Humanities, UVU 2000-2003
Alan Clarke	Full	LL.M. Queen's University, Kingston, Ontario, 1994 (Human Rights Law), J.D. College of William and Mary, 1975	Professor of Integrated Studies	Faculty member at Ferris State University 1997-2001, University of Wisconsin B Parkside 2001-2003, UVU 2003-present.
Mark Jeffreys	Full	Ph.D. Emory University, 1990 (English, Modernist Poetry and Poetics); ABD University of Utah (Anthropology, Human Evolutionary Ecology)	Professor of Integrated Studies and Anthropology	Faculty member Morehouse College 1990-1992, University of Alabama, Birmingham 1992-2002, UVU 2002-present.
Nancy Rushforth	Full	M.A. Brigham Young University, 1993 (English)	Associate Professor of Integrated Studies and Humanities	Adjunct faculty member BYU 1993-2000, faculty member at UVU 2001-present. Acting Director of Integrated Studies, Spring 2004.
Wayne Hanewicz	Full	Ph.D. University of Michigan, 1988 (Interdisciplinary)	Professor of Integrated Studies and Philosophy	Faculty member UVU (2009-present), Eastern Michigan University (1986-2005), Wayne State University (1982-1985), Michigan State University (1978-1982), Florida International University (1971-1974), Montana State University (1969-1971)
Lynne Hetzel	Full; ½ IS, ½ IDST	B.A. Brigham Young University, 2000 (Communications)	Academic Advisor for Integrated Studies	Administrative Assistant, Department of Philosophy and Humanities
Mark Olson	Full; 1/2 IS	B.S. UVSC, 2003	Program Coordinator	

	and 1/2 IDST	(English)		
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## f. Facilities and resources

1. Facilities: Since Fall 2008, the Integrated Studies Program is housed in a spacious suite shared at the north end of the 5<sup>th</sup> floor of the new library. The Director has an office, the other four members of the IS faculty have offices, the Administrative Assistant and Academic Advisor have offices, and there is a conference room available for senior thesis defenses and department meetings, and there is space for several work-study students.
2. Financial Resources

## State Appropriated Budget

Category	2005	2006	2007	2008	2009
Personnel Services (salaries, hourly, benefits)	350,706	387,822	\$336,940	\$366,549	\$361,882
Current	2500	2500	\$2500	\$2500	\$2000
Travel	1500	1500	\$1500	\$1500	\$0
Capital	0	0	0	0	See current
<b>TOTAL</b>	350,706	390,822	339,940	\$369,549	\$363,882

## g. Students in the Department

	2005	2006	2007	2008	2009
Number of students in major	@100	@90	@95	@105	BA = 43 BS = 108  Total Bachelors = 151  AA = 13 AS = 164  Total

					Associates = 177 Total Majors = 328
Number of graduates	65	41	43	22	?

## Academic Department Data

	2005	2006	2007	2008	2009
Number of sections offered in Department	10	13	9	10	10
Number of sections taught by contract faculty	10	12	9	10	10
Number of sections taught by adjunct faculty	0	0	0	0	0
Student Credit Hours Generated	397	345	279	312	291
Average number of students per section	13	10	13	11	10
Number of sections with more than 50 students	0	0	0	0	0
Number of sections with less than 15 students	2	10	7	6	7
Faculty FTEs	3.5	3.5	3.5	3.5	3.5
Student FTEs	26.5	23	18.6	20.8	19.4
Staff FTEs	1	1	1	1	1
Number of staff /FTE faculty	.29	.29	.29	.29	.29
Number of staff /FTE students	1/26.5	1/23	1/18.6	1/20.8	1/19.4
Number of course sections for FTE staff member	10/1	12/1	9/1	10/1	10/1
Average credits taught per contract year by contract faculty	24	24	24	24	24
Average credits taught per semester by adjunct faculty.	0	0	0	0	0

## h. Workload data

Integrated Studies faculty members teach four courses per semester, on average, two for Integrated Studies, two for the other department in which they have a half-time appointment. The Director of IS teaches two courses a semester, usually for IS, but sometimes for his or her other department.

The IS advisor advises all of our IS majors (328, currently), all students in IDST, and many other students who inquire about IS and IDST. Her workload is heavy enough that students must wait, at times, one or two days for an appointment.

## i. Accreditation status, credentialing, etc. if applicable

Not Applicable

## 2. SIGNIFICANT CHANGES SINCE the 2005 ACCREDITATION REPORT (2-3 pages suggested length)

## a. Recommendations from previous Northwest accreditation reports and unit response to the Recommendations.

*The Integrated Studies program is commended for its use of external reviewers from multiple institutions in diverse locations to attempt to locate best practices among programs of its kind and for its success in applying some of those practices. These include the implementation of a senior capstone project and a strong mentoring component for that project.*

We were pleased with this response. Because the new accreditation is coming again so quickly, we have not brought outside evaluators this time around.

b. Brief discussion of **significant** changes in overall unit structure, e.g.

## a. New programs, discontinued programs

The number of emphases available for our students has increased steadily as departments across campus begin to offer upper-division classes, minors, and four-year degrees. Our students currently choose from forty-one emphases established by a wide variety of departments and programs.

## b. Change in reporting line, administration

After reporting through a vice president to the Vice President for Academic Affairs for five years, as of Fall 2004, we report through the Dean of University College. This has been a distinct improvement for us,

giving us a voice in university meetings we previously had no access to.

c. Facilities or major equipment

Fall Semester 2008, the Department moved to the new Library. These changes represent a major step toward satisfying our most pressing needs in terms of facilities.

d. Change in unit mission

None.

e. Change in number of people served

Student numbers fell significantly when the 4-year degrees were approved in community health, communications, and other disciplines. Since then, over the last 3 years, the numbers of IS majors has grown slowly and steadily. More importantly, the growth has included raised quality. Students now choose IS as a major because it fits their needs well, and no longer because they really wanted to study communications or something else but were unable to because no major was available. Current numbers are as follows:

Matriculated BA students: 43; matriculated BS students: 108; Total Bachelors: 151.

Declared lower-division students: AA: 13; AS: 164  
Total Associates = 177

Total Majors = 328

f. Policies, requirements, procedures for area. College or external governing bodies that impact functions of the unit; (may include policies in appendix or refer to website for full policy)

None.

g. Employee numbers and qualifications, areas of expertise, credentials

5 faculty members, 4 with Ph.D. and one with an M.A.

From original faculty expertise in literature and writing, we now have additional expertise in philosophy, humanities, English, anthropology, law, human rights, technology, business, and Eastern Religions. The most obvious gaps in our expertise at the last review included the sciences, technology, and business. Now science is our only major gap.

h. Performance, productivity, and efficiency outcomes

We are now approaching about the number of students we envisioned. 25 additional majors would be perfect for us. We have made productive changes as our numbers fell to more reasonable numbers, allowing us to raise the quality of our efforts. In addition, we continue to be productive members of our local and national academic communities.

i. Budget

While constrained generally by college-wide shortages in resources and more recently by budget cuts, we have still received generous support from our Dean and are able to run our program reasonably well. Our main concerns are (1) that we teach more hours per semester than is congruent with research and publication and (2) that we don't have ongoing resources to fund student thesis research to the extent that we'd like.

c. Project significant changes likely to occur over the next 3-5 years and factors leading to these projections. (These should relate to your strategic plan.)

The most likely significant changes in our program will be slightly increased student numbers. As the quality of the program continues to improve, and as numbers increase across the board at UVU, our numbers are likely to rise. As the quality of students rises as well, we'll need to increase the quality and quantity of our own research so we can adequately teach them.

### 3. ANALYSIS:

a. Extent to which the unit is meeting applicable Northwest or other accreditation or program review standards. See parenthetical references to Northwest accreditation section numbers throughout.

b. Extent to which the unit is accomplishing its stated purposes and goals.

i. As we moved students to the two-semester capstone sequence in which they write a senior thesis, our efforts focused on good writing that grows out of serious interdisciplinary research. During the first decade of our program, we continually sought new ways to emphasize and teach research and writing.

Biannual assessments by an outside reviewer of senior theses (see appendix for complete reports) and our annual discussions as IS faculty members have yielded the following conclusions: While many of the theses present conclusions based on good research, some of them, especially in the early years but continuing to some extent to the present, resemble reports more than theses. Still, the outside reviewer has felt, as do we, that there "is evidence to support the gradual qualitative improvement of theses written during this time period."

We still feel that the first assumption of our major (that integrating two emphases will enable students in ways a traditional major won't) is not being born out as well as we hoped in actual practice. We have chosen the following as ways to deal with this problem: Our matriculation essay requires students to think about integration from the moment they apply to be majors. And students now must take three of the topics course instead of two, giving them more practical and theoretical experience.

As we work to increase the richness of our students' education, we have asked departments to make their emphases more rigorous, have increased math and/or language requirements, and have expanded our core.

Members of the Department work to achieve collaborative work among faculty members, a lecture series, an interdisciplinary student-edited journal of student work, and a series of interdisciplinary conferences. The Department meets this through the monthly Forum for Faculty Research which has featured lectures for a general audience by professors from anthropology, psychology, sociology, history, philosophy, English, biology, botany, chemistry, criminal justice, and dance. These scholars present ongoing research in a way that allows students and faculty from other disciplines to get a sense for developments in other fields.

Our Integrated Studies journal, *Intersections*, just appeared for the eighth time (and for the first time in print *and* electronic versions). Besides giving the student staff the opportunity to develop editing and publishing skills, we foster the kind of interdisciplinary research done by the students whose work is published.

Professor Alan Clark has sponsored five successive interdisciplinary conferences on the death penalty and restorative justice. Many of the leading experts on the subject have spoken, from Scandinavia (Niels Christy) to Louisiana (Sister Helen Prejean) and many points in between.

### **Strategic Plans and Implementations**

- c. Extent to which the unit contributes to attaining the college-wide mission.

“Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as life-long learners and leaders, serve as stewards of a globally interdependent community.” (UVU Mission Statement)

As the number of students enrolled in and graduating from this program demonstrates, the Program in Integrated Studies is providing a baccalaureate degree that addresses

regional educational needs. In terms of the scholarly and creative quality our mission statement requires, we have worked constantly to improve an already strong program of study. The aspiration to graduate stewards of a globally interdependent community is an especial strength of our program, as we require disciplinary integration in the service of solving broad problems.

- d. Extent to which human, fiscal and physical resources allow you to meet your unit's goals and objectives?

We have new quarters on the fifth floor of the library that meet our needs well.

Most recently, our travel money disappeared. We hope this will be added again to future budgets. Our research depends heavily on this.

We are severely limited as we work to do research and write and publish by the requirement that we teach 4 classes a semester. We have assembled a faculty with ambitious research plans and proven records of publication. We have all taught at other institutions where 3 courses a semester was the high end of the teaching load, and most senior scholars taught 2 courses a semester. It is critical for our students, as they research and write senior theses, to have mentors who themselves are engaged in research. The current teaching load makes that difficult.

- e. The quality of service in the unit. What evidence demonstrates that service has improved since the last accreditation?

Judgments of the outside evaluator who has assessed our senior theses biannually indicate a flourishing program with an increase in quality of the research and writing of the senior theses.

During the five years since our last self study, there have been some changes:

- i. The dramatic decrease in student numbers. Projections indicated that as the College added four-year majors (and there have been a lot of new majors approved during these five years), our major would lose some of its appeal. Exactly that has happened. At the same time, as our numbers have grown nicely since 2006, the quality of our students has risen. Numbers of students enrolled in our classes in Spring Semester has grown from 80 (2008) to 90 (2009) to 99 (2010).
- ii. The quality of our faculty is indicative of good hiring decisions after strong institutional support. After the Director of IS was hired in 1999, the UVU administration has approved the hiring of four additional IS faculty members, each with an assignment in another department. Three of the new faculty members have been hired with tenure, and all four bring a wealth of academic experience to a relatively young institution.
- iii. Outside assessment of senior theses (by Dr. George Schoemaker; see appendix)

indicates that “there is evidence to support the gradual qualitative improvement of theses written during this time period. I would attribute this improvement to growing faculty involvement overseeing the quality of writing, thesis direction and content, and the students own curiosity to explore compelling and engaging topics that are manageable for this kind of assignment.”

While we too see a gradual improvement in our students’ theses, we find them, still, generally weaker than we would wish and have implemented several strategies to help students reach the thesis stage with better tools for research and a better understanding of what that means.

Dr. Schoemaker’s most recent comments show continued improvement: “Senior theses from Utah Valley University (UVU), Integrated Studies Program were selected at random for semesters and terms occurring between the years 2006 through 2008. Compared to the previous two assessments performed on senior theses, the quality of research, writing, and compliance to prescribed styles for writing has improved steadily and significantly. It is clear that the faculty and administrators of the Integrated Studies Program have executed several of the recommendations from the previous assessments. Additionally, it is apparent that the quality of students attending UVU and participating in this program has risen. Both these factors contribute significantly to the increased quality of the senior theses.”

f. Employee productivity

As Appendix A demonstrates, our IS faculty members have been active in their academic fields. Because we emphasize interdisciplinary studies, each of us bridges several disciplines in our publications and presentations. Our publications run a gamut that includes poetry, legal studies, sociology, philosophy, travel writing, anthropology, literary criticism (German, American, English), disability studies, translation, business, technology, and creative writing.

Major projects published recently include a book called *The Strange Fruit of American Justice: International and Domestic Resistance to the Death Penalty* (Alan Clarke and Laurie Anne Whitt) and a creative-non-fiction book coauthored by Scott Abbott and published in Serbian in Belgrade, *Vampiri + Razumni rečnik* (Vampires + A Reasonable Dictionary). Projects underway include a book on torture and extraordinary rendition (just completed as a Ph.D. dissertation) by Alan Clarke and a play and a scholarly book on Mary Foote’s adventures in the American West by Nancy Rushforth.

Members of our faculty serve on a variety of boards.

Scott Abbott has been a member of the Board of Directors of the North-American Goethe Society.

Alan Clarke is a member of the editorial board of *Guild Practitioner* and is a

manuscript reviewer for the *International Criminal Justice Review*.

Mark Jeffreys is a member of the editorial board of the *Journal of Medical Humanities* (2001- ). He was a Modern Language Association (MLA) Delegate (elected for three-year term, 2001-2003) and Co-Chair of the MLA Committee on Disability Issues, New York City (2000-2001).

Nancy Rushforth has been Chair of the Utah Valley Group, Sierra Club; a member of the Board of Directors, Utah Valley Clean Air Coalition; a member of the League of Women Voters; member of the Board of Directors, Center for Personal and Career Development, UVU; and member of the Board of Directors, Utah County Democratic Women. Currently she is a member of the General Education Committee UVU; Chair of the Hiring Committee for Director of the UVU Woodbury Gallery; Member, Faculty Senate Executive Council; Chair, Faculty Excellence Committee.

Wayne Hanewicz consults regularly on security issues with several large corporations. He is on the board of the Association for Humanities and Technology.

g. General condition and adequacy of resources:

i. physical facilities

Since moving into our new offices in the new library, we have more than adequate office, reception, and conference space.

ii. Equipment

Each faculty member and staff person has a computer, access to relevant data bases, access to a printer. While there are still minor needs, we are adequately equipped.

iii. library holdings and training materials

Electronic access to journals through the USHE consortium is good.

Access to the research libraries at the University of Utah and Brigham Young University continues to be important, especially for our senior-thesis students.

Holdings of actual books and journals in the UVU library are inadequate in almost every way. Having said that, the UVU collection-development librarians respond to every request we make with speed and good will, limited only by budget constraints.

iv. Other resources and services used

Our students with emphases in the sciences simply do not have adequate laboratory space or the necessary equipment to do research in many fields.

v. Adequacy of professional development funds

Some available through the department. Modest amounts through the faculty Development Office.

With budget cuts over the past couple of years, travel support, especially as the research quality and requirements of our faculty increases, is becoming inadequate.

h. Qualitative impact of number of students on unit's attainment of mission and goals

As stated above, the number of students we serve, doubling year after year, made it difficult for a time for us to maintain the quality of our program. Nevertheless, because we have hired highly competent and creative faculty members, and because the student numbers dropped to a more reasonable level, the quality of our program has improved.

i. Data to demonstrate quality and achievement of program majors/graduates or unit services (transfer success, job placement, scores on national tests or standardized tests, other outcome data.).

We annually email all our graduates, requesting information about how the degree has served them. Here is a indicative list:

One of our students is in a Ph.D. comparative literature program at UNC Chapel Hill (Will Taylor). One is in the second year of his Ph.D. program in Psychology at the University of Rhode Island (Scott Martin). One finished an M.A. Program in Social Work at the University of Utah and has begun a Ph.D. program in education at Utah State University (Boyd Teemant). Five are currently in law school and one in medical school (following several dozen who have finished law school, dental school, etc. One student just finished an MBA at the Thunderbird School for International Business (Norman James). Ruth Galvez graduated with an MPA from the BYU School of Business (2010). One student worked initially as managing and design director for *Sunstone Magazine* and has since moved to coordinator of the UVU Honors Program (Alan Hill). One works as a professional interpreter for ASL (American Sign Language) Services in Orlando, FL (Katherine Dunster Williams). One finished an M.A. program in botany at BYU and then became Director of the UVU Herbarium (Donna Barnes). One worked for UVU as a Non-Traditional Program Assistant and then entered the BYU Law School (Kathryn Durant-Tew). All our military science students have been commissioned in the Army. One military science emphasis student finished law school after commissioning (Emory Wogenstahl). Several are, by virtue of language experience, in intelligence posts. And a good many of our students have careers in business.

j. Unit Evaluation

i. Adequacy of unit outcomes assessment policies and practices; specifically, to what extent does the outcome assessment program provide meaningful

evaluation of the unit's purposes, comparison to other institutions or external criteria?

An outside consultant was hired in the Summer of 2004 to evaluate the quality of our senior theses, year by year. His report confirms our own findings and our development of strategies to teach interdisciplinary research and writing leading to the senior thesis. The same consultant evaluated theses written in the next two academic years, and has recently finished a review of theses written between 2006 and 2008.

Student evaluations play an important role in our assessment. We evaluate several of our classes each semester and use the results to plan for the future.

Additionally, we survey all current and former students annually by email, asking about current information relating to their IS degree and their employment status.

- ii. Describe the use of assessment data related to employee and unit performance:

Since our first Strategic Plan, with the help of an increasing number of IS faculty members (we have grown from 0 to 5 faculty members assigned 1/2-time to our program), with recurring themes in our student evaluations, with suggestions from outside advisors, we have developed a more thorough sense for the strengths and weaknesses of our program. The following are changes we have made, year by year, as ongoing assessment has indicated a need:

**Student preparation for the research required for the senior thesis** has been enhanced by several changes in our requirements and practices.

- i. All bachelor-of-science students must take either statistics (Math 2230 or 223AandB or calculus (Math 1210) to gain research tools valuable in the sciences and social sciences. BA students must take four semesters of a foreign language to give them an additional tool for research.
- ii. All students applying for matriculation into our program must write an essay declaring why this is a good major for them and laying out a possible thesis topic that requires integration of their two emphases. Besides giving our committee a better look at the student's ability to write and to think, the essay makes the student think early about the final requirements for the major.
- iii. Annual meetings with all faculty involved in teaching the IS Capstone courses have resulted in better thesis proposals.

**Problems related to the relatively large number of incompletes in our capstone course** has led us to

Raise the bar for incompletes. Students who are not far enough along to defend the thesis in the weeks following semester's end receive a failing grade and must re-take the course.

**Problems with unprepared students** have been addressed, in part, by

1. Raising the GPA for matriculation into the Program from 2.0 to 2.5.
2. Requiring an essay for matriculation so students think from the very beginning about the idea of integration and about their senior thesis.

We are responding to problems of **quality in our senior theses** by

1. . Emphasizing original research wherever possible.
2. Paying more attention to research methodology, especially as related to interdisciplinary work, in our IS 300R and IS 350R classes and all subsequent classes.
3. Requiring students to take three topics courses rather than the two previously required.

**More focused advising for the senior thesis** has been achieved by

1. Dropping the class size for the capstone courses from 30 to 15 and then to 10, where it now stands.
2. Close work with advisors from all the emphases, including a series of meetings with the Deans of the various schools.

**A sense of community among our majors.** This remains a major problem as our students represent a diversity of emphases and take most of their classes in those departments. Since Spring of 2004, our students have recognized at graduation in what has become University College. As their names appear in the programs, complete with senior thesis titles, and as current students see that recognition, there's a growing sense for joining with other good students in a prestigious and productive major.

Our new quarters in the Library, with offices surrounding an open area with attractive seating and room for study and discussion, has

been a wonderful answer to part of this problem. Students gather here before and after classes. They have access to all seven of our faculty and staff. They work here on the journal *Intersections* and on interdisciplinary conferences.

**Attracting creative students with broad intellectual interests and curiosity and the ability to engage in individual research.**

This remains an important task for us. We are grateful that our best students bring their friends into the major. Ongoing efforts at outreach and education also seem to be bearing fruit. The most current set of applications for the major came from a fine set of students, all of which we gladly agreed to matriculate.

4. Summarize the Unit's Major Strengths and Areas for Improvement

a. Major strengths of the unit and major improvements since last accreditation review

Quality of faculty and support staff.

Strength of the curriculum.

Quality of students.

Our annual Integrated-Studies journal, *Intersections*, is in its eighth year.

Integrated Studies Forum for Faculty Research draws on lecturers from departments across campus, providing for interaction between our faculty and students and faculty and students from other departments.

Faculty productivity is especially high, with meaningful publications and research projects underway.

b. Major areas for improvement

Quality of students.

Quality of senior theses.

Teaching loads that preclude research.

Our students with emphases in the sciences simply do not have adequate laboratory space or the necessary equipment to do research in many fields.

c. Major challenges the unit faces in addressing the areas for improvement identified.

Budgetary constraints that keep our teaching loads high.

d. Specific recommendations to address the identified areas for improvement in the next five years. Begin with what you can accomplish with available resources. Then address your highest priorities that may need additional resources.

We'll continue to work to attract a higher-level of students. As the new Honors Program is underway, we are considering offering a first-year IS seminar, as suggested by Burt Kaufmann. We are more carefully evaluating matriculation applications, turning down students who seem unlikely to produce a good senior thesis. And our ongoing push to increase the rigor of the program is causing good students to self-select Integrated Studies.

We decided, in order to increase the quality of senior theses, to make the capstone a two-semester class, supervised by IS faculty.

We'll work to create a better sense of community among our students by supporting graduation exercises, perhaps through the School of General Academics which now houses us. The extra IS courses (IS 3500 and the second capstone semester) will get students together more often as IS students.

We'll work hard to reward faculty advisors from various departments (this is dependent on budgets). Our proposal in the current PBA process would be a good step in this direction if implemented.

- e. Significant improvements in the unit that are currently being studied, planned or have recently begun implementation. (See above)

## APPENDIX A PRODUCTIVITY

## PUBLICATIONS AND OTHER SCHOLARLY/CREATIVE WORKS

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INDIVIDUAL	PUBLICATIONS and OTHER SCHOLARLY/CREATIVE WORKS
Scott Abbott	<p>The German Army and Genocide: Crimes Against War Prisoners, Jews, and Other Civilians, 1939-1944. Ed. by the Hamburg Institute for Social Research. New York: The New Press, 1999. (Book Translation).</p> <p>“The Reader Takes a Hike.” In <i>Noch einmal für Jugoslawien: Peter Handke</i>. Ed. by Thomas Deichmann. Frankfurt am Main: Suhrkamp Verlag, 1999 (259-261).</p> <p>“Modeling a Dialectic: Peter Handke’s A Journey to the Rivers or Justice for Serbia.” In Willy Riemer, ed., <i>After Postmodernism: Austrian Literature and Film in Transition</i>. Riverside, CA: Ariadne, 2000 (340-352).</p> <p>“The Rhetoric of War and Peace: Peter Handke’s <i>Unter Tränen fragend</i>.” In <i>World Literature Today</i>, Winter 2001 (78-81).</p> <p>“‘That sweet And so on’: Peter Handke’s Yugoslavia Work.” Forthcoming in the <i>Companion to the Works of Peter Handke</i>, Camden House (40 pp.).</p> <p>“Peter Handke.” Author entry for the <i>Encyclopedia of German Literature</i>. Chicago: Fitzroy Dearborn. Forthcoming.</p> <p>“Wunschloses Unglück.” Work entry for the <i>Encyclopedia of German Literature</i>. Chicago: Fitzroy Dearborn. Forthcoming.</p> <p>“Every Angel is Terrifying: Frank McEntire and Elex Bigney, with Alex Caldiero, in a Stunning Kimball Exhibit.” <i>Catalyst Magazine</i>, March 2003.</p> <p>“Wild Rides, Wild Flowers: Biking and Botanizing the Great Western Trail.” With Sam Rushforth. <i>Salt Lake Observer</i> (March 26, April 9, April 23, May 7, etc. 1999; <i>Catalyst Magazine</i>, monthly since June, 2000, ended December 2002).</p> <p><i>Vampiri + Razumni recnik</i> (Vampires + A Reasonable Dictionary). Belgrade: Stubovi kulture, 2008. With Zarko Radakovic.</p>

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Alan W. Clarke, Rendition to Torture, A Critical Legal History, 62 (Rutgers Law Review 1 (2009)

Alan W. Clarke, De-cloaking Torture, Boumediene and the Military Commissions Act, 11 San Diego International Law Journal 59 (2009).

Eric Lambert, Alan W. Clarke & Janet Lambert, Crime, Capital Punishment, and Knowledge: Are Criminal Justice Majors Better Informed Than Other Majors About Crime and Punishment? 41 SOCIAL SCIENCE JOURNAL 53 (2004).

Eric G. Lambert, Lois A. Ventura, Daniel E. Hall, Alan Clarke, O. Oko Elechi, David N. Baker, Morris Jenkins, United We Stand? Differences Between White and Nonwhite College Students in Their Views on Terrorism and Punishment of Terrorists, 1 JOURNAL OF ETHNICITY IN CRIMINAL JUSTICE 91 (2003)

Alan Clarke, The Death Penalty in International Law, 60 GUILD PRACTITIONER 86 (Spring 2003).

Eric Lambert, Terry Nerbonne, Phillip Watson, Jack Buss, Alan Clarke, Nancy Hogan, Shannon Barton, and Janet Lambert, The Forensic Science Needs of Law Enforcement Applicants and Recruits: A Survey of Michigan Law Enforcement Agencies. 14 JOURNAL OF CRIMINAL JUSTICE EDUCATION 67 (Spring 2003).

Alan W. Clarke, Terrorism, Extradition and the Death Penalty, 29 WILLIAM MITCHELL LAW REVIEW 783 (2003).

Laurie Anne Whitt, Alan W. Clarke & Eric Lambert: Innocence Matters: How Innocence Recasts the Death Penalty Debate, 38 CRIMINAL LAW BULLETIN 670 (2002).

Eric Lambert, Nancy Hogan, Shannon Barton & Alan Clarke, The Impact of Instrumental Communication and Integration on Correctional Staff. 15(2) THE JUSTICE PROFESSIONAL (2002)

Eric Lambert, Alan W. Clarke, Daniel Hall & Oko Elechi, Views of College Students on Terrorism, the Death Penalty, and Civil Rights and Why Some Foreign Governments Are Concerned With the U.S. War Against Terrorism. 5(2) THE SOCIAL SCIENCE PAPER PUBLISHER (2002).

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- Mark  
Jeffreys
- “The Visible Cripple” (partial reprint) forthcoming in 21<sup>st</sup> Century Composition, a freshman reader, ed. Brenda Jo Brueggemann, Columbus: Ohio State UP (2005)
- "The Visible Cripple (Scars and Other Disfiguring Displays Included)"  
Disability Studies: Enabling the Humanities, ed. Sharon Snyder, Brenda Jo Brueggemann, & RosemarieGarland Thomson, pgs 31-39. NY: MLA (2002)
- “Dr. Daedalus and His Minotaur: Mythic Warnings about Genetic Engineering from J.B.S. Haldane, Franois Jacob, and Andrew Niccol’s Gattaca” Journal of Medical Humanities, 5.3 (Winter 2001): 121-140.
- "Eliot's Angels," review of Eliot's Dark Angel by Ronald Schuchard, T.S. Eliot & American Poetry by Lee Oser, & T.S.Eliot: A Life by Lyndall Gordon, Review 22 (2000 ): 177-190
- "The Meme Metaphor" Perspectives in Biology and Medicine, 43.2 (Winter 2000): 227-42
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#### PROFESSIONAL PRESENTATIONS

INDIVIDUAL	TITLE OF PRESENTATION	ORGANIZATION, LOCATION AND DATE OF PRESENTATION
Mark Jeffreys	“Hopeful Monsters, Super Freaks”	Genetics & Literature Panel, NIH, Vanderbilt U., Nashville TN, November 2003
	“Evolutionary Psychology & Table Games”	Presentation to Shufflemaster International at Games Expo, Las Vegas, October 2003
	“Love, War, & Insurance in Human Evolution”	Integrated Studies Forum, UVU, Orem, February 2003
	“Citizen X: Allegories of Genetic Mutants as Patriots & Terrorists in Contemporary Films	American Studies Association, Washington DC, November 2001
	“Dr. Daedalus, His Minotaur, and Visions of Our Genetic Futures in the Writings of J.B.S. Haldane and Franois Jacob”	American Society for Bioethics & the Humanities, Salt Lake City, October 2000
	“Disability, Genetics, and Monstrosity in Andrew Niccol’s Gattaca”	Body Images III, Saskatoon, August 2000
		Alabama Academy of Sciences, Samford

	<p>“The Evolution of Adoption: A Preliminary HRAF Survey”</p> <p>The Evolution of Large-Scale Social Cooperation</p>	<p>University, Birmingham, April 2000</p> <p>Donaldson Correctional Facility, West Jefferson County, Alabama, March 2000</p> <p>(organizer &amp; moderator) special session at the 1999 MLA Convention in Chicago</p>
	<p>"The Book of Life: DNA as Master Trope in 20th-Century Literature &amp; Culture"</p> <p>"Body as Soul: Autobiography and Disability"</p> <p>"The Meme Metaphor"</p> <p>"The Visible Cripple: Scars and Other Disfiguring Displays Included"</p> <p>"Disability Studies in the Humanities Curriculum"</p>	<p>(organizer &amp; moderator) special session at the 1999 MLA Convention in Chicago</p> <p>(organizer &amp; moderator) committee session at the 1999 MLA Convention in Chicago</p> <p>Alumni Lecture Series, Henley Room, Sterne Library, Birmingham, October 1999</p> <p>Society for Disability Studies, Washington DC, June 1999</p> <p>(organizer &amp; moderator) Society for Disability Studies, Washington DC, June 1999</p>
Scott Abbott	<p>2009 “Barbed and Dangerous: Constructing the Meaning of Barbed Wire (with Lyn Bennett)”</p> <p>2004 “<i>Frankenstein</i> in the Context of German ‘Nature Philosophy’”</p> <p>2001 “Goethe.”</p> <p>“The Rhetoric of Violence in the former Yugoslavia.”</p> <p>“Hitler’s Willing Executioners: Ordinary Americans and the Holocaust.”</p> <p>1999 Reading from “Immortal For Quite Some Time.”</p>	<p>Denver, Annual Meeting of the Western History Association</p> <p>UVU, Conference on Frankenstein, Penetrating the Secrets of Nature:</p> <p>UVU, Great Thinkers Lecture:</p> <p>UVU, Conference on Religion and Violence</p> <p>UVU, “From Rosie to Roosevelt: The Homefront During WWII” -- UHC-funded Conference</p> <p>UVU, Gender Studies Conference</p>

<p>Alan Clarke</p>	<p>Beyond the Marshall Hypothesis: International Human Rights and the American Death Penalty</p> <p>International Resistance o the American Death Penalty and Implications for U.S. Sovereignty</p> <p>War on Terrorism: The Views of Criminal Justice and Non-Criminal Justice Majors on Terrorism and Punishment of Terrorists,</p> <p>International and Domestic Resistance to the Death Penalty,</p> <p>College Students Attitudes Toward the Death Penalty</p> <p>International and Domestic Resistance to the Death Penalty</p> <p>International Perspectives on the Death Penalty</p> <p>The Strange Fruit of American Justice: International and Domestic Resistance to the Death Penalty, with Dr. Laurie A. Whitt</p>	<p>Annual Meeting of the Law and Society Association, In Chicago, Illinois, with Laurie Anne Whitt, May 29, 2004.</p> <p>Annual Meeting of the American Society of Criminology, in Denver, Colorado, November 13, 2003.</p> <p>Annual Meeting of the American Society of Criminology, in Denver, Colorado, with Eric Lambert, November 13, 2002.</p> <p>Annual Meeting of the National Lawyers Guild in Pasadena, California, with Laurie Anne Whitt, October 18, 2002.</p> <p>Annual Meeting of the Midwestern Criminal Justice Association, Chicago, Illinois, with Eric Lambert, October 11, 2002.</p> <p>Criminal Justice Department, Grand Valley State University (2003)</p> <p>Criminal Justice Administration Department Sonoma State University (2002).</p> <p>Ethics Week program Utah Valley State College (2002).</p>
<p>Nancy Rushforth</p>	<p>Death Penalty and Perceptions of Death (with Sandy McGunigall-Smith)</p>	<p>Dallas, Death Studies Meeting (2009)</p>

PROFESSIONAL AND COMMUNITY SERVICE

<i><b>INDIVIDUAL</b></i>	<i><b>ORGANIZATION</b></i>	<i><b>SERVICE ROLE AND DATES</b></i>
Alan Clarke	National Lawyers Guild	Issue Editor and Peer Reviewer 2005-present

	National Lawyers Guild	Issue Editor and Peer Reviewer (ongoing)
Scott Abbott	Goethe Society of North America	Book Reviews (1998-present)
Wayne	Society for Humanities and Technology	Past Vice President and

### TABLE B TENURE-TRACK AND TENURED FACULTY EVALUATION

List each current tenure-track or tenured faculty member. Place dates in the columns that indicate when peer and student evaluations took place.

NAME	RANK	TENURE STATUS	DATE OF LAST PEER REVIEW FOR TENURE	DATE OF LAST POST-TENURE PEER REVIEW	DATE OF LAST EVALUATION BY STUDENTS	DATE OF LAST PEER REVIEW FOR PROMOTION
Scott Abbott	Professor	Tenured			Fall 2009	
Alan Clarke	Professor	Tenured		Fall 2008	Fall 2009	
Mark Jeffreys	Associated Professor	Tenured			Fall 2009	
Nancy Rushforth	Assistant Professor	Tenure Track	May 2004		Fall 2009	
Wayne Hanewicz	Professor	Tenure Track			Fall 2009	

### APPENDIX C FACULTY RETENTION RECORD

List each tenure -track and tenured faculty member of the Department for the last FIVE years with date of hire. Indicate date and reason for any faculty member who has left the department in the last five years. Use the following code: R'Retirement, T' Termination, RS'Resigned, D'Deceased. If a faculty member holds rank and tenure in the department, but is now in an exempt administrative position, indicate the date of their change in status and use the code AE' Administrative Exempt.

NAME	DATE OF HIRE	DATE OF SEPARATION	REASON FOR SEPARATION
Scott Abbott	Fall 1999		
Alan Clarke	Fall 2003		
Mark Jeffreys	Fall 2002		
Nancy Rushforth	Fall 2000		
Laurie Anne Whitt	Spring 2004	Spring 2009	Received an offer from Brandon University in Canada that better fit her teaching and research needs.

**APPENDIX D**

**25 June 2004**

**Assessment of Senior Theses for the Program in Integrated Studies**

**Assessor: Dr. George Schoemaker (Ph.D. Indiana University, folklore, currently Folk Arts Specialist for the Utah Arts Council)**

Questions to be addressed, based on a random sample of each year's theses.:

Quality of research?  
 Quality of writing?  
 Changes in quality year to year?

Six theses per year, specific notes on every third thesis read.

1999

1. Domestic Violence. Jennifer Stewart. 23 pages.  
 No approval page.  
 Introduction of the problem is motivated by then recent instances of abuse presented in mass media; ie. OJ Simpson, and release of movie What's Love Got to Do with It? A movie based on the real-life abuse of Tina Turner by husband Ike.  
 The reader would have liked to see the problem contextualized within feminist social history. Abuse is not a MODERN problem.  
 The reader is not certain of the intent of the paper (thesis) before the writer begins presenting the problem. In what ways is the writer going to look at domestic violence that differ from the prevailing theories.  
 There is a lack of adherence to acceptable rules of documentation.  
 Transitions between paragraphs introducing new ideas are weak.  
 General structure of the paper is in question.  
 Using oral narrative sources from interviews is a nice feature; however, oral sources need proper documentation. Faculty readers need to be able to guide student to do proper documentation.  
 This paper lacks adequate research for a senior-level paper. It becomes clear early in the paper that the writer has read thoroughly one or two sources to which the writer refers

substantially throughout the paper.

Conclusions in paper only reiterate the presentation of facts about abuse. The reader has no sense of what it is the writer is trying to prove by writing the paper.

2. Legalizing Marijuana: Analyzing the Controversy, Accepting the Facts. Gina Killpack. 34 pages.

Unsigned Approval Page.

Introduction presents current arguments from the literature and a contextualization of the argument within cultural history.

Clearly articulated thesis.

Faculty advisors need to enforce politically correct writing.

Arguments are well articulated and supported by research.

Presentation of writer's position is well-supported.

Persuasive rhetoric in the Conclusion is weak at times.

2000

3. Genetic Diversity and Forest Aesthetics. Ellen Buchert. 91 pages.

This Senior Thesis is well-documented, beautifully written, and thoroughly researched for a creative/scholarly work at this level. It is an interweaving of prose, poetry, and research.

I have a sense that this thesis was written by a non-traditional college student who brings to the writing a precious cache of human experiences and insights.

The thesis of this document is well-positioned and articulated.

Each chapter of the thesis is an integrated argument of the whole. The writer interweaves personal narrative, scholarly research, sound reasoning, illustrations, and creative works to form a pleasurable reading experience.

4. Diets: Are they Safe and Effective. Heidi Paulson. 33 pages.

WIDE margins.

Introduction is an interesting personal narrative that takes the reader through several of the different kinds of dieting techniques and plans, and what ultimately worked for the writer.

No clearly articulated thesis statement. Paper is a report and presentation of different dieting plans and medications.

Thesis has good research of various diet fads, plans, and medications.

Thesis is well-written and interesting, combining research and personal narrative.

There is nothing very compelling or controversial about this thesis.

There is good adherence to rules of documentation and citation.

2001

5. The Role of Crusader(sic) in the Army Transition. Michael E. Fisher. 28 pages.

This paper is a compelling topic about the new field artillery weapons (tanks) and their shortcomings.

No clearly articulated thesis.

Writer has great grasp of the subject matter and implications to warfare strategy, but paper is nothing more than a report on how Army is transitioning to the new Crusader system.

Paper is well-researched.

Good adherence to rules of documentation.

Conclusions only restate the talking points of the paper.

6. The History and Psychology of Baby Abandonment and Infanticide. Kimberly DowDell. 35 pages.

This is a too ambitious thesis to determine the causes of child abandonment or infanticide and solutions of future misdeeds. Scope is much too broad to adequately cover the topic, especially in 35 pages.

Because of the magnanimous scope of the topic, the thesis statement is subtle, but is too weak.

History of child abandonment from Greek and Roman times to present day gratuitously presented in five paragraphs. What about Moses? Narrowing the focus of the paper (only on Richmond, Virginia, for example) might make the historic enterprise a little more manageable.

Inconsistencies in rules of documentation.

General social reasons for child abandonment and infanticide presented well.

Conclusions are reportage.

7. Recreation and the Concept of "Rescue-Free Wilderness." Brooke Hanson. 38 pages.

Great introduction and clear articulation of compelling thesis statement.

Clearly articulated talking points supported by good research.

Talking points have strong transitions between paragraphs and lead the reader to the writer's conclusion.

Adherence to rules of documentation.

Map graphic is difficult to read.

Good sub-headings.

Several suggestions made to address problem (thesis).

Extensive bibliography makes this paper well-researched.

2002

- . Project: Creating a Wireless Presence at UVU. Ted Blaney. 36 pages.

Project is part of real-life committee work, hence, good reporting of facts, but fails to present compelling thesis.

Talking points are presented well.

Good illustrations and appendices.

As is presented in the paper, the majority of the project is to educate the writer (and reader) to the Ageneralities and specifics of wireless and implement the objective of the committee."

- . Peyote: Holy Sacrament or Illegal Drug? Kelsi Carlston. 34 pages.

The thesis statement is presented as a series of closed-ended, moral, questions.

Rules of documentation are adhered to.

Great background information into the Peyote movement and issues relating to the NAC and constitutional rights of religious freedoms.

Good arguments from all sides of the issue.

Short, weak conclusion that attempts to persuade reader of the legality of Peyote.

Good research using both digital and published sources.

2003

Leadership, Not Advocacy, Training for the Deaf. Alisa Weaver Ensign. 28 pages.

Clear and well-articulated thesis statement.

Adherence to rules of documentation.

Sub-headings make for easy road map.

Compelling arguments on talking points presented well.

Conclusions are adequate for the scope of paper.

A Vegetative Survey of a Sphagnum Lake in a Subalpine Forest of the Southeastern Unita(sic) Mountains of Utah. Donna M. Barnes. 64 pages.

Model thesisCmore like an M.A. Thesis in scope and sophistication.

Well-articulated thesis, approach to the problem and research model.

Stellar adherence to rules of documentation.

Great supporting data drawn from field research and published materials.

Conclusions are strong and well thought out.

Assessment Conclusions:

Selecting at random theses from the years 1999 through 2003, there is evidence to support the gradual qualitative improvement of theses written during this time period. I would attribute this improvement to growing faculty involvement overseeing the quality of writing, thesis direction and content, and the students own curiosity to explore compelling and engaging topics that are manageable for this kind of assignment.

**Assessment of Senior Theses for the Program in Integrated Studies at Utah Valley University  
Friday, February 6, 2009**

**Assessor: Dr. George Schoemaker (Ph.D. Indiana University, Folklore & Cultural Studies,  
currently Business Analyst & Project Manager, Division of Arts & Museums, State of Utah)**

Questions to be addressed, based on a random sample of each thesis year:

Quality of research?

Quality of writing?

Quality of integration of disciplines?

Use of primary and secondary sources?

Creativity?

Changes in quality year to year?

Six theses per year, specific notes on every third thesis read.

**2006 Global Warming & National Security: The Quest to Find Alternative Sources of Energy.**

Brian D Beadle. (43 pages)

- Approval page signed
- Table of Contents
- Abstract
- Good use of charts to illustrate major arguments of thesis
- Citations use a fairly consistent punctuation style (MLA or APA); however, there is confusion between formatting a citation for quoted materials and paraphrasing or summation. Period placement is a problem for this student after quoted material (not to be pedantic, but as a reader of student papers, I am always looking for this error)
- Citations are lacking page, or for internet sites, paragraph numbers
- Section headings provide a great “road map” to the structure of the argumentation
- Topic is engaging and integrates arguments from both Business and Science in a balanced manner
- Some of the arguments need better documentation, these are not “common knowledge” and I was looking for support
- Use of many unclear referents (this, these, those) at the beginning of paragraphs make transitions confusing and weak (see page 13 ¶ 1 Good use “This sharp increase . . .” ¶ 2 Poor use “This is not good news . . .” This what?)
- Avoid beginning sentences and especially paragraphs with a conjunctions (and, but) in academic writing. Two paragraphs in a row on pg 14 begin with “But”
- After posing the questions and issues, there are great proposals of solutions, and a good conclusion
- Bibliography demonstrates great breadth and balance between digital and conventional academic sources, and other “commercial” internet sites

**2006 The Power of Music: Psychological and Physiological Benefits.** Heidi Peaslee. (33 pages)

- No signature page
- Table of Contents
- Thesis begins with three stories of patients using music as therapy. There is only one source. What about the other two stories? Even if these are personal communications, they need to be cited as such. Many other personal anecdotes are used to illustrate or support arguments. These need to be cited as personal communications.
- A Research methodology would have strengthened the paper
- Sections headings are good to guide reader
- Correct stylistic use of citations
- Good use of integrating personal anecdotes and scientific studies using metrics to support arguments
- Charts would be nice visuals to gain high-level view of studies
- Great conclusion
- Great academic references and appropriate number to demonstrate that significant research has taken place

**2006 Entrepreneurs’ Obsessed Conviction: Increasing Perseverance.** Samuel Justin Lee. (54 pages)

- Signed signature page
- No Table of Contents
- Use “that” for things and animals, “who” for people
- Interesting behavioral approach to examining the attitudes of visionary entrepreneurs
- Avoid beginning a paragraph with “However”
- Some issues in citation style formatting
- Engaging and compelling arguments with great support from academic literature
- Integration of the two disciplines is sound and seamless
- Good studies to help support major arguments
- Conclusion reiterates issues and offers a resolution
- Excellent sources in References pages which demonstrate significant and thorough research on the topic

**2006 The Benefits of Rural Hospitals in Small Communities.** Randy C. Cuff. (24 pages)

- Signed Approval page
- Table of Contents
- Section headings provide good overview and guide
- Thesis is weak and not very compelling, it states the obvious
- Use of “I” makes this thesis a less formal read
- Spell out numbers less than 10
- Correct use of citation and documentation style (MLA)
- Colloquial language usage distracts from significant quality of the research
- Bibliography is thorough and provides a breadth on the issues
- Good balance between academic journals, government, and internet sources

**2007 The Detriment of Welfare to the Navajo Nation.** Ani Begay. (41 pages)

- Signature page has only one faculty member
- Table of Contents
- Abstract
- Providing a historical and cultural context for the discussion of the issues is very helpful and extremely engaging
- Welfare seen through the lens of the Navajo worldview and through the four quadrants
- Documented sources are properly formatted and use correct punctuation
- Spell out single-digit numbers
- For the interviewees, it would have been nice to have a little background. The age & education level of the people interviewed would shape perceptions, attitudes, values, beliefs
- Conclusion is thorough and brings the integration of the two disciplines represented in the study
- Good references for this kind of a study
- Appendix provides the survey questions

**2007 The Psychology and Business of Retriever Training.** Jory A. Liddiard. (49 pages)

- No signed Approval page
- Table of Content
- Abstract
- A detailed report on “how to” establish a retriever training facility, no compelling thesis, just a research report

- Inconsistent citation style
- Support research is uneven, many from “popular” sources (Newsweek, People, How-to Videos) and just a handful from academic sources
- This thesis is basically a how-to paper and lacks any significant research, integration of disciplines, and compelling arguments

**2007 Legs, Liberty and the Pursuit of Happiness: Cultural Meaning for Women Created through Advertising in the 1940s.** Amber S. Whatcott. (28 pages)

- Signed Approval page
- Table of Contents
- Vapid first sentence characteristic of undergraduate writing
- Topic has a manageable scope
- The reader is interested to know WHY this time period in advertising history?
- Compelling topic and integration of disciplines for the paper
- Demonstration of excellent supporting documentation from academic and credible sources
- For a paper this size, a few more sources are necessary to demonstrate thorough research of the topic.
- Excellent citation style (Chicago)
- Great analysis and synthesis of ideas
- Great illustrations of the newspaper advertising
- 1940s broken up into pre and post World War II

**2007 The Global Ecological Disaster Induced by the Chicxulub Meteorite Impact: At the End of the Cretaceous Period.** Shauna M. Chapa. (33 pages)

- Unsigned Approval page
- Abstract
- Table of Contents, provides good overview of the topic
- First word of the first sentence begins with a number—spell out any number at the beginning of a sentence, regardless of how large or small it is
- Good supporting evidence for the arguments
- Good documentation of sources
- Good charts and illustrations used as supporting evidence in writer’s discourse
- Section headings help guide reader
- There seems to be only one discipline represented in this paper. If there is another, it is unclear what that might be.
- Cartoons are a nice touch of humor
- Very thorough and academic reference materials
- Citations and paper formatting is consistent and demonstrates attention to style manual

**2007 How People are Affected by Music in the Media.** Dave Garber. (37 pages)

- Unsigned Approval page
- Abstract with vapid first sentence or what I call “the history introduction”. For example: “Music is one of the oldest forms of communication on our planet.” These kinds of introductions make the reader want to recoil in horror and pour hot oil into his/her eyes
- Table of Contents
- In the introduction of the paper, there is a review of the arguments loosely presented without any references. Who are the “Others”? Are they from “LOST”? Identify who is

- saying what by inserting citations for knowledge that is not common
- Some of the writer's own argumentation is weak and not very compelling
- When he argues using secondary sources, the writer is much more convincing
- The number of references for a paper of this length and scope is lacking

**2008 Tales of a Fat Girl.** Whitney Mouritsen May. (31 pages)

- Inadequate title--title should describe content of the paper and specifically thesis
- Signed Approval page
- Abstract
- Table of Contents
- Introduction has too many short and choppy sentences which makes for a painstaking read
- Colloquial style of writing lacks academic rigor
- Scope of study is adequately presented
- Unclear referents (this, that, these)
- Many generalizations without supporting documentation
- Average bibliography with fairly good academic sources
- Appendix with Survey materials
- Writer needs to provide more context for the Round Table discussion minutes

**2008 Busy Bodies: LDS Interpretations, Beliefs, and Actions Rooted in the Ontological Being of God.** Stephanie Shane Hunter. (41 pages)

- signed Approval page
- Abstract
- Consistent citation style
- Very-well written paper on the anthropological and philosophical approach to the Mormon concept of the body and its ultimate effect on belief
- Compelling arguments that are well supported by using credible sources, although I questioned the use of "General Authority" quotes, those GAs held Ph.D.s
- Great bibliography with a balance of academic and religious sources

**2008 Psychological and Sociological Effects of Cochlear Implants in Young Deaf Children.**

Tiffany Thomas. (37 pages)

- Signed Approval page
- Table of Contents
- Abstract
- Citation style consistent
- Impressive writing style and use of academic discourse
- Argumentation has significant supporting documentation
- Significant bibliography with academic sources

**Assessment Conclusions:**

Senior theses from Utah Valley University (UVU), Integrated Studies Program were selected at random for semesters and terms occurring between the years 2006 through 2008. Compared to the previous two assessments performed on senior theses, the quality of research, writing, and compliance to prescribed styles for writing has improved steadily and significantly. It is clear that the faculty and administrators of the Integrated Studies Program have executed several of the recommendations from the previous assessments. Additionally, it is apparent that the quality

of students attending UVU and participating in this program has risen. Both these factors contribute significantly to the increased quality of the senior theses.

While improved adherence to manuals of style has been more consistently enforced by faculty, there are still a few exceptions. The importance of adhering to the manuals begins in freshman writing courses, but falters in other courses requiring written work. Quite often in these courses, the faculty is unclear of writing expectations and grades are mostly based on content. This oversight of style and other mechanics signals to students that “it really does not matter”.

Another improvement over previous assessments was how well integrated the topics or disciplines were. There were a one or two exceptions, but overall this concern demonstrated marked improvement. I attribute this improvement to more clear expectations being communicated to students. While this communication most likely takes place during consultations, it is also reinforced through the course syllabus. Here is an example taken from Nancy Rushforth’s syllabi and used in LI 511 taught by Scott Abbott:

**The thesis** should integrate the two emphases you have chosen for Integrated Studies. Each thesis should reflect serious academic research, clear and concise writing and should consist of an in-depth discussion and analysis of the topic. The length of the thesis should be determined by the topic and the disciplines involved. For instance, a thesis discussing a mathematical problem might be fully analyzed in a few pages, while a philosophical, theoretical thesis could take 30 pages to discuss. The thesis should include a clear statement of purpose or thesis statement, substantial supporting evidence for each assertion made, clear documentation of sources and a summary of the issues presented as a conclusion. The thesis should also include a works-cited section. Sources should include professional journals, books, articles, newspaper articles, documentaries, archives, personal interviews, etc. Internet sources may be used, but only with careful scrutiny as to original source and author and only to supplement other sources.

## Recommendations

Expectations regarding thesis requirements have begun to improve and this clarity is reflected in the overall improved quality of writing. I will review previous recommendations and provide an evaluation of current status.

### *1. Development of Thesis Requirements*

The development of Thesis Requirements should be based on three types of projects (or more as the case may be) so that these types of writing require similar kinds of rigor, discipline, research, and scholarship. These three types of projects might include, *Standard Research Thesis*, *Thesis Based on Primary Research*, and *Creative Thesis*. Some of the parameters might include:

- a bibliography demonstrating a balance of research in both areas of the integrated disciplines. The number of sources for a thesis should have an arbitrary measure (perhaps one to two unique sources for every page of writing). [Demonstrates considerable improvement.](#)
- A section discussing methodology for those theses which have primary research. [This section would be helpful for the reader to ascertain the how and why a particular approach were taken. For example, in the thesis \*\*The Power of Music: Psychological and Physiological Benefits\*\*, the student is using personal narrative](#)

to begin her thesis. While it is an engaging device as an introduction, the thesis is combining Music and Psychology as emphases. Psychology usually has a methodology because it is a “social science” but nowhere in this thesis is there evidence of that methodology. In another thesis, **Tales of a Fat Girl**, the student uses a number of personal narratives without any substantial academic research and the result is a very colloquial and below average offering.

- A section discussing an author’s statement of purpose for a creative work, one grounded in some kind of theoretical framework
- Is there a common style manual that is expected of students or is it left to the discretion of the advisors? *It appears that there were primarily three manuals used, APA, MLA and Chicago. This issue has improved considerably.*
- In the event of a Creative Thesis, is there a style manual to follow or a set of parameters that is expected by faculty?

## 2. *Performance Measures that Contribute to Raising Quality*

While quantitative measures run counter to evaluation processes in the Humanities, in determining accreditation legislators and outside organizations like numbers. There is a way to measure performance I renew recommendations below.

- Number of pages, number of poems, number of short stories, research sample, etc. all of these things can be measured and be included among the thesis expectations to students/advisors
- Specific number of unique sources expected for a thesis of certain page ranges
- Demonstrated improvements in literacy skill levels in reading, in critical analysis, writing
- Implementation of a self-evaluation as part of the thesis process with guidelines to specific areas named above
- Assessing the value of doing the thesis: tracking and measuring students who have done the thesis and entered graduate school, what kinds of employment they entered, what kinds of scores they achieved on GRE, LSAT, GMAT, etc.
- Student exit surveys about the value of the thesis process in preparing them for other life activities