

## **Integrated Studies: Annual Report for 2023-24**

The UVU Program in Integrated Studies (IS), established in 1998 as one of UVU's first four-year degrees, provides the unique opportunity for students to choose two minors administered by individual departments. Additionally, students complete an Integrated Studies core of 18 credit hours (6 courses) that includes an introduction to the degree and our interdisciplinary/integrated approach to combining two minor areas of study, three writing and integrated research (Special Topics) classes, and two capstone courses during which students plan, develop, present, and defend a senior thesis paper or project. A faculty mentor from each minor and one from the Integrated Studies Program guide the research and execution of the research paper or project. From their first inquiry about the program until graduation, students are guided by 3 different academic advisors as well as 3-4 faculty mentors.

### **Mission Statement**

The BA/BS Program in Integrated Studies serves students with interests and capabilities in more than one scholarly discipline. The degree embodies disciplinary depth with breadth in cross-disciplinary research and writing that culminate in a senior thesis. The Program encourages and supports interdisciplinary inquiry across the range of disciplines at UVU.

### **Changes to the program**

Two years ago, IS decided to transition from emphases to minors. This increased the available discipline combinations for students. It also allowed for the IS program to have greater access to interested students across the entire university. There are now, as of Fall 2023, 74 minor programs available to IS students. This means that we now can work with students in every school or college except for the School of Education. In real terms, we now have many more students from the sciences than in past years.

With our shift to minors and a larger potential student population, IS also increased its social media presence. To reach the largest number of students, regular weekly posts have been made on Facebook, Instagram and TikTok. We also have started making full usage of the digital signboards around the UVU campus. Anecdotally, interested students now seem to understand the basic structure of the IS program – the combining of two different disciplines – whereas previously this was not the case. This increased visibility and general knowledge of the program has improved our student recruitment efforts.

This year, we moved administratively to the Innovation Academy (IA) from the College of Humanities and Social Sciences (CHSS). Although there are some vestiges of our long-standing connection to CHSS such as curriculum development and student graduation that have been maintained through an MOU, the move to IA has accelerated the perception of our program's wider reach to students throughout the university. It has also allowed for a "new start" for the program and has fostered higher morale among the core faculty.

Finally, as part of the move to IA, the program structure was reconsidered, and designations were made for four on-going core faculty (Scott Abbott, Kim Abunuwara, Greg Jackson, and Fred

White) as well as the possibility for affiliate faculty in the future. More on this below. The core faculty are now housed administratively in their “home” departments, but with an MOU allowing for their activities in IS. The distribution of teaching is usually 75% (IS) and 25% (home department). Student needs in IS are always prioritized when determining teaching schedules and course offerings.

### **Accomplishments**

By third week of Fall 2021, IS had 70 majors. After the switch to minors was underway, IS had reached 90 majors by the third week of Fall 2022. For many years, the mythical goal set by the Dean of CHSS and the upper administration had been to reach 100 majors. This seemed like an impossible goal just several years ago despite the efforts of the IS faculty and staff. However, in March 2023, internal data kept by administrative assistant Mark Olson, noted that we had reached 101 majors. This was a great accomplishment for our program, suggesting that the recent changes we had made were facilitating growth. Certainly, the switch to minors and the increased use of social media played an important role in this increase. As a result, the new goal of the IS program is 120 majors. More on this below.



### **Number of enrolled majors (third week of Fall)**

2018 -- 73  
2019 -- 61  
2020 -- 70  
2021 -- 70  
2022 -- 90  
2023 -- 100+ (anticipated)  
2024 -- 120 (goal)

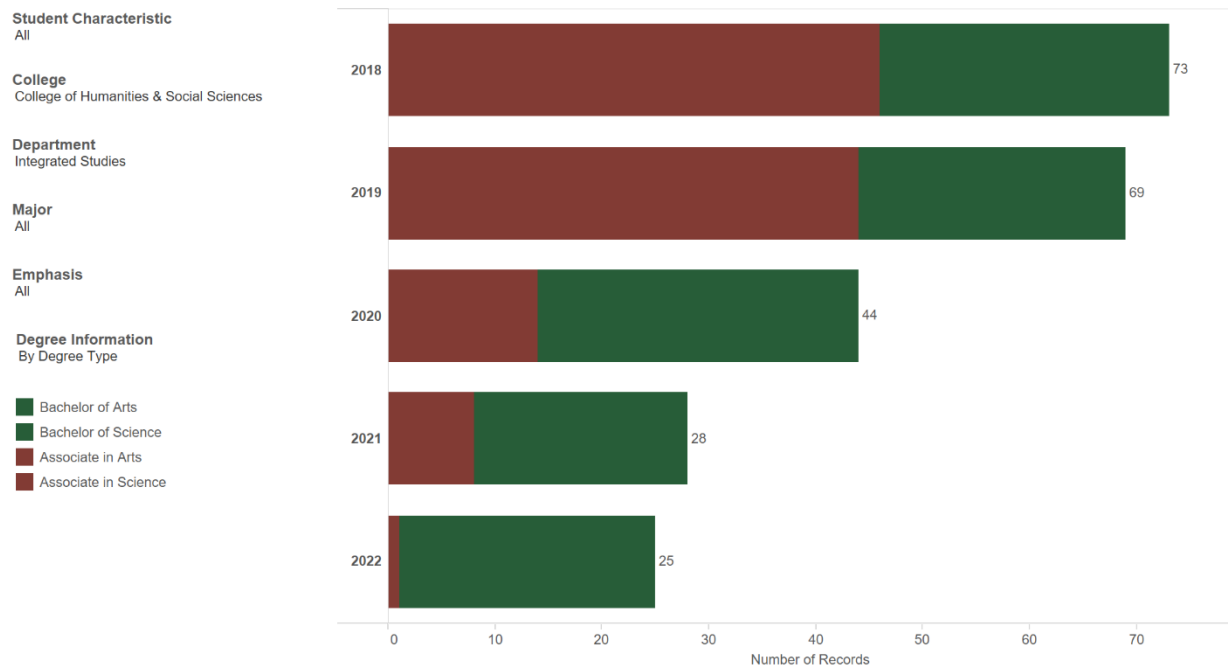
This year, 25 (predicted as this is not official IR data) students graduated from the IS program. It should be noted that a record 17 students enrolled in Capstone II in Spring 2023. Part of the reason for this increased number was due to the efforts of Mark Olson to contact and encourage “legacy” students to return and to complete. Mark informed students of potential scholarships and other vital information that facilitated this return. As the number of majors increases, it is anticipated that the number of Capstone II sections will also increase. This year, Kim Abunuwara and Scott Abbott shouldered the increased number of capstone students and made it possible for students to complete on time.

Below is our 5-year graduation data. *Note:* An Associates degree was offered in the past but was removed at the request of the Dean of CHSS, as CHSS created its own general Associates degree. This has had a large impact on the “total” degrees awarded per year; however, the BS/BA figures have remained relatively consistent (with a noted decrease in 2021 due to COVID) across the 5-year data set: 27, 25, 30, 20, 24 and 25 (predicted).



### Number of Degrees Awarded

Utah Valley University  
Completions by Year  
(July 1st through June 30th)



### Student Characteristic - All Student Count

	2018	2019	2020	2021	2022
Bachelor of Arts	13	7	12	12	7
Bachelor of Science	14	18	18	8	17
Associate in Arts	8	6	6	2	
Associate in Science	38	38	8	6	1
Grand Total	73	69	44	28	25

One way in which the IS program will continue to grow is through an MOU signed with Snow College. When Snow College students register at UVU, their general education foundations course will automatically fulfill the introductory knowledge integrated (IS 2000) requirement. This makes it possible for students to begin working toward their degree immediately. The original idea for such an articulation agreement was brought to UVU by a former IS graduate, Heather Holland, who is now an assistant professor at Snow College. Dr Holland anticipates that this might result in 10-12 students a year who directly enter the IS program from Snow College.

This year, we selected our first affiliate faculty member, Jonathan Westover from the Woodbury School of Business. Dr Westover will offer his online HR course as an IS Special Topics option in Spring 2023 and Fall 2024. In the next two years, he will teach sections of both Capstone I and Capstone II. Dr. Westover's addition will help in several areas. He has a depth of experience with student mentoring and academic service-learning courses. Significantly, his HR course will increase our online offerings. Finally, he will help to grow the relationship with Business that, at times, has been difficult to sustain.

Other accomplishments include team-taught courses between IS and the Department of Philosophy and Humanities. Chris Weigel and Wayne Hanewicz taught two courses (Fall 2022 and Spring 2023) on Buddhism and Philosophy of Mind. Also, Scott Abbott and Shannon Mussett taught a course on "Standing and Entropy" (Spring 2023). Equally important, the relationship with National Security Studies continues to grow with both Greg Jackson and Fred White designated as Fellows by the Center for NSS at UVU.

### **List of graduated IS students and their theses (2022-2023 AY)**

Sabrina Calica

Combating Sexual Violence for BIPOC Women through the "Me Too" Movement

London Chapman

Increased Resilience Training Time While Attending Basic Combat Training

Lia Rabellino

Artificial Light at Night

Maggie Root

Addressing the Lack of Spanish Translation in the Medical Field: A Set of Translations

Jordan Goodrich

The Tiny House: Discovery Through Building

Sarah Trusty

Macro Milestones

Dalton Dallimore

Combating Human Trafficking: Strategies and Interventions to Address the Global Epidemic

Ethan Clarke  
Spanish Miscommunication in Public Relations

Sarah Smedberg  
The Bridal Boutique

Rebecca Burroughs  
A Full Circle Continuation of Art influencing Art through Keith Haring's Work

Todd Pentz  
Attitudes of Successful Entrepreneurs in Utah: A Case Series

Kyle Scherer  
Secrets of the Math-Magician: A 7th Grade Education Game

Jacob Clawson  
Clawson Business Consulting: A Business Anthropologist's Perspective Toward a Better Corporate World

Kymberlee Anderson  
Reaching Him

Austin Orton  
Seemingly Random Thoughts and Essays

Jessica Alvey  
Who's in my Garden? Quien esta en mi jardín?

Tyler Skaddy  
Treating Lyme Disease Through Crystallography

Mark Helske  
Marketing to the Hispanic Community

Christine ten Bosch  
Creative Agency and Authority: LDS Women Authoring Meaning and Constructing Authority Within the Web of Power

Yoshie Hamanaka  
Thought Experiment: The Self-Similar Universe and Alfred Adler's Gemeinschaftsgefühl

Danielle Gleave  
The Rights of Conscience, Religious Liberty, and Property: An Analysis of John Locke and James Madison

Stockton Lundell  
The Unavoidable Factors of Change in Corporate Culture

Granite Ogborn  
Entrepreneurship in political turbulence: an analysis of Russia's Entrepreneurial Ecosystem  
During Putin's Pivot

Danielle Kirstina Maddox  
The Rights of Conscience, Religious Liberty, and Property: An Analysis of John Locke and James  
Madison

Makenna Horrocks  
Post-partum Weight Loss: An Instagram Project Based on Personal Experience and a Survey

### **Graduate report**

The following is a brief description of a report prepared by Mark Olson this year and is available upon request. Of the 126 graduates (2017-2022) who provided information on LinkedIn, 81 reported being employed (64.2%). A trend of holding multiple jobs or changing jobs multiple times is apparent, sometimes 3-5 times. Of those graduates, 36 of the 126 (28.6%) were attending or had graduated (12) from graduate school.

Career outcomes of IS alumni were distributed across many sectors of the economy just as their disciplines of study had been. IS graduates pursued careers in business and obtained management positions in their companies (sometimes immediately upon graduation). Several alumni became entrepreneurs—starting their own businesses. Other professions included professors, mental health counselors, military officers, national security specialists, web developers, copy writers, medical specialists, academic advisors, environmental scientists, financial advisors, photographers, language translators, and others.

Graduate School outcomes included study in fields such as Business, Counseling, Conflict Resolution, International Affairs, Religious Studies, Social Work, Geographic Information Systems, Education, and Programming, among others. Over time, since this report measures a 5-year window, graduate school completion rates are expected to increase.

Further study is planned to track the correlation between a student's chosen thesis paper/project topic and his/her future success.

### **Cost Per DFTE Report: 2018-2022**

Annually, the UVU Budget Office publishes a report ranking academic units based on their instructional cost per full-time student (known as: cost per department full time equivalent or DFTE). Integrated Studies has consistently been one of the most expensive programs at UVU based on this measurement, yet with the lowest instructional budget in the College of Humanities and Social Sciences (CHSS). After reorganization within the Innovation Academy, the IS budget has been restructured.

This restructuring places Integrated Studies faculty financially in “home” departments outside of the IS program. Although the full effect of this change will not appear until the 2022-2023 Cost Per DFTE report is published, the expectation is that Integrated Studies will be at least half of its previous DFTE. This will reflect a more equitable distribution of the instruction as all of the IS Special Topics courses are cross-listed with more than one department. Admittedly, this change will obscure the cost of IS 2000 (the introductory course to Integrated Studies) and the capstone sequence of IS 4980 and IS 4990.

#### **Five Year Cost Per DFTE 2018-2022:**

2018 -- \$30, 850  
2019 -- \$38, 290  
2020 -- \$44, 689  
2021 -- \$30, 568  
2022 -- \$24, 288

#### **Faculty Achievements**

Scott Abbott – Along with co-author Žarko Radaković, Scott published the book *We: On Friendship*. He was also recognized with the Distinguished Service Award from the Utah Academy of Sciences, Arts & Letters, given in recognition of exceptional service to the higher education community in Utah. Scott was the lead organizer of the AAUP/AFT conference on Shared Governance at UVU.

Kim Abunuwara – Appeared in several theater productions including, *Silent Sky* as Williamina Fleming, Hale Center Theatre, June-August 2022; *To Hell and Back* as Jane McCallister, V/H/S series, June 2022; *The Fossil Record* as Margaret, An Other Theatre Company, January 2022. As part of her research and performance project for her Capstone I course, Kim’s students examined faith differences within families and then offered an ethnographic performance at the Reagan Theater on 7 December 2022. Kim is also editing a special Performance edition of Interdisciplinary Humanities for 2024.

Greg Jackson – Although on sabbatical for the 2022-23 academic year, Greg continued to expand his podcast, *History that Doesn’t Suck*, to include live-shows. He delivered the keynote addresses to the Utah National Guard for Armed Forces Day, and for the Grosse Pointe War Monument’s dedication of a D-Day sculpture created by world-renowned French artists Anilore Banon (in Grosse Pointe Farms, MI); live shows in New York City and San Antonio, TX, with a national tour lined up monthly for next year. Greg appeared on the History Channel’s GOAT with Peyton Manning and Dark Marvels. He was picked up by WME for representation, including literary. He is nearly done with a co-authored textbook on national security, which will be completed by end of summer.

Fred White – Received the Board of Trustees’ Award of Excellence for Exceptional Results. Fred also administered the US-Russia Foundation grant that has established an accelerated Russian language program. Along with these activities, Fred published three academic articles in Russian,

an interview (in English) with Michael Mennis about his memories of the Russian filmmaker Aleksei Balabanov and a co-authored article with Rasha Qudisat titled “Measurement and Evaluation of HIPs within a Centralized Model.”

### **Looking Ahead: Goals for 2023-24**

Resolve budget issues and continue transition to the Innovation Academy

- The transition to the Innovation Academy from the College of Humanities and Social sciences continues. IA has submitted an R401 that will help to address many of the issues (ex. graduation and curriculum).
- There has been some agreement on the budget at the upper-administration level so it will be the IS program director’s task to ensure that efforts align properly with those budget allowances.
- Timeframe: Academic year 2023-24
- Key people: Mark Olson and Tammy Clark

Recruit science affiliate faculty member

- With the addition of many more students with a science minor, we must have a faculty affiliate who can offer a science-based special topics course and can work with students on their capstone papers and projects.
- Timeframe: Academic year 2023-24
- Key people: Tammy Clark and core IS faculty

Maintain at least 100 majors and increase majors to 120

- In March 2023, our internal data indicated that we had 100 majors. This has long been a goal that was meant to mark “success.” We graduated 25 students this year so our mission will be to replenish these students and then find twenty more students interested in IS. See below for strategies to increase majors.
- Timeframe: Academic year 2023-24
- Key people: Mark Olson
- Supports Tammy Clark’s goal: *Increase participation in HIPs*
  - IS requires a capstone paper or project, undergraduate research and writing-intensive courses, which are acknowledged HIPs by the AAC&U

Build relationship with Snow College and work to recruit returning UVU students

- We have signed an MOU to facilitate the enrollment of students from Snow College directly into IS. This will now require recruitment of students and then help in transitioning from Snow College to UVU
- We have been working with UVU Retention and Completion to identify students who might benefit by returning to UVU in the IS program. We are now running a pilot with 100+ students identified.
- Timeframe: Academic year 2023-24
- Key people: Mark Olson; Heather Holland (Snow College); Joseph Maynez (Retention)
- Supports Tammy Clark’s : *Increase participation in HIPs*
  - IS requires a capstone paper or project, undergraduate research and writing-intensive courses, which are acknowledged HIPs by the AAC&U

Maintain assessment activities and engage an external reviewer



- IS already has robust assessment (<https://www.uvu.edu/is/assessment.html>) metrics. COVID created some problems, but we are committed to updating and continuing our efforts.
- Every 5 years, IS has invited an external reviewer to assess the IS program. Due to COVID this was interrupted, however, we will invite an outside assessor this year.
- Timeframe: Academic year 2023-24
- Key people: Mark Olson and Scott Abbott
- Supports Tammy Clark's: *Innovation Academy Annual Report*
  - The data from this assessment can be used for the IA annual report
- Supports Tammy Clark's: *Improved Metrics for Innovation Academy*
  - The data from this assessment will improve the metrics for IA