

# **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 capstone 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 mentored by 3 different academic advisors as well as 3-4 faculty members.

## **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 capstone paper or project. The Program encourages and supports interdisciplinary inquiry across the range of disciplines at UVU.

## **Changes to the program**

Three 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 will be, as of Fall 2024, 80 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.

Two years ago, 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 a Memorandum of Understanding (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.

With our budget finally stable (as of week 5 of Fall 2023), we were able to purposefully engage in community-building activities. This included an Integrated Lounge, organized by our student David Shelley and supported by another student Lief Ravnsen. The Lounge was successful in facilitating informal discussions between students, staff and faculty from disparate parts of the university. Scheduled two days a week from roughly 9am to 3pm, these efforts will continue this academic year (2024-25) as long as there is student interest. We also took a group of 20+ IS students and some partners to a performance of *Swan Lake* in Salt Lake City. Students enjoyed the opportunity to interact outside of the formal university setting. This was the first of what will be regularly (1 per semester) scheduled extra-curricular activities organized by IS faculty.

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

2018 -- 73  
2019 -- 61  
2020 -- 70  
2021 -- 70  
2022 -- 90  
2023 -- 92 (100+ were anticipated in our previous report)  
2024 -- 78 in June with a goal of at least 100 active students by August

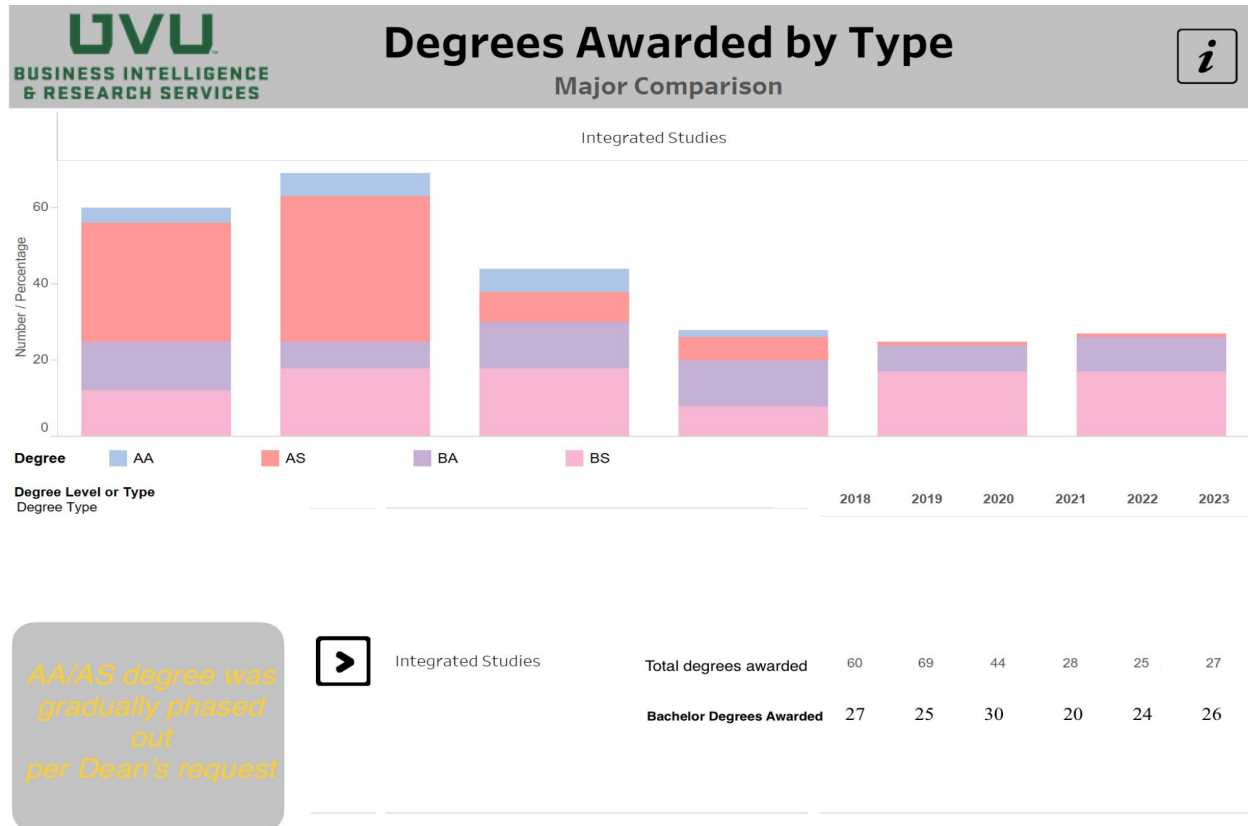
As we have refined our data collection and assessment, we have determined that the 120 IS majors on-record include many students who have taken an extended leave of absence from university studies. Therefore, we have begun to revise our goals to reflect ACTIVE students who are currently enrolled in courses. Therefore, 100 actively enrolled students remain our target at present, rather than 120 with 20+ inactive students on our majors' list.

This target number of 100 active students will be augmented by a pilot program initiated on the suggestion of President Astrid Tuminez to scale Integrated Studies so that it might become the “featured degree” at UVU. The current pilot will add at least 100 undecided freshman who express an interest in the IS program. These students will spend the first year completing GE requirements and then, in their second year, will take IS 2000: Knowledge Integrated, the introductory course for the IS program. Students who remain in the program after completing IS 2000, will then switch from the First-year Advising Center to advising by Mark Olson. It is anticipated that by the third week of Fall 2024 semester, IS might have as many as 200 majors.

This year, 26 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 efforts to contact and encourage “legacy” students to return and to complete. Students were informed of scholarships and other vital information that facilitated this return. As of Summer 2024, 18 students are enrolled in Capstone I for Fall 2024, confirming last year’s prediction that as the number of majors increase, so will the need for more Capstone II sections. We currently have two Capstone II sections set for Spring 2025 with a potential third section needed should Fall 2024 Capstone I enrollments reach 21 or more students.

Below is our 6-year graduation data. *Note:* An Associate’s 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 6-year data set: 27, 25, 30, 20, 24 and 26.



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 IS 2000: Knowledge Integrated 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. Though we had hopes that this would bring 10-12 students to the program each year, in our first year, we have had only one student transfer to IS from Snow College. Still, this student was able to earn credit for IS 2000 via Snow's GE foundations course. With an official university-level articulation agreement now signed between UVU and Snow College, it is possible that our earlier MOU agreement will facilitate more than one transfer student each year.







Last year, we selected our first affiliate faculty member, Jonathan Westover from the Woodbury School of Business. Jon offered his online HR (Organizational Development) course as an IS Special Topics option in Spring 2023 and is offering it again in Fall 2024. Next year, he will teach sections of both Capstone I and Capstone II. Jon'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.

This year we completed a search for a second affiliate faculty member who will begin teaching an IS Special Topics course in Spring 2025. Dr. Weihong Wang from Earth Sciences was chosen. In her first semester, she will offer seats in her course Wetland Studies and in Fall 2026 will offer seats in her Energy course. This will give our growing population of science students Special Topics courses in their area. Eventually, (year-2) Weihong will teach Capstone I and (year-3) Capstone II.

Due to the rather sudden leave-of-absence granted to Greg Jackson, we added Joseph Vogel, who had been an Associate Professor of English and Film Studies at Merrimack College, now residing and working in Provo. Joseph ably replaced Greg and taught our Capstone I course. Fall 2024, Joseph will teach a section of IS 2000, in anticipation of many new students from our pilot needing this course in Fall 2025 or Spring 2026 and beyond.

### Integrated Studies 2024-2025 Faculty

Visiting Associate Professor	Core IS Faculty	Core IS Faculty	Affiliate Faculty 2024-2026	Core IS Faculty	Affiliate Faculty 2025-2027	Core IS Faculty
						
<b>Dr. Joe Vogel</b>	<b>Dr. Kim Abunuwara</b>	<b>Dr. Fred White</b>	<b>Dr. Jonathan Westover</b>	<b>Dr. Greg Jackson</b>	<b>Dr. Weihong Wang</b>	<b>Dr. Scott Abbott</b>
Writes primarily about popular music that emerged in the 1980s.	Professor of Humanities & Integrated Studies	Director, IS Professor of Russian & Integrated Studies	Professor of Organizational Leadership	Professor of National Security Studies	Professor of Earth Sciences	Professor of Humanities and Integrated Studies
Courses: IS 2000 - The 1980's IS 4980 - Capstone I	Courses: IS 350R - Performance Studies IS 350R - Divine and Art IS 4890 - Capstone I	Courses: IS 350R - Russia Under Putin IS 350R - Russian Lit & Film	Courses: IS 350R - Organizational Dev. IS 4980 - Capstone I IS 4990 - Capstone II	Courses: IS 350R - Middle East IS 350R - European Union IS 4990 - Capstone II	Courses: IS 350R - Wetland Studies IS 4980 - Capstone I IS 4990 - Capstone II	Courses: European & American Enlightenment IS 2000: Knowledge Integrated Weimar Republic Capstone II

Other accomplishments include the continuation of team-taught courses between IS and the Department of Philosophy and Humanities, a trend previously set by Wayne Hanewicz and Chris Weigel, Scott Abbott and Shannon Mussett. This year, Scott Abbott and Alex Caldiero taught a course (Spring 2024) on *Picturing Words and Speaking Pictures*. 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. With the additions of Jonathan Westover and Weihong Wang, we have addressed our two biggest areas of student growth -- business and science.

### Challenges

This year, Kim Abunuwara was on sabbatical, reducing IS once again to 3 core faculty members. Towards the end of the Fall 2023 semester, however, Greg Jackson received a book contract from a reputable publisher. This necessitated his leave-of-absence for Spring 2024, reducing the IS program to 2 core faculty members. Due to Fred White's responsibilities as Program Director, the

brunt of this additional work fell to Scott Abbott. As noted above, we were able to hire Joseph Vogel at very short notice.

Over the last several years, we have been challenged to cover essential courses and professional responsibilities due to regular sabbaticals: Scott Abbott (2021-22); Greg Jackson (2022-23); Kim Abunuwara (2023-24) and (anticipated) Fred White (Fall 2025 and Fall 2026). As IS grows to become the “featured program” at UVU, it will be essential that the number and availability of core faculty match student demand. One way to do this is to add affiliate faculty, but also **additional (and replacement) core faculty will be needed**. Joseph Vogel will continue to be utilized to support the program.

### List of Graduated IS Students and Their Capstone Paper/Project (2023-2024 AY)

<div> <div>Integrated Studies Senior Thesis &amp; Project Titles</div> <div> 2023-2024    INTEGRATED STUDIES </div> </div>		
Student	Fields of Study	Capstone Title
Alyssa Cronin-Jamison	<i>Art History &amp; Creative Writing</i>	<i>Blueprints for Birds: A Novel</i>
Amanda McKay	<i>Biology &amp; Psychology</i>	<i>Soaring: The Whole Person</i>
Chandler Haut	<i>Biology &amp; Environmental Studies</i>	<i>Small Mammal Survey, Camp Williams 2024</i>
Lauren Webb	<i>Biology &amp; Business Management</i>	<i>ForeverFamilies Healthcare: A Local Family Clinic</i>
Nicholas Fryer	<i>Biology &amp; Psychology</i>	<i>Psychedelic Exercise: Potential Relations of Classic Psychedelic Experiences and Runner's High</i>
Carlos Plummer	<i>Business Management &amp; Languages</i>	<i>Language &amp; Culture in International Business</i>
Kristen Jackman	<i>Business Management &amp; Sociology</i>	<i>Inked and Regulated: Navigating Tattoo Regulation in the United States</i>
Matthew Knotek	<i>Business Management &amp; Sociology</i>	<i>The Business of Music</i>
Tanner Belnap	<i>Computer Networking &amp; Earth Science</i>	<i>Building the Ideal Aquarium Reef Environment</i>
Eleasah Halsmer	<i>Computer Science &amp; Music</i>	<i>A Graphic Interface for Searching for Melodic, Rhythmic, and Harmonic Patterns in Music</i>
Savanna Dodson	<i>Computer Science &amp; Info Systems Tech</i>	<i>ChatGPT's Technological Effects</i>
Anna Trollman	<i>Deaf Studies &amp; Psychology</i>	<i>Correlation With Feeling Unloved and Neglected &amp; Eating Behavior Disorders</i>
Klaesara Bybee	<i>Deaf Studies &amp; Anthropology</i>	<i>North American Indian Sign Languages: Exploring History and Impact</i>
Brekken Holt	<i>Digital Media &amp; PR and Strategic Comm</i>	<i>The Effectiveness of Social Media in Dentistry</i>
Amelia Watts	<i>Environmental Studies &amp; Biology</i>	<i>The Detrimental Human Health and Environmental Health Side Effects of the Traditional Grass Lawn</i>
Sam McKay	<i>Environmental Studies &amp; Marketing</i>	<i>You're Missing The Point: Air Pollution in Salt Lake County</i>
Jeremiah Heaton	<i>Environmental Studies &amp; Business Management</i>	<i>Analyzing the Effect of the Anti-Vaccination Movement on Covid 19 Pandemic Response</i>
Taghe Steffensen	<i>Environmental Studies &amp; History</i>	<i>Utah Lake Sediment Recycling: Effects on plant growth and nutrient availability</i>
Savanna Clyde	<i>Gender Studies &amp; Psychology</i>	<i>Sexual Scripts Cultivated Under Conditions of Pleasure Erasure and the Lack of Porn Literacy in Utah Sex Education</i>
Lilly Nunes	<i>Music &amp; Psychology</i>	<i>Preludes and the Five Senses</i>
Annemarie Pugmire	<i>Music &amp; Psychology</i>	<i>Music Creating Connection and Providing Healing</i>
David Shelley	<i>Philosophy &amp; Technology Management</i>	<i>Interdisciplinary Technology Curriculum Development</i>
Victor Pereyra	<i>Philosophy &amp; Religious Studies</i>	<i>The Experience of a Faith Crisis for LDS Members in Communities of Color</i>
Holly Slivkoff	<i>Russian Studies &amp; History</i>	<i>The Doukhobors: A Case Study of Religious Sectarian and Church-State Interactions in 19th Century Russia</i>
Abigail Spencer	<i>Spanish &amp; Criminal Justice</i>	<i>VISTA: Stereotypes and Police Bias towards Hispanics through a Superhero Lens A Novel</i>
Teresa Homer	<i>Spanish &amp; Hospitality Management</i>	<i>Exploring Differences in Native Latin American Cultures</i>

## Assessment

Following our established assessment process, we engaged an outside reviewer to read and assess a representative group of capstone papers and projects from the last 5 years. Dr. Nancy Ross was selected and agreed based on the similarities of the Integrated Studies department at Utah Tech University and a similar student population. Dr. Ross reviewed 7 projects and 8 papers. She offered an assessment of each of these using criteria noted below. Special attention was given to two of our PLOs:

PLO1: Graduates are able to research and analyze information to develop interdisciplinary projects;

PLO2: Graduates can communicate clearly and persuasively in writing and in speech.

A rubric was used for the following criteria with Does Not Meet Expectations / Meets Expectation / Exceeds Expectations: Criteria 1: Does the work exhibit interdisciplinary qualities? Does it draw on disciplinary methodologies and ways of knowing to achieve the stated purpose? (PLO 1) Criteria 2: How well is the work written? Does it communicate clearly? Does it adhere to appropriate style requirements? (PLO2) Criteria 3: Does the work draw on good primary and secondary sources? (PLO 1) Criteria 4: In what ways is the work creative, innovative, especially interesting? In what ways might it be lacking? (PLO 1, 2) Criteria 5: Does the work exhibit knowledge and skills that will enhance the student's life work, whatever it is? (PLO 1, 2)

Dr. Ross provided recommendations for the future based on her assessment: 1. Information literacy instruction. Students need specific instruction on the need to include peer-reviewed sources and how to find and evaluate such sources (information literacy skills). While not all of the sources for such theses and projects need to be peer-reviewed academic journal articles, each of these Capstones would benefit from incorporating more peer-reviewed work into their theses and projects. 2. Clear instruction on the number of peer-reviewed journal articles that theses and projects should reference. This stands out as a gap that can be filled through instruction and ongoing guidance/mentorship throughout the writing process. 3. Clear instruction on communicating about interdisciplinary work. Some of the best thesis and project introductions identified and commented on the skills and knowledge from each of their disciplines, but most did not. I would like to see something in the intro about the disciplinary knowledge and skills that the student is using to address their topic/research question. This could be part of the instructions to students. 4. Encourage use of research questions. Many students chose a topic for their thesis but did not have a stated research question. Some of the projects did not have a clearly stated purpose or summary. This hindered students' ability to stay focused and, as PLO2 aims for, "communicate clearly and persuasively in writing."

In a department meeting in January 2024, we discussed Dr. Ross' recommendations. We had already (as a department) decided to make changes to our PLOs to update them. So, some of Dr. Ross' comments will be addressed as soon as we can make those changes to our PLOs. However, we also discussed the report itself. Out of these discussions Scott Abbott offered a formal response:



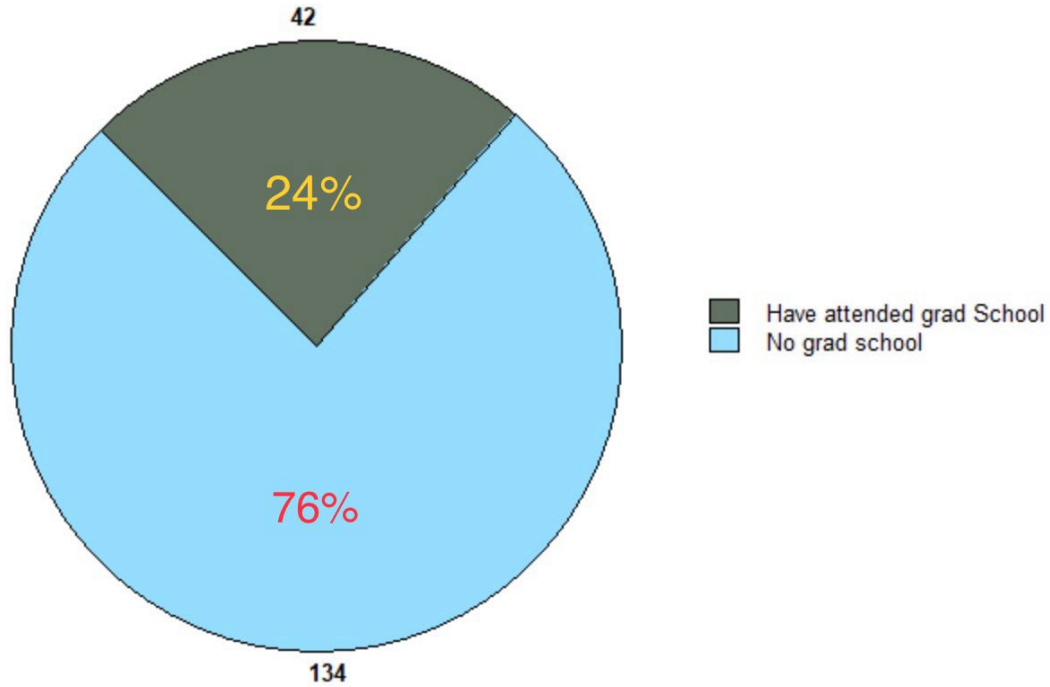
Some thoughts on various types of work that have been completed successfully for the capstone:

- Traditional academic papers. These most often include a good literature review of relevant peer-reviewed work. The literature review then provides context to analyze primary sources.
- Projects like setting up a business, inventing a dental device, designing a house, examples of what has been successfully done, also require relevant information, but perhaps not as formally as a traditional academic paper. The requirements to complete the project will drive what kinds of research will need to be done. "What do I need to know to do this?" is the driving question.
- Personal essays, and there have been a good number of these successfully completed, also require lots of information. How have other good essays been structured? The essay writer should ask: Are there essays I particularly admire that can serve as models? Most importantly, what personal experiences will serve as the basis of the essay?
- Essays, as opposed to academic studies (see above), on topics like Terry Tempest Williams' recent essay on Great Salt Lake ("I Am Haunted by What I Have Seen at Great Salt Lake," Essay by Terry Tempest Williams, photos by Fazal Sheikh; link here as well: <https://www.parsintl.com/eprints/115576.pdf>) require lots of knowledge about the topic, but are researched and structured as essays.
- Projects like a set of paintings, a musical recital, or a collection of poems, for example, have their own structures and possibilities. Like all the other forms, they too will benefit from the study of relevant models, an account of which might well be a good addendum to the creative work itself.

We could continue this list, but it is evident that all good work for Capstone I and II will involve research and analysis, requiring in each case decisions on structure and methodology. Each thesis or project has its own requirements, systematic steps that must be taken over the course of the two semesters of the capstone classes. Ongoing work with the IS instructor and the two discipline mentors will make sure that the work progresses as needed. The best work for this final requirement for graduation with a degree in Integrated Studies invariably grows out of an interest in or even love for the topic, a desire to know more about it, and a clear sense that the work will develop skills that will provide opportunities for employment and/or further study in graduate programs.

## Graduate Reports (Alumni Grad School & Employment Figures)

### Integrated Studies Graduate School Stats 2017-2024

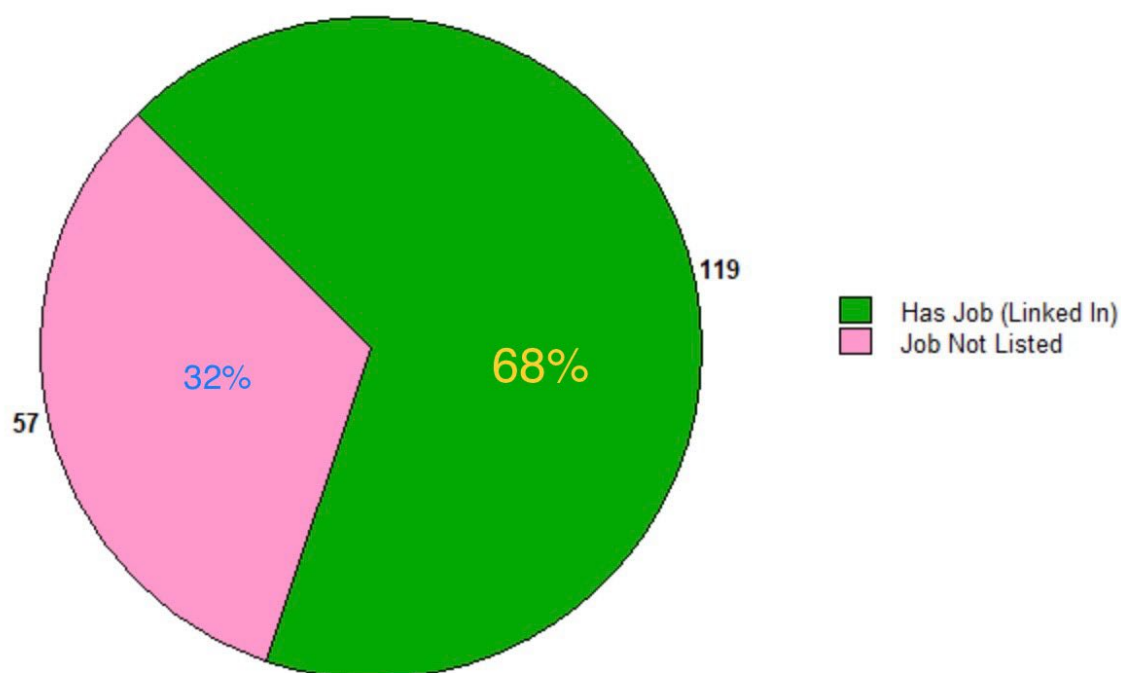


In our 2023 report, we provided the following graduate school outcomes for 126 graduates between (2017-2023) under review. Of those graduates, 36 of the 126 (28.6%) were attending or had graduated (12) from graduate school. If we extend this report to the present (2017-Summer 2024): of our 176 graduates, 24% are attending or have attended graduate school while 76% have selected other options.

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. Our previous graduate school report measured a five-year window. We expected an increase in graduate school rates if the window were extended; however, with this current 7-year window we see a decrease from 28.6% to 24%.



## Integrated Studies Graduates Jobs 2017-2024



In our 2023 report we also found that of the 126 graduates (2017-2022) who provided information on LinkedIn, 81 reported being employed (64.2%) at the time of our study. A trend of holding multiple jobs or changing jobs multiple times was apparent, sometimes 3-5 times. This trend of changing jobs multiple times continued for the extended 2017-2024 report. We also see a slight employment rise over the last year, 68% self-reporting employment via the LinkedIn networking website, represents a 4% increase. Notably, 24% of the graduates either cannot be found on LinkedIn or their profiles are out of date. This does not necessarily mean that those 24% are unemployed; it just means we cannot find their career trajectory through the LinkedIn database.

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, and others.

**A list of jobs held by Integrated Studies graduates (as self-reported in LinkedIn, 2017-2023) is below:**

- 11A Infantry Officer in United States Army
- 68w Combat Medic at Army National Guard
- Academic Advisor
- Account Executive at Awardco
- Account Relationship Manager at Fordable Fundraising
- Adjunct Professor
- Administrative Coordinator at Intermountain Healthcare
- Administrator in Training PACS
- Analytics Engineer
- Army Medical Service Corps Officer
- Assistant Claims Manager at Trajector (formerly Myler Disability)
- Associate Officer, UN Environment Programme
- Attorney at Law
- Business Development Manager
- Business owner - timepieces and exotics
- Co-Founder and Chief Operating Officer at Launch Fulfillment
- Communications Manager | Social Worker | Strategic Content Producer
- Company Owner / automation specialist
- Compensation Lead at Utah Valley University
- Computer Technician
- Content Writer, studiosight
- Corporate Administrator at Big-D Construction
- Customer Service/ Product Specialist at Altus Fine Art
- Customer Support Specialist / Artist and Business Manager
- Data and reporting analyst at collective health
- Deal Associate
- Dedicated Saleswoman & Devoted Mom
- Delivery Development Arbringer Institute
- Digital Marketing Specialist, owner red rock trading post
- Director of Emerging Tech Laboratory @ I3SC, Instructor @ Utah Valley University
- Director of Operations *History That Doesn't Suck*
- Director UVU Online
- Doctoral Student MIT
- E-Commerce business owner
- Education Instructor Hogle Zoo
- English Second Language Teacher
- Event Planner and Photographer
- Event Specialist
- Executive Assistant at Mormon Women for Ethical Government
- Executive Housekeeper at Residence Inn by Marriott Provo-North
- Flight attendant/Customer Relations Associate
- Forestry Technician (Prescribed Fire and Fuels)
- Founder of Corsair Analytics, Data Analyst
- Founder/Board Director at Indigenous Health and Wellness Connections (IHAWC)
- GIS Analyst
- Graduate lecturer
- Graduate teaching assistant
- High School US History Teacher
- HR at Neerings Plumbing & Heating
- Institutional Equity Specialist/Deputy Title IX Coordinator
- Integrations Support Analyst
- Interim Finance Manager, HMHI | ?
- International Business
- IT Project Manager at BGSF
- Law Clerk
- Lead Construction and Development Loan Analyst at Security National

- Financial Corporation (NASDAQ: SNFCA)
- Licensed Professional Photographer at CjGeels Photography
- Life Insurance Broker
- Lysie Brown Piano Studio?
- Manager | Daily Support Team at Utah Valley University
- Manager at Sunrun?
- Manager, Software Development, Adobe
- Massage therapist
- Medical Assistant
- Mental Health Therapist
- Mental Strength Coach • Community Builder • Entrepreneur
- MSW Intern - therapist
- National Security Communications Specialist
- NetSuite Systems Administrator/SQL DBA
- Non profit organizations
- Office Administrator allied business solutions
- Office manager - ux designer in training
- OnSite and OnBoarding Manager at PcCareSupport
- Operations Manager
- PADI Scuba Instructor, EFR CPR/First Aid Instructor, CPI Crisis Prevention Instructor
- Paralegal/Legal Assistant?
- Part-Time Coordinator
- Patient Care Coordinator at Abundant Dental Care
- Photographer and Social Media Manager
- Pilot in command
- Project & Marketing Manager
- Project Coordinator & Event Planner
- Project Specialist
- Qualified Intellectual Disabilities Professional
- Real Time Analyst at Young Living Essential Oils
- Recruiter / Co-owner - Business Operations
- Research Plant Ecologist at Utah Valley University
- Residential Appraiser
- Retail Support Customer Service Associate
- Sales & Marketing Specialist
- School and Mental Health Counselor
- Self employed
- Senior Client Success Manager - Alumni
- Senior Director, Digital at Norwex
- Sixth Grade Instructor
- Social Media Specialist at Kneaders Bakery and Cafe
- Solutions Consultant
- Sr. Corporate Account Executive at Bill (Formerly Divvy)
- Sr. Manager, Financial Reporting Implementations
- Sr. Manager, talent developer at red bull
- Staff Accountant at Eyght
- Substance use counselor
- *Supreme Authority Of All Dwellings and Appurtenances | Full-time Mom* [yes, a joke...]
- Tax Associate
- Teacher
- Teacher (high school)
- Teacher (high school)
- Teaching Assistant at Utah Valley University
- Technical Support Engineer at Symantec
- Technical Writer
- Territory Manager InMode
- Theatre owner
- Top Producing Loan Originator & Branch Manager
- Veil Marketing and Project Management
- Veterinary Technician
- Victim Advocate

- Volunteer Event Planner and Community Coordinator
- VP of Performance Creative
- Professional Wanderer
- Web Developer
- Wilderness Character Monitoring Specialist
- XM PRODUCER | EVENT MANAGER
- Zanmi Home Services

### Cost Per DFTE Report: 2018-2023

2018 -- \$30,850  
2019 -- \$38,290  
2020 -- \$44,689  
2021 -- \$30,568  
2022 -- \$24,288  
2023 -- \$10,971

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 also been restructured.

This restructuring places Integrated Studies faculty financially in “home” departments outside of the IS program. Last year we did not know the full effect of this change, but predicted the IS DFTE would be at most half of the previous year’s DFTE. The 2022-23 figures are now in, placing IS at \$10,971. This is actually 45% of the 2021-2022 figure and 25% of the 2019-2020 figure. This places the DFTE of Integrated Studies at the level of the Honors Program which is the most likely comparable program. Reflected in this restructuring is a more equitable distribution of the instructional costs as all of the IS Special Topics courses are cross-listed with more than one department. Admittedly, this change obscures the cost of IS 2000 (the introductory course to Integrated Studies) and the capstone sequence of IS 4980 and IS 4990.

### Faculty Achievements

**Scott Abbott** – Finished a new chapter for his book *On Standing: Variations on the Standing Metaphor* -- Chapter 5: “Standing Opposed to the Void: Cormac McCarthy’s The Crossing.” He will soon present on this topic: <https://www.facebook.com/events/454088017023948>

Organized a Symposium on “Environmental Humanities” with Terry Tempest Williams as the keynote speaker and an emphasis on the Great Salt Lake. Money raised included substantial contributions from Integrated Studies and The Innovation Academy  
[https://www.uvu.edu/philhum/docs/2024\\_symposium\\_program\\_v2\\_rgb\\_2.pdf](https://www.uvu.edu/philhum/docs/2024_symposium_program_v2_rgb_2.pdf)

He has an essay accepted for a forthcoming book on the Great Salt Lake (Torrey House Press, Spring 2025): “Nature is Visible Spirit, Spirit is Invisible Nature”

With UVU Senior Artist in Residence Alex Caldiero, Scott developed and taught a new class: *Picturing Language, Speaking Pictures*.

**Kim Abunuwara** – Her sabbatical project this year consisted of seven performances in the Student Theatre at the Noorda of *In Good Faith* and a short documentary to be completed at the end of this month. Under her direction, ten students conducted interviews, curated a script, performed excerpts from the interviews, then responded to audience members in a talk back each night. The topic was communicating across faith differences in families.

Her project was a highly collaborative work with the goal of “equip[ping] our students with the skills necessary to thrive in relationships despite interfaith differences.” The project typified project-based and team-based learning and depended upon the undergraduate research her students completed. Kim raised \$12,000 and hired six students and one professional to make up the production and film crew.

The response to the play production was enthusiastic. *The Salt Lake Tribune* podcast *Mormonland* invited Kim and her students to discuss the project at UVU on April 11, which was recorded before a live audience and then broadcast on their website. Based on this initial response, Kim has high hopes for the documentary’s reception.

In addition, Kim edited a special edition of the journal *Interdisciplinary Humanities*, Volume 39.1 Spring 2022 on the topic of performance.

**Greg Jackson** – Successfully toured the nation with his stage show “HTDS Live: The Unlikely Union,” performing dozens of times in several states, typically for audiences of 500 to 1,000. The likely total reached was 15,000.

Greg authored or co-authored two dozen episodes of the *History That Doesn’t Suck* podcast. The Podcast itself continues to see more success. This last year, HTDS has come to live in the top 10 history podcasts on both Apple and Spotify’s charts and was often #1 on Spotify’s history chart. Last month saw the highest downloads to date in a four-week period: 1.35 million.

Greg wrote several chapters for a co-authored textbook on US national security, anticipated to be published in 2025.

He secured a publishing contract with Simon & Schuster for a book on US history. This past year, Greg wrote half of the manuscript and anticipates delivering the first draft to S&S in January 2025.

He appeared on two separate History Channel shows: *How Disney Built America* and *The UnBelievable with Dan Aykroyd* (and just last week, he did the shoot for season two).

Greg was invited to give a TEDx Talk at Asbury Park, New Jersey. His talk, “Is this really the ‘worst election ever’?” tells the story of the 1876 presidential election and invites listeners to

consider if our divisive present is in fact as unusual as we seem to think it is:  
<https://www.youtube.com/watch?v=cSVOZh5nVLA>

Greg gave half-a-dozen keynote addresses across the nation. The first of these was the dedication of a D-Day art installation, entitled “Les Braves II: At Water’s Edge,” at the War Memorial in Grosse Pointe Farms, MI: <https://www.warmemorial.org/lesbraves>. Others included private schools, the Utah National Guard, and the UVU Presidential Scholarship Banquet.

**Jonathan Westover** – Recently was elected as incoming president of the Western Academy of Management. In the past year, he published two practitioner-focused books: (1) *Leading with Purpose: Navigating Change, Cultivating Collaboration, and Prioritizing Well-being in Today's Workplace* and (2) *Leading for Transformation: Navigating the Shifting Landscape of Work*. Additionally, he made 8 different presentations at academic conferences and published 7 peer-reviewed articles with his co-authors, including; (1) "From office to home: Drivers of gender job satisfaction during COVID-19" in the *Journal of Business Diversity*, (2) "Current Practices for Community-Based Learning in Schools of Business" in *The International Journal of Management Education*, and (3) "Work Flexibility and Job Satisfaction: Shifting Workplace Norms" in the *Journal of Management Policy and Practice*.

**Fred White** – Published three academic articles (2 in English and 1 in Russian): “Dreaming of space: a premonition of Ernest Hemingway” in *Studies in Russian and Soviet Cinema* (2024); “Ulysses on Soviet Celluloid: Sergei Eisenstein, James Joyce and Sylvia Beach,” co-authored with Yuri Leving, in *A Blue Brick. Festschrift in Honour of John E. Bowlb on the Occasion of his 80th Birthday* (2023); “1902: размывая границы между медициной и литературой,” in *Новое литературное обозрение* (2023) [“1902: Blurring the boundaries between medicine and literature” in *The New Literary Observer* (2023)]. He also had one media post, two book reviews and two film reviews published.

## Outcome of 2023-2024 Goals

Resolve budget issues and continue transition to the Innovation Academy. **Status: Partially met**

- 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). As of 2023-2024 the R401 is stuck in committee review.
- 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. Midway into the 2023-2024 AY, the new budget was allocated. Providing the opportunity for us to create Community Building experiences for students, such as attending a performance of Swan Lake and hosting a two-semester Integrated Studies Faculty/Student discussion Lounge. We also began paying mentors \$300 per successful capstone for substantive interaction with IS students.
- Timeframe: Academic year 2023-24
- Key people: Mark Olson and Tammy Clark

Recruit science affiliate faculty member. **Status: Met**

- 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. This goal was completed with the addition of Spring 2025 affiliate Weihong Wang from Earth Sciences.
- Timeframe: Academic year 2023-24
- Key people: Tammy Clark and core IS faculty

Maintain at least 100 majors and increase majors to 120 **Status: Revised goal, which might still be met by Fall 2024.**

- 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 had been to replenish these students and then find twenty more students interested in IS. See below for strategies to increase majors. By June of 2024, after 26 BA/BS students graduated, our active student number decreased to 78-this means we need to recruit 42 more students before Fall 2024 to meet our goal.
- 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. 26 students completed a capstone paper or project during 2023-2024 and two presented at Conferences.

Build relationship with Snow College and work to recruit returning UVU students. **Status: Met, but not as fruitful as hoped, thus far.**

- 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 worked *with* UVU Retention and Completion to identify students who might benefit by returning to UVU in the IS program. We reached out to the 100 students but did not see an increase in matriculation.
- In June, Tammy and Mark met with First Year advising to discuss a new strategy for helping new, undecided, students choose between IS or University Studies. Part of this process might involve permitting First Year advisors to change students’ major to IS and advise them during their first 30 credits. The first 30 credits will primarily focus on General Education and exploratory courses, while IS 2000 will be slotted into students’ second year schedules.
- 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 **Status: Met**



- 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 did invite an external reviewer in 2023 and their review is available on the assessment website (above).
- 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

### Looking Ahead: IS Goals for 2024-2025

1. Revise curriculum
  1. Resolve question of 300R and 350R
  2. Input revised PLOs into Courseleaf
2. Adapt to the needs of students
  1. Plan for certificates
  2. Could we make changes through an R401 to recognize minors and certificates?
3. On-boarding of new Program Director
  1. Post position; review applicants; hire
  2. Work with new Program Director for a smooth transition 1 July
4. Pilot "featured" program
  1. Work with first-year academic advising to transition first cohort of students into the IS program (their year-2)
  2. Review recruiting plan for the second cohort of students
  3. Work with advisors to improve process to admit students
5. Continue community building activities
  1. Hire a student (Lief Ravnsen) to oversee the Intersections Lounge and revive the *Intersections* journal
  2. Organize at least 1 faculty led event each semester for IS majors