Proposal
School of Languages and Global Studies

University of Oregon
College of Arts and Sciences
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Proposal
School of Languages and Global Studies **1**

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Two potential draft blueprints for Friendly Hall follow the report in an appendix.

Executive Summary

Mission

SLGS aspires to draw students to the UO by engaging them with other cultures, languages, histories, and ways of life across the world. Its mission is to prepare graduates for their future lives and careers by providing holistic, interdisciplinary perspectives on critical issues and cultural developments that are global and historical in scope.

SLGS will bring together the resources of its constituent departments and programs to create new, school-wide opportunities for faculty, staff, and students that are currently not possible with the limited resources of individual units. These include: an interdisciplinary curriculum blending humanities and social science; innovative language teaching models; career-legible pathways, experiential learning, and mentorship opportunities for undergraduates; career preparation for graduate students; new faculty research and teaching clusters; and an effective shared services model.

Membership

The School will house roughly 100 core faculty plus a large number of participating faculty. It comprises:

- Global Studies (GLBL, formerly International Studies) department
- four language and literature departments:
    - German/Scandinavian (GerScan)
    - East Asian (EALL)
    - Romance Languages (RL)
    - Russian/East European/Eurasian (REEES, invited)
- five area studies programs:
    - African Studies
    - Asian Studies
    - European Studies
    - Latin American Studies
    - Middle East/North African Studies
- Yamada Language Center

Academic goals

SLGS provides students with:

- a liberal arts-based interdisciplinary curriculum blending humanities and social sciences
- experiential learning and career preparation opportunities outside the classroom
- customizable pathways to their personal academic and career goals
- a community of faculty and fellow students who share the common transformational experience of immersion in a different language(s) and culture(s)

Students in SLGS will learn to:

- think critically about the meanings and possibilities of global community
- develop language and intercultural expertise to support their academic and career goals
- explore other cultures and learn to understand them on their own terms
- apply multiple perspectives to understand complex global problems
- carry out research that has real-world impact
- engage in a community that welcomes the challenges of acquiring multilingual and multicultural competencies

Process

From May to October 2020, a steering committee of 14 faculty members, augmented as needed by other experts, formulated a mission statement, reviewed other model schools elsewhere, and developed detailed recommendations on (1) curriculum, (2) second language instruction, (3) experiential learning and career preparation, (4) research and graduate education, and (5) governance and administrative shared services. All faculty and staff in the affected departments were invited to follow the deliberations and contribute feedback via a Canvas-style website.

Itemized recommendations

Curriculum

- Add humanistic content to the newly revamped Global Studies (GLBL) major, without further changing its structure or governance
    - Recruit language/literature faculty to teach 100-level Gateway & 200-level Core Foundation GLBL courses
    - Develop new GLBL courses (the heart of the proposal; examples provided)
- Incorporate Community Engagement learning outcomes across the curriculum plus a capstone course
- Form partnerships with professional schools to promote major/minor combinations and recommended pathways

- Raise significant resources for curriculum development and faculty support grants in all these areas
- Maintain existing degree programs under the control of their respective departments
- Actively support existing degree programs through coordinated recruitment, communications, and advising efforts

Experiential learning & career preparation

- Launch new required Experiential Learning (EL) and capstone courses
- Correct misleading narratives about the career preparedness of our graduates
- Better integrate career and academic advising
- Collect information about alumni and initiate regular contact with them
- Redesign our websites and develop a robust social media presence

Research and graduate education

- Launch Global Forum Talks (internal research talks by faculty and grad students)
- Form interdisciplinary research clusters (perhaps seeded by Global Forum Talks)
- Launch graduate professionalization course spanning departments
- Explore future ideas such as language-intensive MAs, a Global Studies graduate specialization, and/or an internship course

Second language instruction (L2)

- Explore, in conjunction with Core Education Committee, a new outcomes-based language requirement as an alternative to seat time/101-203 sequences
- Institute three options or levels of buy-in: (1) expert, (2) communicator, (3) Core Ed baseline required of every UO student, and involving three phases: goal setting, learning, portfolio-based credential assessment
- Form an experimental pilot cohort of ~100 students

Governance

- Appoint an Executive Director who reports to the CAS Dean
- Retain existing departments, whose heads serve on an Executive Committee
- Secure significant autonomy from CAS in exchange for accountability through quantitative metrics and qualitatively defined strategic priorities
- Consider alternative structures (e.g. a language sector model) after a 1-2 year waiting period

Shared services

- Managers remain assigned to current unit but each takes on a School-wide role
    - SLGS operations
    - Personnel services
    - Undergraduate student services, and travel
    - Graduate student services, communications, and events
- Current classified staff stay assigned to existing supervisors
- New School-wide classified staff added to fill vacancies and increase capacity in student engagement, communications, event planning, and partnerships with Tykeson, Admissions, Division of Global Engagement, and other units
- Bring SLGS Type III (administrative) costs up to the same level per student credit hour as the Department of English
- Shared services reassessed after 1-2 years along with overall departmental governance structure

Mission

Mission Statement

SLGS aspires to draw students to the UO by engaging them with cultures, languages, histories, and ways of life across the world. Its mission is to prepare graduates for their future lives and careers by providing holistic, interdisciplinary perspectives on critical issues and cultural developments that are global and historical in scope.

The SLGS provides a career-legible, interdisciplinary curriculum drawing on the social sciences and humanities. Customizable curricular pathways will allow students to acquire foundational skills in the liberal arts and translate them into real-world abilities. At the same time, the program offers a wide-ranging community of students and faculty who share the common transformational experience of immersion in multiple languages and cultures. This shared purpose forges a collective mission while maintaining commitment to honoring the diverse histories, cultures and disciplines embraced by SLGS.

In this program, students will learn to:

- think critically about the meanings and possibilities of global community
- develop language and intercultural expertise to support their academic and career goals
- explore other cultures and learn to understand them on their own terms
- apply multiple perspectives to solve complex global problems
- carry out research that has real-world impact
- engage in a community that welcomes the challenges of acquiring multilingual and multicultural competencies

Academic goals and commitments

We support global community

Our students want to become involved in building the solutions for a healthier, more sustainable, more just future across the globe. We help them get ready to do this. A degree from the SLGS provides our students with excellent preparation in global languages and cultures, critical social sciences, and the skills they need for full participation in global communities and success in the workplace. Between the classroom, the workplace, and the public square, our students gain valuable experience(s) that prepare them to lead the way in creating a better world.

We study multilingual and multicultural environments from an interdisciplinary perspective

Even amidst the global spread of English and American culture, many of the opportunities of the 21st-century world can only be accessed through skills and knowledge of diverse languages, history, cultures, and textual and visual traditions. SLGS helps students access these traditions through a career-legible, interdisciplinary curriculum.

Learning new languages and ways of being helps students understand the particularity of experience and to see themselves and their own society differently. In this way, a global education enriches the comprehension of local communities, and vice-versa. Moreover, the study of imaginative and theoretical literatures and traditions opens doors to manifold opportunities; it is a portal to diverse values and modes of thought.

Alongside this focus on cultures and languages, SLGS uniquely provides students with critical social science perspectives to interpret and apply those intercultural insights. With undergraduate professional tracks in fields like international law, diplomacy, and human rights, global health and development, and global environmental change, our students are well positioned to bring humanities-informed cultural understanding to work of global impact..

The SLGS teaching and research community specializes in a range of disciplines that deal with the most important issues in the 21st century through the lens of media studies, environmental studies, global health, social and political justice, global business, migration, food studies, languages and cultures, among other fields.

We provide students with personalized degree pathways

Students will develop individualized pathways that allow them to translate foundational skills in the liberal arts and social sciences directly into their personal and professional futures. At the same time they will participate in an intentional community dedicated to the common experience of bridging familiar and less familiar cultures.

We provide experiential learning and career preparation opportunities

The School will provide all UO students with languages and intercultural skills that align with their individual academic and career goals and prepare them for future opportunities and full participation in 21st-century context. Students will study abroad, complete in community-based assignments in their humanities and social science coursework, engage in experiential learning coursework that bridges theoretical knowledge and its practical application, and participate in a series of career-readiness activities at every step of their degree.

Curriculum

Undergraduate curriculum: New content for a new world

The world is changing, and we are preparing our students to meet the challenges it presents. The School will debut a newly revised Global Studies major (BA/BS), will introduce new interdisciplinary courses taught by paired humanities and social science faculty, will integrate community engagement pedagogy across the curriculum, and will partner with professional schools to offer career-facing pathways to double majors in languages, global studies, and professional degrees.

The Revised Global Studies Major

for students beginning Fall 2021
The recently revised GLBL major builds on years of success training students in international issues and incorporates new humanistic and interdisciplinary courses taught by School faculty across the humanities and social sciences.

Faculty from EALL, GerScan, REEES, and RL will participate in the GLBL curriculum by teaching Gateway and Core Foundation courses, as well as by contributing innovative new courses serving the GLBL major's existing Block B Professional Concentrations.

Gateway courses (8 credits)

101 Introduction to International Issues (issues focused)
102 Navigating Cultures (skills focused)

Block A Core Foundation (16 credits)

250 Values Systems in Cross-cultural Perspectives
240 Comparative International Development
270 Globalization and the Global Economy
230 Global Wellbeing and Quality of Life (Health, Food, Education, Environment)

Block B Professional Concentration

Faculty from EALL, GerScan, REEES, and RL bring expertise in a number of the GLBL major's Professional concentrations. These courses will connect faculty expertise with areas of high student interest. Here are a few new courses faculty have proposed:

Diplomacy, Peace Studies, and Conflict Studies

Border Cultures (Enjuto-Rangel, RL)
World Peace: A Utopia (Ostmeier, GerScan)
Putin, Propaganda, and Elections (Nemirovskaya, REEES, team taught with Political Scientist)
Muslims, Jews, and Christians in Spain: Past and Present (Wacks, RL)

Global Environmental Studies

Understanding Disaster in Asia (DiNitto, EALL)
People and Trees (Middlebrook, Comparative Literature)

Global Education

Children's Literature and Cultural Studies in the Bilingual Classroom (Enjuto-Rangel, RL, team taught with Education Studies)
Heritage languages around the world (Loza, RL, team taught with Linguist)

Global Arts, Culture, and Identity

The Art of Protest in the Soviet Union and Contemporary Russia (Presto, REEES)
Blackness in the US and the Francophone World (Moore, RL)

Global Health

Global Health Crisis and Poetry (Enjuto-Rangel, RL, team taught with Social Scientist)
Madness and Society (Weaver, GLBL, team taught with Humanist)

Global Business, Trade, and Tourism

Translation, Multilingualism, & Colonialism/Globalization (Gladhart, RL)
Business in Latin America (Lara, RL)

Global Food Studies

Coffee and Fascism (Garvin, RL)
Food and Identity (Vogel, GerScan)

Global Gender Issues

Human Rights, Gender and Self-Expression in Modern Russia (Nemirovskaya, REEES)

Global Media and Communication

Global Chinese Cinemas (Carpenter, GLBL, team taught with CINE)
Communities of Storytelling (Ostmeier, GerScan)

Global Migration and Diasporas

China in Latin America (Millar, RL and Chan, EALL)
European Islam (Wacks, RL)

Resources:

Research and Teaching Innovation Grant:

This fellowship supports the activities of School faculty whose collaboration includes research and curriculum design. Collaborative research projects drive innovative courses that capitalize on existing strengths in faculty research and often lead to new research directions. Faculty will propose projects drawing on individual or joint peer-reviewed publications and other scholarly products that can serve as the basis of new courses (including GEO faculty-led study abroad programs) in the School curriculum.

Faculty have already proposed ideas for new research clusters, including:

- Postcolonial globalization, resource extraction, and environmental justice
- Social inequality, difference, and hierarchy
- Transpacific studies
- Comparative empire studies
- Language and cognition across cultures
- Migration and diaspora studies

Community Engagement: Think globally, act locally

Community-engaged learning pairs classroom activities with community action. In bringing their intellectual engagement out of the classroom, students learn to make connections between campus and community, theory and practice, global contexts and local realities, and use their learning to provide direct benefits to local communities.

Under the direction of a full-time Community Engagement Coordinator, the school will incorporate Community Engagement across the curriculum, both as a component of courses across our major and minor programs, as well as in a new capstone course in global community engagement, in which each student focuses on a single project that combines global perspectives with local action. Students will connect coursework in Languages and Global Studies with local businesses, non-profits, government agencies, and community organizations.

School faculty will develop a set of **Community Engagement Learning Outcomes** for instructors to include in syllabi of courses that have community engagement-related activities and assessments. Instructors that choose to do so can assign students to develop first steps of community-engaged projects. Students interested in continuing the work can then enroll in a

capstone community engagement course in which they complete a more substantial project under the supervision of a faculty member who has some training and expertise in community engagement pedagogy. The School will partner with the Holden Center and TEP to develop outcomes and provide training for interested faculty and students.

There are many ways to practice Community Engagement in the context of coursework:

Introduction/Initiation

Students meet with humanists and social scientists or people employing humanist or social scientific approaches in their work to learn how and what they do: invite speakers to campus, conduct site visits, co-teach in schools, make presentations to local organizations.

Observation/Engagement

Students do field research at off-campus partner sites to break down the theory/practice divide: conduct guided tours of local sites, organize student excursions, shadow local professionals, conduct informational interviews, carry out archival research, engage in participant-observation.

Production/Creation

Students produce audience-oriented course products a way of making meaning socially or making personal meaning in public space: Podcasts, Educational curricula, Documentary films, Photo exhibits, Mobile apps, Interactive games, Content for news and social media, Cultural organizing

Current examples of community engagement at the UO:

GLBL Study abroad in Bolivia (Hindery)

Students and faculty collaborate directly with Bolivian indigenous communities, who define the community projects students and faculty work on. The communities set the priorities, and learning is focused around those projects. Most students also write their research papers on topics related to the community projects.

GLBL 199 College Connections, Human Hierarchies FIG (Braun)

First-year interest group course focuses on food security and inequality locally and globally. The students go to the Saturday Market/Farmers Market one day, and then volunteer at Food for Lane County and receive a tour of the warehouse and their operations one evening. A smaller group also visits the campus food pantry. They then present this work at the FIG Symposium.

SPAN 420 Linguistic Landscapes (Grammon)

Students surveyed the linguistic landscape of Eugene/Springfield, focusing on signage. They then met with Eugene city officials and made recommendations for culturally appropriate bilingual English/Spanish signage. See coverage by KLCC: https://www.klcc.org/post/uo-spanish-professor-suggests-ways-make-bilingual-signs-inclusive-downtown-eugene

GER 345M, Food, Culture, and Identity in Germany and Scandinavia (Vogel)

Students volunteer for Food for Lane County where they re-package food donated from UO residence halls and UO Catering, and for the Eugene Burrito Brigade, where they help in food preparation for unhoused and food insecure populations in Eugene. They compare the discourse of the German “Kleingarten” to issues in local, sustainable agriculture.

GER 357: Nature, Culture, Environment (Boos)

Students worked directly with the City of Eugene Parks and Open Space to help launch the “canopy story” project, an interactive mapping platform offering Eugene residents the opportunity to share stories about their favorite trees. Project was connected to readings in German environmental literature.

PHIL 410 Clinical Ethics (Morar)

Students accompany PeaceHealth physicians as they worked with actual patients so that the questions of medical ethics the students grappled with are not merely abstract. See Prof. Morar interviewed on UO Today: https://www.youtube.com/watch?v=oxCYkoRty_0

ENVS 203 Intro to Environmental Studies (Wald)

Some students volunteer 3 hours in Food for Lane Country’s community gardens, then have a writing assignment linking the service learning to reading and lecture. Others wrote a letter to the Regional 6 Forest Service detailing their vision for the future of Mt. Hood National Forest management.

ENG 413: Theories of Literacy (Simnit)

Students volunteer in local nonprofit literacy education programs and connect their experiences to their readings in theories of literacy.

Examples of community engagement opportunities in proposed new GLBL courses:

Madness and Society (Weaver, GLBL)

Students shadow mental health professionals and partner with mental health awareness organizations to produce outreach materials or to document and publicize their work.

The representation of multilingual voices in mediated contexts (Loza, RL)

Students conduct survey of representation of multilingual speakers in local media and make recommendations for more responsible representation of speakers of languages other than English.

Food and Identity (Vogel)

Students interview local food producers and customers on issues of cultural identity and food culture, prepare culturally-informed guides to local international cuisine for area media.

Structural racism in Global context (Weaver)

Students conduct archival and oral historical research to produce an interactive historical map (i.e. a geotagged phone app) of racism in Lane County in the context of global racist ideas and movements.

Resources:

Oregon Community Engagement Grant

This grant supports research and curriculum development that focuses on engagement with the public: civic groups, nonprofit organizations, government agencies, and the business community. Grantees receive a summer stipend and research support to partner with students and a globally-facing local organization to work on a research project and to develop a new course to be taught in the School curriculum.

Partnerships with professional schools

The school will partner with UO professional schools to create expedited pathways toward dual and triple degrees in GLBL and/or a language and a professional degree (for example: Global Studies, Chinese, and Education Studies, German and Business, Spanish and Public Relations).

We will identify courses that may co-satisfy degree requirements, and create experiential learning opportunities in which students may complete Experiential Learning (EL) credits for both majors for a single internship or job placement. For example, a student may be placed in a local Spanish immersion school, and complete relevant EL credits for both Education Studies and Spanish majors, or work in a business whose customers are primarily Chinese-speakers to

satisfy their EL requirements for both the LCB Business internship program and the Chinese major's EL course.

Journalism

The school of Journalism, Communication, and Media Studies offers courses that are compatible with degrees offered by the School (e.g., J396 International Communication, J412 Issues in Communication Studies, J410 Strategic Business and Financial Communication). There are a number of existing and proposed courses in the GLBL professional concentration in Global Media and Communication that might satisfy requirements in SOJC programs (News as the Art of Deception: How the Russian Media Works; Popular Culture in East and Southeast Asia; Cross-cultural Communication). Additionally, students can participate in GEO Study Abroad programs combining coursework and/or experiential learning in both fields.

Business

LCB's Certificate in Global Business requires students to take "20 credits of coursework that relate to an international theme." The School will partner with LCB advisors to identify suites of regionally-relevant course offerings in the School, together with study abroad programs in which students can satisfy requirements for GLBL and Business Administration degrees. In addition, the School will work with LCB to identify jobs and internships that allow students to simultaneously satisfy LBC internship and GLBL Experiential learning requirements.

Education

The School will build on the existing MOU between SPAN and EDST that facilitates a double major and a fast-track to employment as a bilingual or dual immersion primary school teacher (currently in high demand in Oregon).

Resources:

Global Career Readiness Grant

This grant supports initiatives led by School faculty to develop programming and student experiences that promote collaboration with professional schools to enhance career readiness in the global professions: courses, study abroad programs, workshops, trips, seminars, and other experiments in faculty-driven career readiness activities (individual faculty or groups may apply).

Language Instruction

A Robust, Integrated Program towards Multilingualism

Drawing on the strengths of the interdisciplinary approach proposed in the SLGS, the school proposes to include a robust, outcomes-based approach to language study, with all students attaining a level of language ability commensurate with their goals in the program. This would include three levels of language study integrated throughout their coursework in SLGS and be realized through a credential requirement that can be met in a variety of ways: course work, experiential learning, and testing.

Goal setting

As part of the undergraduate language requirement, students complete an online course module on how to learn languages and set research-based goals for their language learning. These goals would be customized and attainable based on the students' needs, rigorous language learning outcomes, and opportunities afforded by SLGS innovations (e.g., a meaningful global experience). Students will set a goal to achieve one of three levels:

Core (proposed for all UO undergraduate degrees)

- How to learn languages (online course module)
- Statement of goals for personal use and career connections
- Basic speaking proficiency (travel, social media, etc.)
- Basic literacy (reading knowledge)
- Introduction to Intercultural competence
- Domain-specific language (e.g., professional greetings, client service encounter)
- Identity: friendship/relationships/family connections (including heritage)
- Polyglot: basic proficiency in multiple languages

Communicator (similar to current BA level)

- Entry-level professional ability: Intermediate High proficiency
- Experiential learning course in target language
- Scholarships: CLS/Boren/Gilman
- NACE career readiness competencies
- GEO partnership (Elements | Language Tutor | Virtual Homestay)
- Free Proficiency testing

Expert

- Two co-curricular experiences (e.g., experiential learning + study abroad)

- Biliteracy: Advanced Low proficiency, demonstrable intercultural competence
- Paths: expertise (flagship-level in one language) or multiliteracy (Novice high in at least two languages)
- NACE career readiness competencies
- Scholarships: CLS/Boren/Gilman
- Free Proficiency testing

Learning pathways

Depending on their goals, students could take a variety of language-related courses ranging from traditional language classes to innovative, co-taught, interdisciplinary courses that engaged in content and language instruction simultaneously. With proper advising, they would select from a course menu to complete their language credential during their time in SLGS.

Portfolio-based Credential Assessment

Based on their goals, each student would complete a language learning portfolio assessment which included test score, courses completed, experiential learning reflections, and other mechanisms for attaining their SLGS learning credential.

Language across the curriculum

The School will innovate new ways to deliver language instruction to our students, prioritizing existing degree programs in the languages. Yamada Language Center will partner with the Center for Applied Second Language Studies to offer cutting-edge support for self-study language programs. The Director of Language Instruction will partner with the Undergraduate Committee to design courses that combine target-language and English-language instruction to meet the staffing needs of all School degree programs and to increase enrolments in target-language instruction. The UO has a number of faculty across campus who are highly qualified to teach content courses in their areas in a range of languages. School faculty will teach courses in language acquisition and language teaching/learning at the undergraduate and graduate levels and will maintain a regular program of professional development experiences for School faculty and Oregon language educators.

Hybrid English/target language courses

Courses that (to cite one example) combine a lecture in English with a discussion section (face-to-face or online) in a target language or languages provide flexibility for students and increased capacity for staffing language programs. Introductory and broadly thematic courses at the 100- or 200-level such as GLBL 100, GLBL 101, GLBL 199 or GLBL 250 Food Studies, for example, can offer discussion sections in any of our languages, and may satisfy language degree program requirements for upper-division instruction in the target language. These

courses build on the success of existing courses such as SPAN 238, HIST 248, and Chinese Flagship courses taught in both English and another language. A 300-level GLBL course focusing on a specific region may offer a single discussion section in a specific relevant language that also satisfies 300-level requirements. This option will be key in maintaining the capacity to staff smaller degree programs in the languages.

Undergraduates not taking the course for target-language credit may participate in the target language section, submitting written work in English. This option may attract many students looking to maintain their speaking and listening proficiency, but for whom high proficiency in writing in the target language may not be a goal.

Interdisciplinary language courses

SLGS faculty will teach a series of language courses featuring content drawn from across the disciplines. This will both help students develop discipline-specific language skills as well as diversify the content of traditional language courses and attract new students to our language programs. Here is a selection of interdisciplinary language courses proposed by UO faculty:

Italian	Business	Russo (LCB)
German	History	McNeely (GerScan)
Japanese	Representation, Identity, and Language	DiNitto and Idemaru (EALL)
Chinese	Digital Culture	Jing-Schmidt (EALL)
Korean	History of Technology	Kim (EALL)
Spanish	Cityscapes and Social Justice	Meléndez (Design)
French	Graphic Novel	Moore (RL)

Language Proficiency Certification

School will support language proficiency certification so that students can add this credential to their professional profile. The language proficiency certificate documents for employers a student's proficiency in a language. School will expand on the current Seal of Global Biliteracy program and will determine if existing certification programs (ACTFL, Cambridge, DELE, etc.) or others of our own innovation best suit the needs of our students.

Resources:

Language Instruction Innovation Grant

This grant funds innovation in language teaching, with an emphasis on proposals that grow Schools capacity to staff degree and certificate programs offering upper-division instruction in the target language.

Experiential Learning and Career Readiness

Experiential Learning and Global Internships

All School Majors and certificates will require completion of an Experiential Learning (EL) course as part of a School program taught by School faculty (in-load) and supervised by a full-time EL coordinator. Students may choose from a variety of placements in professional settings in Lane County, Portland, or in their hometowns, or one of GEO's Global Internships. It will be possible for students to build an EL course around an existing paid position with global context (for example, an immigrant-serving Oregon business or organization). EL courses provide an intellectual, academic framework for students to integrate their experience in the field with their academic goals and career readiness outcomes. Students complete a series of metacognitive and analytic assignments that map their work experience onto the career readiness outcomes and reframe their own experience within broader contexts. Placements are vetted by the SLGS EL coordinator. Students may opt to complete their EL work in a target language for credit toward a degree or certificate program in that language. In addition, SLGS will partner with other units on campus (COE, LCB, SOD) so that students can satisfy experiential requirements across two degrees. For example, an EDST/SPAN major might register for two EL courses (one in EDST in English, one in SPAN in Spanish) on the basis of a single placement in a dual-immersion school.

Immersive Language Study

Immersive language study in the US or abroad is strongly recommended as a pathway to professional proficiency in languages other than English. Students may choose to study abroad at a GEO center or elsewhere (e.g. through the half-century old partnership Oregon has with the universities of Baden-Württemberg), or to pursue immersive language study in a pioneering US-based GEO program such as Spanish Immersion and Organic Farming in the Willamette Valley. School also proposes a series of summer immersion programs on the UO campus (similar to the Middlebury Language Schools), to take advantage of existing infrastructure on campus and to generate revenue for the School. Students will be incentivized to choose GEO centers and sites, and School faculty will teach intro and core courses in summer and AY programs. The School will subsidize faculty participation in core course programs during the AY so that they may teach them in-load to facilitate maximum faculty participation. In addition, students may study abroad in School-approved UO faculty-led programs to fulfill degree requirements or in non-UO programs to fulfill degree electives. *Donor opportunity: endowed fund to provide all students admitted to the major with an immersive experience award (contingent on certain GPA and timely progress through major).*

Global Engagement ARC

Attracting and recruiting new students into the UO is a core part of the School's mission as a nationally unique marquee program. In support of this aim, the School will co-sponsor the longstanding faculty-led Global Engagement Academic Residential Community (GE ARC) for first-year students currently housed in the Global Scholars Hall. The GE ARC is an active experiential learning environment that provides residents the opportunity to bring together a focus on global issues facing our world with language study of their choice. Learners will have the opportunity to apply their learning in real world contexts. This opportunity is achieved through planning their study abroad experience, career connections with an international focus, and opportunities to connect with faculty and staff around unique research opportunities in their area of study with a culminating project of presenting at the Undergraduate Research Symposium their very first year. Students will take a three-part UGST 111 Global Engagement seminar spread over fall, winter, and spring terms, together with language and/or area studies coursework appropriate to their interests and proficiency levels.

Alumni Mentor Program

After students choose a degree path, the Tykeson Global Connections Career Advisor matches them with an Alumni Mentor. UO Alumni from the units that will form School are active in a variety of fields that draw on their global competencies and can serve as mentors and informal career advisors for our students. SLGS will partner with the UO Alumni center to identify alumni mentors and match them to School students based on student interests. These alumni may also be able to assist students in identifying experiential learning opportunities and to network for employment.

Leadership Program

Once students are admitted to the major, they are assigned a peer mentor in the School leadership program. School peer leaders serve as mentors and guides for beginning students to help them navigate their academic and career-facing activities: how to choose classes, what internship to choose, where to study abroad, what kind of capstone course? Students in the program gain leadership experience and serve as network contacts for students beginning in the program. School will develop this program in conjunction with the Holden Center and Tykeson Advising Program.

SLGS Career Readiness Outcomes

Working with the Global Perspectives Career Coach, the School will develop a set of career readiness outcomes for use in undergraduate curriculum. Instructors then reverse-design syllabi across the curriculum (including academic courses, study abroad, experiential learning, leadership and mentoring) that reinforce these outcomes. At every step of their program,

students can articulate how what they are doing is preparing them to think, work, and live globally. These outcomes are the threads that connect the various courses and experiences and give the School its unique, coherent identity, providing students with a consistent, and field-specific experience throughout their degrees. This approach is unique in schools of international and global studies in the US.

TEP will partner with Tykeson and SLGS faculty to design a pedagogical workshop to teach faculty to put these outcomes into practice at every level of the curriculum, mapping the outcomes onto existing course content, activities, and assessments. All SGP faculty will be competent in applying the approach to existing courses and in using it to design new courses.

GLBL gateway courses will provide students with the tools to make the connections between academic content (humanistic and social scientific research, experiential learning, study abroad) and the global workplace. Guest presentations by faculty, peers, and mentors from across the curriculum will familiarize them with us and our areas of expertise, and model academic and career pathways for them to follow.

In introductory courses, students gain familiarity with specific fields and continue to focus on how study in these fields will prepare them to pursue careers in the global professions. At the 300-level, Approaches courses further focus on a specific approach within a discipline. At the 400-level, students participate in Seminars with intense focus on a single aspect of one field or subdiscipline. In their final year, all majors participate in a capstone course in which they focus on an individually designed capstone project tailored to their academic and career interests; students may elect a traditional research paper, or may design other types of extensive projects in consultation with faculty and career advisors.

NACE[1] Career Readiness Outcomes:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

[1] National Association of Colleges and Employers https://www.naceweb.org/

- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace as well as advocate for workers' rights and responsibilities in the private and public sectors.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Resources:

TEP Summer Institute for Teaching: Experiential Learning Track

TEP will develop a track of the Summer Institute for Teaching on Experiential Learning, drawing on the expertise of experienced EL instructors in Design, Psychology, and Business. SLGS faculty interested in designing and teaching EL courses will receive stipends for attending. EL courses will be delivered primarily online, so instructors should attend the online track as well.

Experiential Learning (EL) Course Development Grant

Instructors who complete the Summer Institute EL track commit to designing and teaching their EL course the following academic year and receive a stipend for course development once they teach the course (as in the funding model used by Online)

Research and Graduate Education

Research:

Global Forum Talks

SLGS-funded internal research talks by faculty and graduate students around common research themes. Based on the successful "Food Talks" in Food Studies, and based on the results of the Qualtrics survey, the committee will propose themes for initial talks for AY 21-22. Further themes will be decided in subsequent years. The talks will be an opportunity to build community and share research interests, with the emphasis on capitalizing on the interdisciplinary nature of the SLGS. The talks will begin with 45 minutes of eating and conversation, followed by a presentation and Q&A. Open to undergraduate and graduate students, faculty, and staff. SLGS will fund the refreshment budget and provide staff to schedule and advertise the talks. Each term we will offer one talk by a graduate student and one talk by a faculty member in different events. These Global Forum talks will be instrumental in developing robust, interdisciplinary research clusters that encompass faculty within the school and across UO's campus. These clusters will invigorate faculty research and teaching, and strengthen the ties between our graduate programs. **RL is piloting the SLGS Seminar series in AY 20-21*.

Resources:

Teams Research and Teaching Innovation Fellowships and Grants

(based on Oregon Humanities Center model)
This fellowship supports the activities of SLGS teams whose collaboration includes research and curriculum design. Collaborative research projects drive innovative courses that catalyze existing strengths in faculty research. Teams propose projects drawing on individual or joint peer-reviewed publications and other types of publications and projects that serve as content for the creation of new courses (including GEO faculty-led study abroad programs) in the School curriculum.

For example, a scholar of medieval literature and a sociologist of the modern Middle East collaborate on a course on Islam in Europe that combines their research interests and involves undergraduates in the research process. Their Teams grant provides a stipend for course development and a course down for a research fellowship. In the team-taught course, undergraduates learn about Islam in Europe from the Middle Ages to the present, and are invited into the faculty's research: they read original medieval manuscripts with the literature scholar and learn about the sociologist's field work. Faculty also add a community engagement

component to the course in which the students engage the issues raised in the course in local contexts.

Graduate Education

Graduate professionalization course

SLGS will offer an optional graduate professionalization course each winter or spring term. The course will focus on preparing graduate students for academic, Alt-ac, and non-academic jobs. The course will be taught in-load by one of the Directors of Graduate Studies and will be open to all graduate students in the school. Designed as a colloquium, the class will draw on the expertise of the UO Career Center/Graduate School and will include workshops on topics such as “Turning a CV into a Resume” and “How to conduct informational interviews” as well as tips on networking with UO alums. Students would be encouraged to take the class at the beginning and end of their graduate careers.

While the course will allow students to examine the range of career opportunities within and outside the academic job market, the course will also work on drafting cover letters, teaching statements, CVs, Professional resumes, and grant proposals. As part of this course requirements the students will be developing a **Professional Portfolio**, and an **Individual Development Plan (IDP**) to explore professional, career opportunities outside the academia, and how to prepare for them competitively.

Future plans:

- SLGS **research teams** to develop interdisciplinary graduate courses (modeled on OHC funding). These courses could be team-taught and allow the current Global Studies faculty the chance to engage with PhD students.
- Language-intensive **MA programs for professionals** in government, diplomatic, military service. The SLGS is uniquely positioned to offer MA programs that combine intensive language training with courses in culture, society, politics, etc. These will be delivered via a blend of online coursework and face-to-face intensive language courses in Eugene.
- A **Global Studies Specialization** for graduate students modeled on Food Studies/Museum Studies specialization (16 credits).
- **Graduate-level Experiential learning courses** designed to help graduate students bridge classroom and workplace.

Governance

The School we envision would have an innovative, robust governance structure that follows from its academic mission and goals rather than prescribing new intellectual groupings or administrative arrangements artificially in advance. Its aim is to change no more, and no less, about current governance and administration than what is necessary to accomplish the School's mission and goals.

Key features include (1) a strong, not a weak, confederation of departments that avoids creating a new layer of administration, (2) a nimble and flexible collaboration with CAS that combines significant operational autonomy with accountability to quantitative metrics and qualitatively articulated strategic priorities, and (3) deep engagement by faculty outside the core departments.

The School would be comprised of **five departments, five programs, and one center**:

- Global Studies department
- Four language and literature departments
    - German/Scandinavian
    - East Asian
    - Romance Languages
    - Russian/East European/Eurasian Studies (invited)
- Five area studies programs
    - African Studies
    - Asian Studies
    - European Studies
    - Latin American Studies
    - Middle East/North African Studies
- Yamada Language Center (YLC)

The Comparative Literature department may elect to join at a later date with a status equivalent to the five founding departments.

Other languages (Arabic, Hebrew, Ichishki'in, and Swahili) would remain housed in other units but may participate in, and benefit from, academic activities and initiatives sponsored by the School.

Research centers would remain housed under their current administrative sponsors (the Global Studies Initiative in the case of CAPS and CASLS, CAS in the case of CLLAS, or Linguistics, in the case of NILI), but may be affiliated with the School in whatever ways are mutually beneficial. Similarly, the School should cultivate an active collaboration with the Language Teaching

Specialization (LTS) M.A. program and the Second Language Acquisition Teaching (SLAT) certificate program, both in Linguistics.

Faculty from outside the core departments may affiliate with the School via the area studies programs, as participating faculty in Global Studies, or simply as individuals. Area studies program directors would be charged with facilitating teaching and co-teaching assignments and otherwise involve affiliated faculty in the School's intellectual life.

The question of dissolving departments

The organization of departments into schools and colleges is a matter for the UO Administration in consultation with the UO Senate. By contrast, the status and policies governing departments internally are specified in the faculty CBA. To dissolve a department would presumably require either an affirmative faculty vote under Article 4 (internal governance policies) or the President's invocation of Article 25 (termination without cause for program elimination or reduction). While hardly unthinkable in the current economic climate, the latter would be an inauspicious way to launch a new School.

It is not clear in any case that departments need to be dissolved for the School to achieve its academic mission and goals. On the contrary, from an academic point of view, maintaining the stability of existing departmental communities, at least for the time being, would make curricular, programmatic, and administrative innovation far less prone to faculty resistance. So too, on the administrative side, asking officers of administration (OAs) and staff to dismantle departmental processes while simultaneously creating and inhabiting new positions would also be highly disruptive, in particular to the successful implementation of the School's core academic goals.

Initially, therefore, we recommend a structure, detailed below, that (1) maintains departments, (2) grants significant administrative autonomy and new resources to the School, and (3) ensures continuing accountability to CAS. Alternative models, such as dissolving departments in favor of smaller language sectors (as EALL and RL are already internally organized), can and should be considered in the future. But having discussed these alternatives, we suggest a waiting period after the School is launched before returning to this question. If, for example, the School is launched in Fall 2021, then the 2022-23 academic year could be used to assess the School's governance structure and enact any changes, if needed.

Structural overview

The School would be led by an **executive director** (ED) who reports to the CAS Dean and is charged with implementing the School's mission. The ED would oversee all matters internal to the School, as detailed below, and serve externally as a vigorous advocate for the School and

its mission. The ED should be a tenured full professor with academic expertise and administrative experience appropriate to the School's mission.

An **executive committee** would comprise the ED and the department heads, augmented as needed by area studies program directors and the Yamada Language Center director. To facilitate collaborations with other CAS programs, the divisional deans for humanities and social sciences would participate from time to time as ex officio non-voting members. The committee would aim to operate by consensus, but if consensus is unreachable and a decision is necessary, the executive director may call a majority vote.

Departments would continue to exist with all the statuses and policies specified in the CBA. Their heads would be appointed by the CAS Dean after a faculty vote, as is the case now. Departments' scope of activity and authority would remain focused on discipline-specific academic matters, including curriculum oversight and development, faculty hiring and evaluation, graduate and undergraduate degree programs, and fostering intellectual communities of faculty and students.

Area studies programs would likewise continue to exist, with their directors appointed by the ED in consultation with the divisional deans for humanities and social sciences. This will ensure wide consideration of faculty from outside the School. There should be no preference for or against program directors with appointments in the School's core departments, but one of their main responsibilities would be to involve outside faculty in the School's intellectual life.

Itemized recommendations

- To realize its mission through a nimble and flexible governance structure, the School will require a measure of operational **autonomy** from CAS in exchange for **accountability** to agreed-upon benchmarks. This new relationship is described in the next subsection.

- In keeping with best practices in **shared governance**, all major curricular and academic decisions should be overseen by committees of faculty who are not serving in major administrative roles (department head and above), as outlined below.

- **Disciplinary integrity and judgment** should be maintained for all high-stakes faculty evaluations (e.g. new tenure-track faculty hires and promotion & tenure reviews), which should continue to be conducted by departmental and disciplinary peers. However, low- to medium-stakes faculty evaluations (e.g. peer teaching evaluations and 6-year post-tenure reviews) would presumptively include faculty in other departments within the School so as to promote collegiality, objectivity, and the sharing of best practices across fields.

- What would stay the same about **departments**:

  - Their names and status as departments
  - Control over course scheduling
  - Control over courses in their subject codes
  - Control over existing degree programs (majors, minors, certificates, MA and PhD programs) including curriculum and graduate admissions
  - Sector-based oversight of language and literature programs in EALL and RL
  - High-stakes faculty reviews for tenure-track faculty (TTF)[2]
    - TTF hiring committees
    - pre-tenure review committees
    - committees for promotion to associate or to full
  - Control over departmentally-owned funds, including:
    - endowed scholarships
    - other endowment funds
    - state-side discretionary funds
    - summer session revenues accumulated to date
    - future discretionary funds allocated to departments by the School or by other entities

- What would be handled at the **School level**:

  - Administration and facilities
    - OAs and classified staff in a future “shared services” configuration
    - organization and oversight of personnel, budget, and other administrative processes (travel, visas, etc.)
    - faculty office assignments and other space allocations in Friendly Hall and/or other buildings (through transparent and equitable policies)
  - Strategic planning
    - implementation and periodic updating of the School’s mission document
    - identifying the School’s strategic priorities and opportunities and securing resources for them
    - formulating a School-wide Institutional Hiring Plan (IHP) submission for new faculty positions
  - Advocacy and recruiting
    - communications
    - alumni outreach
    - fundraising and development
    - representing the School at CAS- and UO-level meetings, retreats, committees, events, etc.

[2] Review and promotion of career faculty (NTTF) in languages and literatures may include colleagues from other departments, as disciplinary peers in the field of language instruction and pedagogy.

        - creating and maintaining partnerships with other academic and administrative units (e.g. Tykeson, Undergraduate Education and Student Success, Admissions, Division of Global Engagement, Lundquist College of Business, School of Journalism and Communication)
    - Departmental resource allocations formerly controlled by CAS
        - course releases
        - class sizes (including exceptions to new CAS minimum class size policy)
        - hiring of career and pro tem faculty
        - internal reallocation of graduate employee terms (GEships) allocated to the School by CAS
        - services and supplies (S&S) budgets
    - Other resources in support of the School's mission, including
        - control of future summer session revenues
        - allocation of any School-wide funds (e.g. faculty grants for curriculum development or community engagement) yet to be established
    - Staffing of shared governance faculty committees overseeing School-wide academic matters, e.g.:
        - curricular matters (e.g. proposed reform of UO language requirement, learning outcomes for community engagement courses)
        - awards of School-wide competitive internal grants (e.g. for curriculum development in Global Studies, language teaching innovation, research)
        - strategic planning, including review and approval of the School's annual IHP proposal
        - low- to medium-stakes faculty reviews, including peer teaching evaluations and 6-year post-tenure reviews

- What **area studies program directors** would do:

    - oversee updates and revisions to area studies curricula and the maintenance of course lists
    - align area studies curricula with Global Studies regional foci, where feasible
    - assist professional advisors in recruiting and advising area studies majors and minors
    - maintain and update lists of affiliated faculty from inside and outside the School
    - convene affiliated faculty for events, research and outreach initiatives, curricular revisions, etc.
    - spend modest discretionary budgets on speakers, events, and community activities

- What will still have to be **worked out later**:

    - course releases and/or stipends for departmental and School-wide service and administrative roles, including department heads, sector heads, directors of

graduate studies and of undergraduate studies, area studies program directors, etc.
- modifications to CBA-mandated departmental policies (especially internally allocated course releases, as detailed in professional responsibilities policies)
- composition of merit/equity review pools (whether across departments or not)
- what it means to be "affiliated" with the School as an outside faculty member
    - logistics and policies around teaching (or team-teaching) in the School
    - eligibility for grants and funding opportunities administered by the School
    - joint appointments or courtesy appointments in appropriate cases
    - participation in governance and service
- whether the ED or the appropriate divisional dean will
    - ghost-write promotion & tenure reports for the CAS Dean after Dean's Advisory Council review
    - handle "irregular" resource needs requiring CAS and/or Provost financial support, especially for faculty (start-up packages, retention cases, partner accommodations, fellowship top-ups, etc.)

Autonomy and accountability

The structure outlined above presumes a new relationship to CAS that preserves and enhances existing departments' contributions to the institution, both academic and financial.

Contrary to popular belief, UO language and literature departments already make money. Taken together, their cost (total expenditures) per student credit hour (SCH) remains less than the CAS average. As for Global Studies, its cost per SCH is lower still. In effect, these departments subsidize the rest of CAS, just as CAS subsidizes the rest of UO. If the proposed School were a business, it would generate roughly $1 million in annual "profit" (see Figure 1 below).

It is true that the language and literature departments have seen enrollment declines since the Great Recession. But over that time, the active management of class sizes, course releases, administrative costs, faculty hiring, and faculty attrition has maintained steady profitability in the face of this challenge, and that of rising labor costs institution-wide.

The problem is that this managerial success has created tensions and inefficiencies because so many detailed budgetary and personnel decisions must be laboriously negotiated between department heads and CAS administrators. The complexity and opacity of these negotiations fuel a pervasive concern that pedagogical and academic questions have been sidelined. We also lack a stable and transparent strategic framework to guide resource allocations and minimize ad hoc decision-making.

While some fear that administrative consolidation in a new School will serve as a prelude to downsizing and program cuts, the incorporation of Global Studies—with its strong enrollments,

flexible curriculum, and robust advising infrastructure—offers every expectation that the School will grow and thrive as it attracts more students. In turn, the incorporation of a major humanities component into Global Studies will make it unique and raise its profile among Global and International Studies programs nationally and internationally. But the School will be unable to capitalize on these new synergies without a significant devolution of authority, responsibility, and initiative.

A nimble and flexible form of administration and governance requires, above all, a new relationship with CAS that confers autonomy in exchange for accountability.

The steering committee therefore expresses its strong preference for a School to which CAS gives significant control over budgetary, personnel, and administrative matters, including but not limited to:

- course releases
- class sizes
- hiring of career and pro tem faculty
- internal reallocations of GEships allocated to the School by CAS
- services & supplies budgets
- allocation of staff and/or faculty FTE for advising, communications, program supervision, and other School-wide administrative functions

In return, the School should be required to meet an agreed-upon set of benchmarks to ensure that it:

- lives within its means
- is incentivized to enroll more students
- ensures that students at all levels enjoy significant contact with tenure-related faculty
- recognizes and supports the distinct contributions of career (NTTF) faculty
- allocates proper resources to administrative staff under a new “shared services” model
- contributes to institution-wide goals and strategic priorities

We suggest the following suite of metrics, drawn from the Provost’s numbered list of Primary Operational Metrics (SCH = student credit hours):

- TTF-generated SCH per TTF FTE (#1)
- NTTF-generated SCH per NTTF FTE (#2)
- Type III (administrative) expenditures per SCH (#5)
- Total expenditures per SCH (#7)

The first two metrics benchmark faculty workload for TTF and NTTF, respectively, against student credit hours: they ensure that faculty are serving students. The third does the same for administration. The last metric can be used to compare unit-level finances across units and over

time. It is arguably the “headline” metric, since SCH are UO’s principal academic revenue source.[3]

Other popular metrics, such as the number of majors/degrees or the total number of SCH, are problematic in this context. The great majority of language and literature students are either double majors or minors, and are not adequately captured even by prorated major counts. Global Studies majors take many of their courses outside the department, masking the contributions of other units. Total SCH counts are more useful but are best measured against faculty size and administrative costs, as suggested above; charted in isolation, trends in total SCH do not reflect changes in the overall size and composition of the UO student body, among other drawbacks.

While metrics for the School’s constituent subunits should still be tabulated, CAS should focus primarily on School-wide metrics and trends. Using a three-year rolling average would smooth out temporary fluctuations in student interest and faculty size, and allow the School to address these issues in real time.

With these metrics at hand, the School’s Executive Director should negotiate a budget each year with CAS based on:

- the School’s official mission document
- the School’s current strategic priorities, as ratified by the Executive Committee after discussion by the faculty
- CAS’s and UO’s current strategic priorities (e.g. hiring more TTF in marquee research fields or increasing global engagement among undergraduates)

The expectation is that the School will be evaluated on both quantitative factors (metrics) and qualitative factors (strategic priorities). The aim is to combine the best features of an RCM (“eat what you kill”) budget model and a traditional (“baseline plus begging”) budget model.

Medium- to long-term goals beyond year-to-year budgetary negotiations (e.g. additional resources to support enrollment growth or faculty cluster hiring through the IHP) should be codified in a non-binding multi-year MOU attached to the yearly budget.

[3] Because GE allocations are crucial to both the teaching and research missions of the School, we also propose a fifth metric to provide transparency, consistency, and predictability in the number of GEship terms allocated by CAS to the School. Such a metric could be tied to the number of undergraduate sections and SCH that GEs generate as discussion leaders or sole instructors, and should recognize the variety of configurations and missions of the different core departments.

Figure 1: SLGS units collectively subsidize CAS already

Departmental profit/loss

Source: UO Operational Metrics

Expenditures per SCH (primary metric #7), Total SCH (p. 2, including summers)

Five-year averages

Unit	Expenditures per SCH ($)	Total SCH	Profit/loss to CAS*
UO	261.5	932,338	
CAS	227.0	588,708	$ -
CAS Hum	235.5	162,747	$ (1,383,350)
CAS Nat Sci	241.3	235,232	$ (3,363,818)
CAS Soc Sci	203.5	190,222	$ 4,470,217
EALL	211.7	15,889	$ 243,102
GRSC	240.1	7,377	$ (96,639)
RL	202.9	33,437	$ 805,832
REEES	297.9	1,365	$ (96,779)
GLBL	197.5	7,555	$ 222,873

Language and literature departments only	$ 855,516
Lang/lit departments plus Global Studies	$ 1,078,389

Green	Less expensive than CAS average
Red	More expensive than CAS average
Yellow	CAS average

*** = (CAS Expenditures per SCH - Dept Expenditures per SCH) x Total Dept SCH**

NOTES: This thought experiment imagines that the School collects tuition directly from students, remits 40% to UO in "rent" for centrally provided facilities and services of all sorts, and pays CAS whatever "profit" is left over after all general fund Type I-III expenditures have been covered (salary and OPE for faculty, staff, and GEs, plus GE tuition remissions, plus services and supplies).

The 40% "rent" is what would remain after dividing the CAS average expenditure of $247 per SCH in FY 19 by the $413 in tuition and fees collected by UO for each SCH in that year (i.e. $385 million ÷ 932,338). This calculation assumes a consistent mix of in-state and out-of-state students across academic units, and ignores the difference between academic year and summer session tuition rates. But it provides a credible rough estimate.

These calculations also fail to account for research grants and other external funding sources besides tuition and fees. However, at public R1 universities, a full accounting of research costs typically uncovers additional subsidies that flow from the humanities and social sciences toward the natural sciences. This is because external grants do not defray the full direct and indirect costs of research; UO, for example, invests $27 million of its own funds for research (e.g. for startup packages in the laboratory sciences). See SPS Annual Report for FY 2019, p. 14, fig. 19; and Christopher Newfield, *The Great Mistake: How We Wrecked Public Universities and How We Can Fix Them* (Baltimore: Johns Hopkins University Press, 2016), 93-104.

Shared Services

Proposed Shared Administrative Structure:

Expertise/Oversight Areas-Managers

- Managers stay primarily assigned to existing units and manage existing unit budgets with existing heads and directors in respective existing portfolios
- Classified Staff stay assigned to existing supervisors

Global School Operations OA

- *Proposed occupant: Linda León (RL)*
- Director-Manager Partnership
- Director Support-classified (.25 FTE from EALL Grad/Undergrad Coordinator that is assigned to CAS restored to SLGS)
- Office and Operations (Supervise front desk)
    a. Keys & Proxy Cards
    b. Inventory
    c. Parking Permits
    d. Telephone Coordinator
    e. Xerox machines – copy counts, etc.

Personnel Services

- *Proposed occupant: Lisa Ross (EALL)*
- Visa Immigration-Faculty *(ideal for CAS shared service)*
- Faculty Reviews/Promotions
- Payroll *(a portion potentially for time entry for CAS shared services)*
- HR: Hiring Process/Onboarding *(ideal for CAS shared service)*
- HR: Leaves/Sabbatical/Pay Changes/Searches

Undergraduate Student Services & Travel

- *Proposed occupant: Melissa Bowers (OCIAS)*
- Undergraduate Services
- Academic Scheduling
- Scholarships
- Travel *(a portion of travel ideal for CAS shared service (processing not intake and approval))*

Graduate Student Services, Communications, and Events

- *Proposed occupant: Perri Schodorf (GerScan)*
- Graduate Services/Recruitment
- Event Services
- Communications
- Commencement Coordinator

Staffing OA, Classified, Student workers

gray highlight indicates vacant positions

OCIAS

- 1 Academic Unit Manager (Melissa Bowers, .40 FTE effort OCIAS, not budgeted in OCIAS)
- 1 Grad Coordinator (vacant, .75 FTE)
- 1 Administrative Program Assistant (UG) (vacant, 1.0 FTE)
- 1 Accounting Tech (David Schmunk, 1.0 FTE)
- 2 student workers (10 hours a week each)

- *Not listed staff housed in English Administrative Unit who have support duties in OCIAS = 6 staff*

Romance Languages

- 1 Academic Unit Manager (Herlinda Leon, 1.0 FTE)
- 1 Grad Coordinator (Maria Heider, 1.0 FTE)
- 1 UG Coordinator (vacant, 1.0 FTE)
- 1 student workers (4 hours a week)

- *Planned CAS coverage for vacant positions (2.75 FTE) is 1.0 FTE*

EALL

- 1 Academic Unit Manager (Lisa Ross, 1.0 FTE)
- 1 Grad/Undergrad Coordinator (Leah Foy, .75 FTE (additional .25 FTE temporary CAS))

GER SCAN

- 1 Academic Unit Manager (Perri Schodorf, 1.0 FTE)
- 1 UG Coordinator (Karen Neal, .5 FTE)
- 2 student workers (6 hours a week each)

Needed staffing

Restore FTE for vacant positions and 2.0 FTE for new proposed functions from SLGS task force:

a. communications
b. alumni outreach
c. event planning
d. student reception
e. building closer relationships with administrative partners across UO, e.g.
    i. Tykeson/UESS (for advising)
    ii. DGE (for study abroad & other international opportunities)
    iii. Admissions (for recruiting incoming students)
    iv. Communications (for outreach & marketing)
f. other

Benchmarking staffing needs

Given the similarities in scope and mission between the School and the Department of English, it is reasonable to envision that their administrative staffing needs would be roughly equivalent, after adjusting for their relative sizes. The table below shows that if the School were staffed at the same dollar level *per SCH* (using the Provost's figures for Type III staff expenditures), the School could add 3.74 additional FTE at the OS II rate. This figure is, of course, a rough benchmark pending a more detailed study into current and future staffing needs for the School and its constituent programs. For example, the English Department currently provides administrative support to OCIAS, but the nature of that support will be reconfigured when OCIAS is dissolved and its prior functions absorbed into the new School's shared services organization.

Bringing SLGS staffing up to the level of English Dept

Source: Provost's Operational Metrics, FY15-FY19 averages

Dept personnel = amount each unit spends on its own staff

	SCH		Dept personnel	Ratio
EALL	15889	$	141,403	
GLBL	7555	$	4,696	
GRSC	7377	$	114,634	
REEES	1365	$	2,107	

RL	33437	$	222,883	
SLGS total	65623	$	485,723	7.40
ENG	47087	$	558,483	11.86

4.46	difference in ratios (Dept personnel / SCH)
$ 292,609	extra $ for SLGS to make its ratio equal ENG's
$ 78,185	cost of one OS II (salary + OPE)
3.74	number of new OS IIs SLGS could hire

Resource request: renewable funding

Program	AY 21-23 programming	AY 21-23 costs	Results	Donor opportunity
Global Forum Talks	10 talks/yr @ $300	$9,000	Formation of new teams and curricular innovation	$50-100k endowed fund
Teams research and teaching innovation fellowships	6 fellowships/yr of 1 course release (@ $10k) plus $2,000 ASA	$216,000	8-9 new courses and related faculty publications	$1M+ endowed fund
Teams research and teaching innovation grant	6 grants/yr @ $2,000 ASA	$36,000	8-9 course redesigns	Combined with above
Global Career Readiness program grant	$24k/yr, individual proposals of up to $2k	$72,000	Programs focused on career readiness	$300k+ endowed fund
TEP Summer Institute: Community Engagement track stipends	5 x $1,500/yr	$22,500	15 faculty trained in best practices	
Global Oregon Community Engagement Grant	3 grants of $3,000/yr	$27,000	9 courses with significant Community Engagement focus	$50k+ endowed fund
TEP Summer Institute: Experiential Learning track stipend	5 x $1,500/yr	$22,500	15 faculty trained in best practices for EL pedagogy	
Experiential Learning Course Development stipend	3 x $5,000/yr	$45,000	12 new EL courses in GLBL and languages	
Global Engagement ARC: stipends and expenses for faculty supervisors	3 x $18,000/yr	$54,000	GE ARC programming and coursework	
Global Engagement ARC: offset stipend to cover cost differential for Global Scholars residence	10 x $2,000/yr	$60,000	Remove barriers to access to GE ARC	Offset funding for 20 students/yr
Total funding requested exclusive of staffing		**$564,000**		

Resource request: staffing

Shared Services	Office Specialist II	2.0 FTE	*as per Shared Services section*
Experiential Learning Coordinator	NTTF or OA	1.0 FTE	*will also teach EL courses*
Community Engagement Coordinator	NTTF or OA	1.0 FTE	*will also teach CE courses*
Undergraduate Advisor	NTTF or OA	1.0 FTE	
Career Counselor	OA	1.0 FTE	

Friendly Hall (also see appendix)

A fit study was done by CAS, which showed that virtually all faculty in the core departments (i.e. including Global Studies) will fit within Friendly Hall. Other buildings (e.g. Esslinger, UO Annex) will still be needed for many graduate students and possibly some faculty. The configuration of windows in Friendly Hall limits the ability to change office layouts and sizes. Another key consideration is the need for air conditioning on the fourth floor, which is stifling in the summer.

Appended to this document are two proposed configurations for first- and second-floor spaces in Friendly Hall.

Proposed timeline and process

May-Sep. 2020 — Steering committee of 14 faculty, augmented by other experts

(a) formulated a mission statement and academic goals
(b) reviewed other model schools elsewhere
(c) formed subcommittees to develop detailed recommendations on
    a. curriculum
    b. second language instruction
    c. experiential learning and career preparation
    d. research and graduate education
    e. governance and administrative shared services
(d) tabulated anticipated resource needs

All faculty and staff in affected departments were invited to watch recorded meetings and contribute feedback on a Canvas-like site

Oct. 2020 — Full draft proposal submitted to CAS Dean and released to departments

Winter 2021 — CAS submits final proposal for advisory vote by core departments

Spring 2021 — UO Senate considers proposal and may take an advisory vote

Summer 2021 — Administrative implementation begins

Fall 2021 — School officially launched
Possible national search launched for an Executive Director

Fall 2022-Spr. 2023 — Reassessment and possible modification of

(a) mission statement and academic goals
(b) governance structure
(c) shared services model
(d) resource needs

Degrees offered by the School

Undergraduate Majors

Asian Studies (BA)
Chinese (BA)
French (BA)
German: German Language, Literature and Culture (BA, BS)
German: German and Scandinavian Studies (BA, BS)
German: Scandinavian Studies (BA, BS)
Global Studies (BA, BS)
Italian (BA)
Italian: Literature and Culture (BA)
Italian: Italian Studies (BA)
Japanese (BA)
Latin American Studies (BA)
Romance Languages (BA)
Russian, East European, and Eurasian Studies (BA)
Spanish (BA)
Spanish: Literature and Culture (BA)
Spanish: Language and Society (BA)

Undergraduate Minors

African Studies
Arabic Studies
Chinese
East Asian Studies
European Studies
French
German
German and Scandinavian Studies
Global Health
Global Service
Global Studies
Greek
Italian
Japanese
Korean
Latin American Studies

Middle East and North Africa Studies
Russian, East European, and Eurasian Studies
Scandinavian Studies
South Asian Studies
Southeast Asian Studies
Spanish

Graduate Majors

Asian Studies (MA)
East Asian Languages and Literatures (MA, PhD)
French (MA)
German (MA, PhD)
Global Studies (MA)
Italian (MA)
Romance Languages (MA, PhD)
Russian, East European, & Eurasian Studies (MA)
Spanish (MA)

Graduate Specializations

African Studies
Asian Studies
Translation Studies

Graduate Certificates

Russian, East European, and Eurasian Studies

Steering and subcommittee members

Steering committee

Sonja Boos (German/Scandinavian)
Mokaya Bosire (Swahili, African Studies, Linguistics)
Kathie Carpenter (Global Studies)
Robert Davis (Romance Languages)
Rachel DiNitto (East Asian Language and Literatures)
Cecilia Enjuto-Rangel (Romance Languages)
Maram Epstein (East Asian Language and Literatures)
Ian McNeely* (German/Scandinavian, History)
Eileen Otis (Sociology)
Craig Parsons (Political Science)
Phil Scher (CAS Social Sciences)
David Wacks* (Romance Languages)
Jo Weaver (Global Studies)
Harry Wonham (CAS Humanities)

*co-chair

Subcommittees

chairs/conveners listed first

Curriculum

David Wacks (Romance Languages)
Sonja Boos (German/Scandinavian)
Maram Epstein (East Asian Languages and Literatures)
Eileen Otis (Sociology)
Jo Weaver (Global Studies)

Second-language learning

Robert Davis (Romance Languages)
Mokaya Bosire (Swahili, African Studies, Linguistics)
Harinder Khalsa (Romance Languages)
Jeff Magoto (Yamada Language Center)
Zhuo-Jing Schmidt (East Asian Languages and Literatures)
Julie Sykes (Center for Applied Second Language Studies)

Experiential learning and career preparation

Kathie Carpenter (Global Studies)
Dani Amtmann (Tykeson)
Kenlei Cowell (Tykeson)
Courtney Garcia (Tykeson)
Laurie de Gonzalez (Romance Languages)
Matthias Vogel (German/Scandinavian)
Zara Pastos (Tykeson)

Research and graduate education

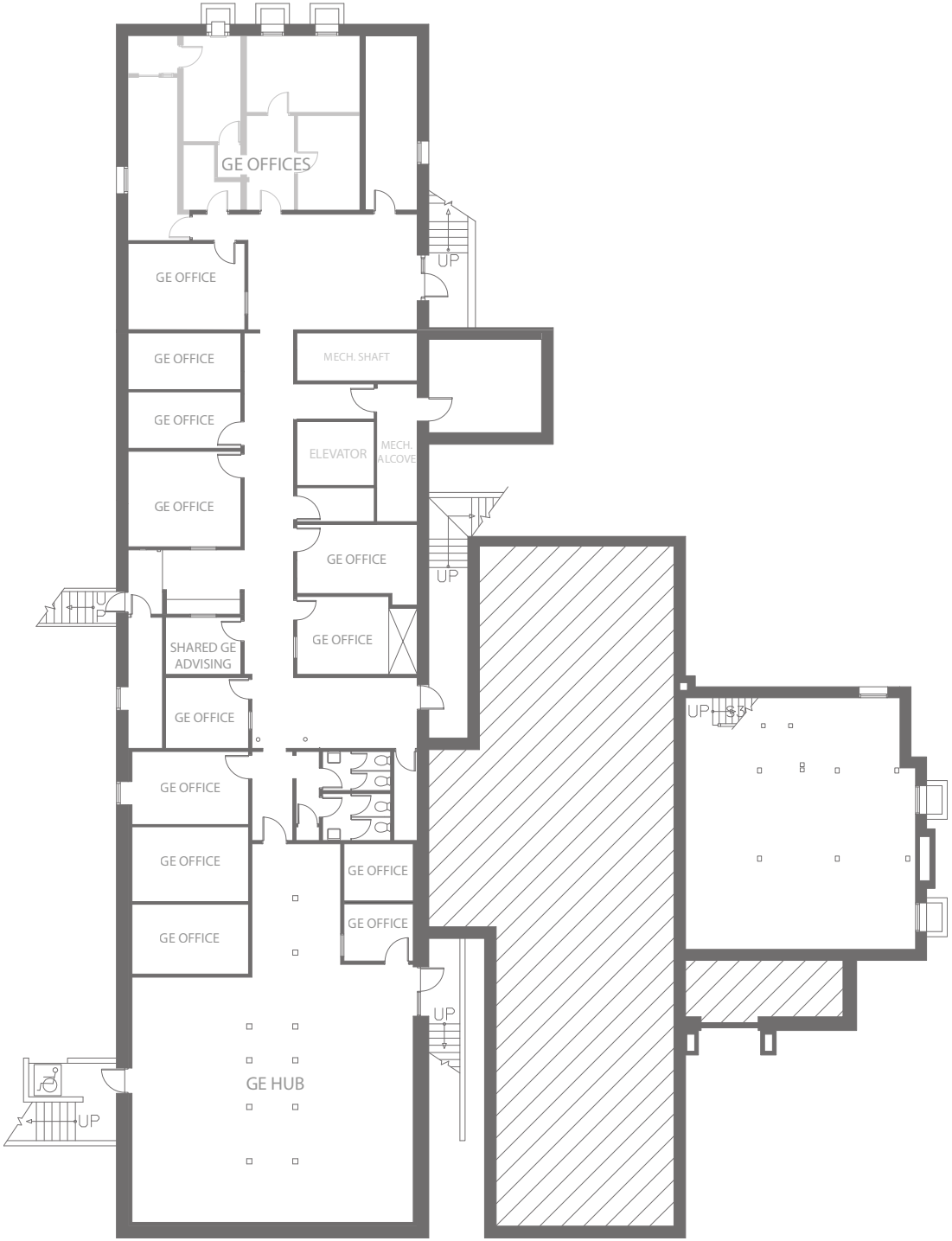
Rachel DiNitto (East Asian Languages and Literatures)
Cecilia Enjuto Rangel (Romance Languages)
Phil Scher (CAS Social Sciences)

Governance

Ian McNeely (German/Scandinavian, History)
Kathie Carpenter (Global Studies)
Maram Epstein (East Asian Languages and Literatures)
Craig Parsons (Political Science)
Nathan Whalen (Romance Languages)
Harry Wonham (CAS Humanities)

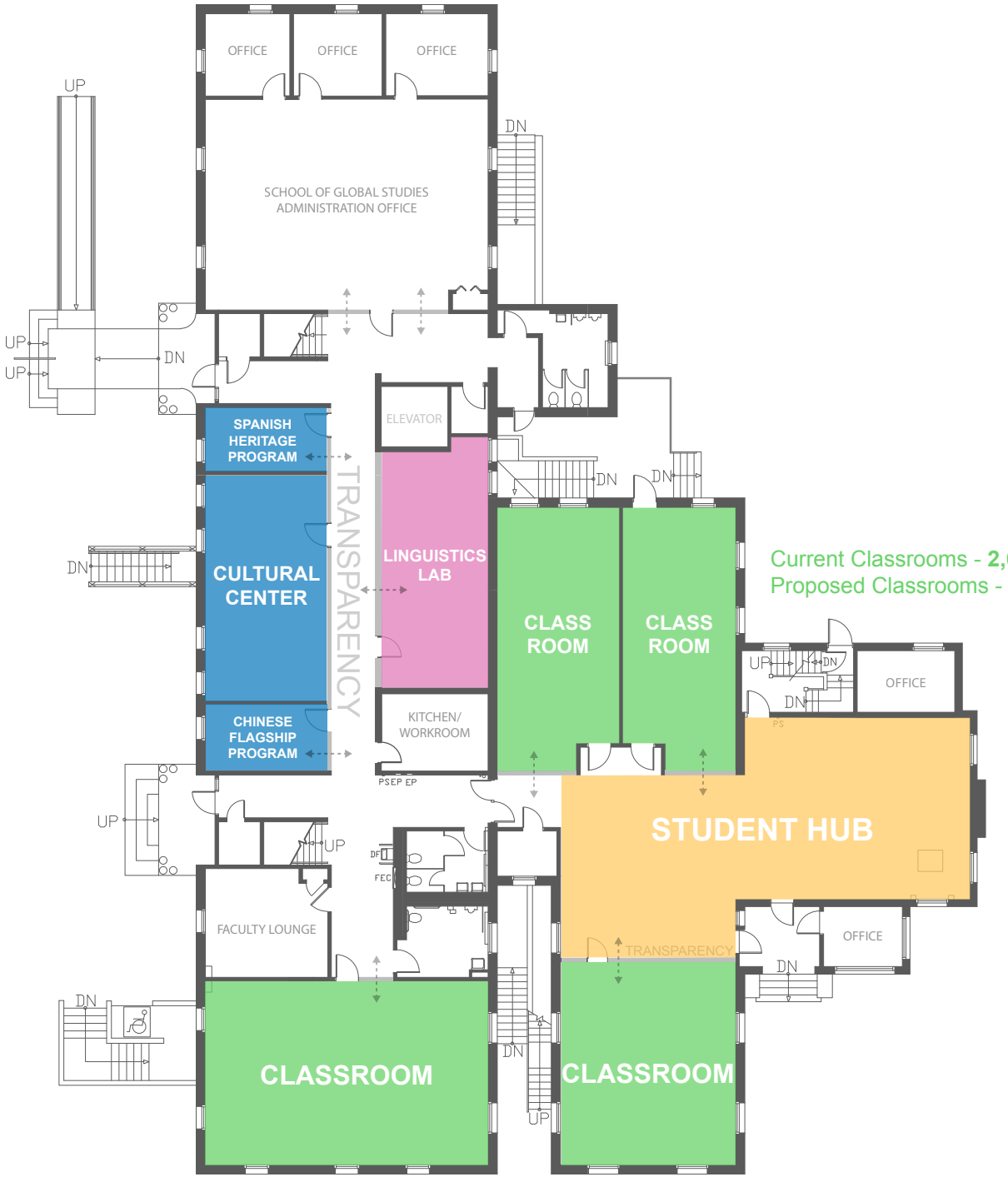
Shared services

Rachel DiNitto (East Asian Languages and Literatures)
Melissa Bowers (OCIAS)
Chelsey Fitzgerald (OCIAS)
Linda Leon (Romance Languages)
Lisa Ross (East Asian Languages and Literatures)
Perri Schodorf (German/Scandinavian)



SCHOOL OF LANGUAGES AND GLOBAL STUDIES OPTION 1
FRIENDLY HALL - BASEMENT

Prepared by Annelies Gielstra for C. Soutar - October 27, 2020



SCHOOL OF LANGUAGES AND GLOBAL STUDIES OPTION 1
FRIENDLY HALL - FIRST FLOOR

Prepared by Annelies Gielstra for C. Soutar - October 27, 2020

OFFICE
OFFICE
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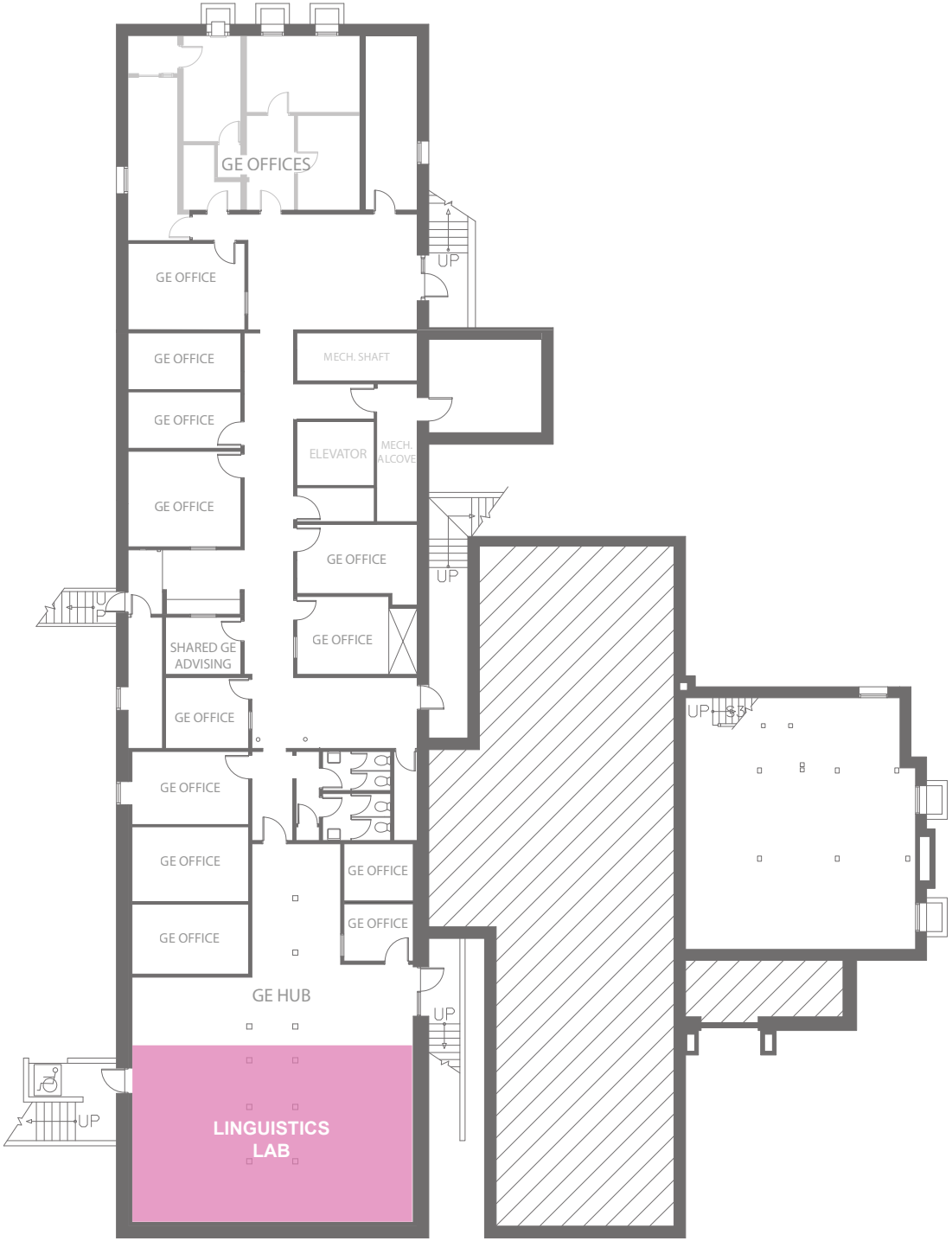

SCHOOL OF LANGUAGES AND GLOBAL STUDIES OPTION 2
FRIENDLY HALL - BASEMENT

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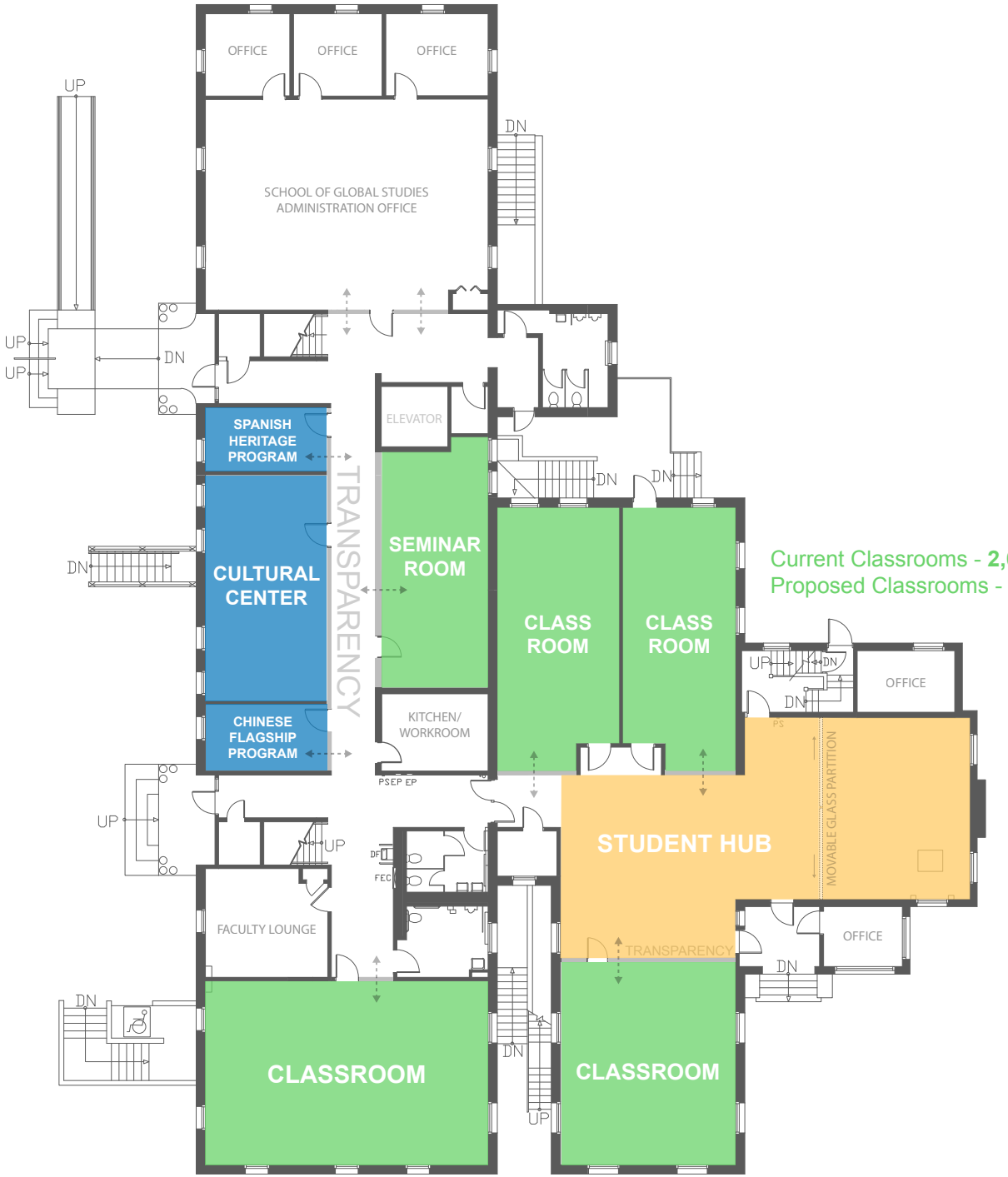

SCHOOL OF LANGUAGES AND GLOBAL STUDIES OPTION 2
FRIENDLY HALL - FIRST FLOOR

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OFFICE
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