

Proposal
School of Global Studies and Languages

I. Proposal: The College of Arts of Sciences (CAS) and the relevant faculty propose the combination of the following departments and programs, as well as the Yamada Language Center, into a new School of Global Studies, Languages (GSL) that will be in CAS:

African Studies
Asian Studies
East Asian Languages and Literatures
European Studies
Food Studies
German and Scandinavian
Global Studies
Global Health
Judaic Studies
Latin American Studies
Middle East and North Africa Studies
Romance Languages
Russian, East European, and Eurasian Studies

The initial formation of the school will maintain the current departmental status of each of the four participating departments but will undertake both short- and long-run steps to integrate curriculum, research, administrative services, and student services, such as advising and experiential learning opportunities, into a single school structure.

II. Goals: To create an innovative, student-centered curriculum that will attract students to the UO who are interested in studying and, ultimately, working in a global context. To support and strengthen the intersections and synergies between humanities and social science scholarship among CAS faculty, particularly in areas that are cross- and multi-disciplinary. To 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, as well as create the opportunity to raise significant external funding.

III. Process: This proposal has arisen from a variety of conversations over the past few years, motivated in part by the desire to respond constructively to substantial (often adverse) changes in student enrollment patterns for the language and literature departments, with the goal of attracting students to the study of global languages and cultures, reinvigorating our curriculum and pedagogy in these areas, and reinvesting in and further supporting interdisciplinary research by faculty in these areas. At the beginning of 2020, the Provost encouraged

development of a proposal that would include plans for renovating Friendly Hall, as well as the possibility of investment by the President to help build in this important area of the humanities. A faculty committee, led by co-chairs Ian McNeely and David Wacks, began in spring 2020 and delivered a detailed proposal to the CAS Dean and Provost by November 1, 2020. Department faculty were consulted both prior to and during the committee's work.

This proposal provides an overview of the initial key aspects of the school and transition plans over the coming year and beyond.

IV. Investments: The CAS Dean, President, and Provost are committing significant investments to the future success of the new school, which include:

1) A \$2.9 million renovation of Friendly Hall, which will provide new classrooms that will be well-equipped for language instruction, refurbished administrative and faculty offices, and 2000 square feet of student collaboration space, supporting programs such as the Spanish Heritage Language and Chinese Flagship programs. This is in addition to a recently installed elevator in the building to make Friendly Hall spaces accessible to everyone.

2) A \$150,000 3-year annual commitment from the President (subject to annual review) for a total of \$450,000 for crucial one-time investments in the school. These funds will support the development of new curriculum by faculty, new language pedagogy, student success initiatives, research innovation funds, and development of initial communication and marketing materials.

3) A commitment by CAS of \$200,000 over the next three years to supplement the President's investment and which can also provide compensation, as needed, to faculty who take on the substantial committee work that will be needed to ensure a successful transition. The College has also identified a donor endowment that can be used to support a new student success coordinator position for the School.

V. Curriculum: The school will undertake extensive efforts to develop a new, innovative, and holistic curriculum that integrates both humanistic and social science perspectives in educating and training students. This will include development of coursework by faculty to enhance the training students get pursuing professional concentrations in the Global Studies major, exploration of co-teaching opportunities, integration of career competencies and community engagement elements into the curriculum, greater collaboration and coordination with professional schools to promote and further develop professional pathways for students. The key goal of curricular development is to create career-legible pathways that resonate with students with pedagogy that trains our students in ways highly valued by employers. Current degree program at the undergraduate and graduate levels will remain in place but will adapt to the School's new emphasis on collaboration between humanities and social science content and methodology.

VI. Experiential Learning, Career Preparation, and Community Engagement: The school's curriculum and degree requirements will emphasize hands-on learning and professional

experiences for its students. Faculty and students will be incentivized to integrate internships, study abroad opportunities, research experiences, field work and other experiential learning opportunities into students' education and training. Leadership and faculty of the school will engage with campus partners, including Tykeson academic and career advisors, the Career Center, the Division of Global Engagement, and the professional schools to develop deeper coordination and collaboration of curriculum and student services for students interested in global degrees and professional paths.

VII. Language instruction: Following best practices, the school proposes to implement a new, robust, outcomes-based approach to language study that will also give students the flexibility to attain 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 the School and realized through a credential requirement that can be met in a variety of ways: course work, experiential learning, and testing. The School will also look to integrate language instruction across the curriculum, not just in target language courses (e.g., a global policy course could have discussion sections offered in different languages).

VIII. Research and Graduate Education: The new school will support current scholarship by its associated faculty and look to support that scholarship in new ways. This includes new "Global Forum" research talks, where faculty and graduate students can share ideas in a research seminar series. The school will also invest in research and teaching innovation grants and fellowships for faculty and graduate students. The School will also explore creation of new curriculum in graduate education to develop graduate students' professional skills, as well as the development of new professional Master's programs, specializations, and other new graduate programs.

IX. Administrative services: The School will have administrative services commensurate with the rest of the College and be included in any reorganization plans that come as a result of the shared administrative services task force recommendations. Any changes that result from a move to shared administrative services in the College will follow some key principles. First, the goal of reorganizing into a shared services model is to realize efficiency gains to provide more services with existing staff, not to reduce staff. Thus, while the ultimate configuration of staffing for the school may look significantly different, the provision of services should be higher. Second, the ED will have one person who functions as their unit manager for the school. Third, department heads and faculty will continue to have staff providing needed local services and who will be the department's (and school's) conduit to other administrative needs.

X. Governance: The School will 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 be comprised of the ED, the department heads, and some representatives from among the area studies program directors, other program directors and the Yamada Language Center director, as voted on by the program directors. (The exact nature of the representation of the program directors on the executive committee is something that can be decided by the transition committee in the coming year). 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 be advisory to the ED and the Dean. The ED may call a vote on matters of significance.

Departments would continue to exist with their current status and policies specified in the CBA, though school governance policies will need to be created and department-specific policies adjusted according to the changes detailed below. Department heads would be appointed by the CAS Dean and ED based on the recommendation of a faculty vote and other review feedback. Departments' scope of activity and authority would remain focused on discipline-specific academic matters, including curriculum oversight and development, faculty review, 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 Dean and ED. As in the past, there will be no preference for or against program directors with appointments in the School's core departments, but one of their main responsibilities will be to involve outside faculty in the School's intellectual life.

The ED and heads will all attend CAS heads meetings, including those led by the divisional deans, and program directors will continue to have the option of attending these meetings. Department head compensation will remain the same through 2021-22 as the school is launched, but will then be adjusted according to the shift in responsibility/workload from departments to the ED (such as staff supervision, etc.)

In particular, departments will continue to have the following responsibilities:

1. Oversee and manage faculty personnel reviews, including P&T cases, promotion cases for Career faculty, and post-tenure reviews.
2. Manage course scheduling and assignments.
3. Oversee graduate programs and manage GE allocations provided by the School.
4. Oversee and manage department-specific funds, such as endowments and related stateside accounts specific to the department, allocated S&S funds, any summer-session carry forward balances when the School is launched, and any other discretionary funds that are specific to the department.

A number of responsibilities will now be at the ED level of the School:

1. CAS will provide resources at the school-level and the ED will determine and manage resource allocation within the School, including hiring of Career and pro-tem faculty, GE allocations, S&S budgets, and course releases.
2. IHP requests to the CAS Dean, and ultimately the Provost, for TTF lines will be coordinated by the ED at the school-level in collaboration with the Executive Committee. In case TTF lines are considered in the future at the school-level (e.g., an interdisciplinary endowed chair), the new School will create relevant CBA documents for this possibility.
3. Any administrative staff assigned to the School will report to the ED.
4. Summer session will be run centrally by the ED and future summer session dividends will accrue centrally to the school, not to individual departments.
5. External investments and revenues to the school, such as the investments by the President, Provost, and Dean not above, will be under the authority and management of the ED. This will also include donations to the school, ICC funds from external grants, and any earnings from revenue-generating graduate programs.
6. Departments will provide a minimum of one course per TTF (on average across the department's TTF) as assignable by the ED for curriculum that broadly serves the School.
7. The ED will have reasonable expectations that faculty in the departments will be providing a significant part of their service efforts at the school-level.
8. The ED will oversee area studies programs and coordinate leadership of these programs with the dean.
9. The ED will work closely with the Dean to determine strategic plans for the school and resource allocations across the departments.
10. The ED will lead all external-facing functions of the School in partnership with the Dean, including communications, alumni and donor relations, collaboration/coordination with other partners on campus, and fundraising.

The ED will report directly to the CAS Dean and serve three-year terms, which are renewable. The Dean and Provost will continue to have the same authority with the new School and its departments they have with all other units on campus (i.e., other colleges, schools, and departments).

XI. Transition and Implementation

The Dean and relevant faculty would like the school to begin in Fall 2021. However, it is acknowledged that the full development of the School will take several years. Some of the most immediate steps will be:

A) Determination of a faculty-led transition committee that will be structured similarly to the faculty Steering Committee and will have the divisional deans of humanities and social sciences as ex-officio members. The Dean will provide modest compensation to committee members for this significant additional service. Some of the transition committee's immediate tasks will be to:

1. Determine structure and guidelines for the School's new interdisciplinary curriculum.
2. Develop and revise governance and other related policies as needed to implement the changes needed to launch the School.
3. Advise and help develop initial marketing materials for the new school, including an online presence and materials for development
4. Develop and coordinate an administrative structure for the new School

B) Hire an interim ED for the School and launch a national search for a permanent ED. Once an interim ED is hired, they will lead and oversee the transition and other related committees.

C) Form a committee to finalize designs for Friendly Hall renovations so those can move forward as soon as possible.

XII. Review

All aspects of the new School will be reviewed and reassessed in 2023-24 in a progress review, after its initial three-year launch, including curriculum, scholarship, language instruction, departmental structure within the school, related governance issues, and student success services and outcomes. The CAS Dean and Provost will form a representative review committee to conduct an internal review with the option of also arranging for an external review.