

ACTION ITEM #3

Establish the School of Languages, Cultures, and Race and Discontinue the Department of Foreign Languages and Cultures
(Daniel J. Bernardo)

May 4, 2018

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of the School of Languages, Cultures, and Race and discontinue the Department of Foreign Languages and Cultures

PROPOSED: That the Board of Regents establish the School of Languages, Cultures, and Race and discontinue the Department of Foreign Languages and Cultures.

SUBMITTED BY: Daniel J. Bernardo, Provost and Executive Vice President

SUPPORTING INFORMATION: The College of Arts and Sciences proposes the creation of the School of Languages, Cultures, and Race and the discontinuation of the Department of Foreign Languages and Cultures.

In April, 2017 the Provost's Office appointed a planning committee at the recommendation of the College of Arts and Sciences to develop a comprehensive proposal regarding the formation of a new school with curricular and scholarly emphases on languages, cultures, and race.

A proposal was developed to create the School of Languages, Cultures, and Race comprised of all faculty from the Department of Foreign Languages and Cultures and selected faculty (those identified as the faculty in Comparative Ethnic Studies) from the Department of Critical Culture, Gender, and Race. A summary of the key elements of that proposal is attached.

In its proposed dimensions, the School of Languages, Cultures, and Race reflects broad interdisciplinary schools at other universities designed to combine global cultural and literature or language studies. The new school will cultivate deeper understanding of linguistic, cultural, national, social, and racial perspectives in a global context. It will encourage its constituencies to make a difference by commitment to these issues in our changing world through undergraduate and graduate education, scholarship, and outreach. It will foster critical

literacy, intercultural engagement, and the pursuit of global justice through grounded, holistic engagement to interdisciplinary inquiry. Its interdisciplinary perspectives on transnational cultural and social studies will provide students with the skills, experiences, and knowledge necessary to develop transdisciplinary understanding that will allow them to thrive in an increasingly diverse and integrated global society.

The new school will unite Department of Foreign Languages and Cultures faculty and Comparative Ethnic Studies faculty that share interests in (1) critical discourse on culture and its products around the globe; (2) social justice and transformation of societies, especially as related to race and ethnicities and the effects of popular culture and media; (3) social production of languages and influences of languages; (4) intersectional and interdisciplinary scholarship; and (5) transdisciplinary approaches to transnational issues.

The new school will have an undergraduate program that offers BA degrees in Comparative Ethnic Studies, Foreign Languages, and the Language for the Professions Second major along with minors in Comparative Ethnic Studies, Chinese, French, French Area Studies, German, German Area Studies, Japanese, Russian Studies, Spanish, Latin American Area Studies, Film Studies (interdisciplinary, also online), and Popular Culture (also online). Graduate programs in the new school will initially consist of graduate degrees offered by the Department of Foreign Languages and Cultures and the Department of Critical Culture, Gender, and Race (M.A. and Ph.D. in American Studies and M.A. in Hispanic Studies). At its inception, the school will have faculty and offer coursework on the Pullman, Tri-Cities, and Vancouver campuses.

The new school will offer academic and intellectual opportunities that are easier to realize if the faculty are joined in a single unit rather than housed in separate departments. Administrative efficiencies will be realized from the formation of a single academic unit, and fiscal resources will be pooled from the two departments to comprise the new school's operating budget. No additional university-level resources will be required to initiate the new school.

Consistent with WSU academic policies for internal approval and/or discontinuation of an academic unit, the proposal was carefully reviewed and supported by the college dean, provost, and the Faculty Senate Executive Leadership.

The College of Arts and Sciences proposes creation of the School of Languages, Cultures, and Race effective Fall 2018.

Key Elements from the Proposal for a New School Centered on Languages, Cultures, and Race

Vision

The new school will cultivate deeper understanding of linguistic, cultural, national, social, and racial perspectives in a global context. It will encourage its constituencies to make a difference by commitment to these issues in our changing world through undergraduate and graduate education, scholarship, and outreach. It will foster critical literacy, intercultural engagement, and the pursuit of global justice through grounded, holistic engagement to interdisciplinary inquiry. Its interdisciplinary perspectives on transnational cultural and social studies will provide students with the skills, experiences, and knowledge necessary to develop transdisciplinary understanding that will allow them to thrive in an increasingly diverse and integrated global society.

Rationale

In its proposed dimensions, the new school reflects broad, interdisciplinary schools at other universities designed to combine global cultural and literature or languages studies, such as the School of Language, Culture, and Society at Oregon State University and the School of Interdisciplinary Studies at Purdue University.

The new school will unite CES faculty from CCGRS and all faculty from DFCL that share interests centered on the following:

- Critical discourse on culture and its products around the globe
- Social justice and transformation of societies, especially as related to race and ethnicities and the effects of popular culture and media.
- Social production of languages and influence of languages
- Intersectional and interdisciplinary scholarship.
- Transdisciplinary approaches to transnational issues.

The new school creates opportunities on several fronts. It will notably offer programs dedicated to the study of social and cultural issues arising from race, ethnicity, and language in national and global contexts, fostering engaged, holistic interdisciplinary inquiry across these areas. Creation of the new school will encourage a renewed commitment to these issues in undergraduate and graduate education, scholarship, and outreach. The integrated study of individual identities in broader social and cultural settings of our changing world will help to empower students and the campus community to value racial, ethnic, linguistic, and national differences, while preparing students and the campus to face future challenges. Given the faculty expertise in the new school, it could serve as the foundation for new programs in Global Studies, Indigenous Studies, Popular Culture, Race Studies, and/or Sports Studies.

In addition, the synergies among the faculty members' scholarly interests will help infuse the current general studies-liberal arts degrees in humanities and social sciences with a fertile breeding ground for faculty involvement and oversight, currently lacking in the administrative structure for these programs. Many of the faculty members involved in this

proposal are already actively involved in the revision of these degrees, and many more have expressed an interest in collaborating with this initiative. Among them are a previous director of the general studies program (Mary Bloodsworth-Lugo), and the current director and associate director (Ana María Rodríguez-Vivaldi and Anna Chow).

The proposed school will have a healthy number of faculty, increasing both the faculty FTE to major ratio and the number of faculty available to train graduate students, which will make the school more competitive with other, larger units at WSU and serve to heighten the new school's profile, voice, and impact. Uniting CES faculty and DFCL in a new school will provide student majors with faculty to mentor and train for interdisciplinary experiences. The faculty will support development of coherent literacies in media, critical thinking, foreign language proficiency, global issues, interdisciplinary research, and writing.

The new school will retain the current language majors of DFCL and the Comparative Ethnic Studies major of CCGRS. With a broadened faculty and revised core curriculum, unifying selected expectations for majors across the new unit and developing new programs, it will provide a basis for more robust, desirable degrees. This will provide a stronger basis for the recruitment of future majors.

Notably, the American Studies Graduate Program and the M.A. in Hispanic Studies should flourish through the cross-pollination of faculty from CES and DFCL whose expertise addresses these areas from different perspectives.

Faculty

Thirteen tenure-track and five clinical-track faculty from CCGRS and DFCL have requested to have their appointments in the new school. Both CCGRS and DFCL also have a pool of instructional faculty that support their teaching efforts, and we anticipate that a group of approximately 21 instructors/lecturers from the two departments would become part of the new school.

Leadership

The committee recommends that the leadership of the new school consist of a director, associate director for the undergraduate program, and associate director for the graduate program.

The director of the new school will have responsibilities as outlined in the WSU Faculty Manual, Provost's office website, and College of Arts and Sciences Chair and Director Handbook. Responsibilities will include, but are not limited, to guiding vision development and strategic planning, administration and management, hiring and supervision of faculty and staff, annual review and personnel assessment, assignment of teaching, curriculum and educational program development, oversight for course scheduling, outreach, recruitment, alumni relations, public relations, and development.

Undergraduate Program

The Department of Critical Culture, Gender, and Race Studies currently offers a BA in Comparative Ethnic Studies and a BA in Women's Studies along with minors in Comparative Ethnic Studies, Popular Culture (also online), Queer Studies, and Women's Studies. If the proposal to shift the Program in Women's Studies to the Department of English is approved, then the BA in Women's Studies and the minors in Queer Studies and Women's Studies will move with that program to be administered by English.

The Department of Foreign Languages and Cultures offers a BA in Foreign Languages with options in Chinese Language and Culture, French (language and teaching options), Japanese, (language and teaching options), and Spanish (language and teaching options). It also offers a Language for the Professions Second major with options in French, German, Japanese, and Spanish. The department has minors in Chinese, French, French Area Studies, German, German Area Studies, Japanese, Russian Studies, Spanish, Latin American Area Studies, and Film Studies (interdisciplinary, also online). In addition to these degrees, the department offers the first two years of language study in Arabic, Italian, Russian, and Korean. It serves also as the administrative and advising home for the General Studies BA in Humanities-International Area Studies option with four major concentration areas in European, Germanic, French and Francophone, and Latin American Area Studies, and for the General Studies-Global Studies minor. The department has a minor under development in Mythology. The General Studies-Liberal Arts program offers a BA in Humanities (including options in International Area Studies, Linguistics, and Religious Studies; a BA in Social Sciences (with a WSU-Vancouver-only option in Personal Psychology/Human Resources); and Minors in American Indian Studies (also certificate; both available online), Global Studies (also online), and Religious Studies.

We propose that the new school have an undergraduate program that offers BA degrees in Comparative Ethnic Studies, Foreign Languages, and the Language for the Professions Second major along with minors in Comparative Ethnic Studies, Chinese, French, French Area Studies, German, German Area Studies, Japanese, Russian Studies, Spanish, Latin American Area Studies, Film Studies (interdisciplinary, also online), and Popular Culture (also online). In addition, the school will help to redevelop the Humanities and Social Sciences General Studies degrees to bring them to a more integrated program of studies with clear core course that will help students achieve their learning goals.

Graduate Program

A graduate program will be essential for the success and vitality of new school. An important goal is to create an integrated graduate program for the new school that draws on diverse traditions and approaches and offers shared resources to train students. This graduate program will be an anchor for the school and will be driven by its mission and vision, led by faculty in the new school, and offering faculty expertise as the basis for student training. Affiliate appointments, however, will be welcomed to expand training and scholarly potential and to explore co-curricular collaboration with other units as a means to build the program and link it to other disciplines.

The new school will want to offer MA and PhD degrees to maximize its graduate training potential and impact. The committee recognizes that the new school will have the potential to offer graduate certificates that amplify its potential to train students in unique ways.

We propose the graduate program in the new school should consist initially of the graduate degrees offered by CCGRS and DFCL. These are the MA and PhD in American Studies and MA in Hispanic Studies.

Funding and Budget

The new school will need to develop a unified vision for its finances and budget planning. This will be a major responsibility for the initial director, who will likely want to coordinate transition planning with the current chairs of CCGRS and DFCL and the respective administrative managers for those units. Operations budgets and their current uses will need to be assessed to determine how they have been used in existing units and may be deployed in the new school with the goal of maximizing efficiencies and reducing costs. Strategies for the use of revenues from Summer and Intersession teaching will need to be decided by the new unit's faculty for funding coming in as of summer 2018.

Current PBL salary lines will follow faculty and staff members to their new unit. PBL funds for teaching assistants from CCGRS and DFCL will need to be determined, and if any funds are available they will transfer to the new school. The temporary teaching fund requests to CAS will likely occur prior to approval of the new school, and allocations based on those requests to support needs during academic year 2018-19 will transfer to the new school.

Table 1. Proposed Budget for the New School		
Fund category	Fund source	Allocation
Faculty salaries ¹	PBL	\$875,134
Staff salary ²	PBL and CAS temporary commitment	\$205,652
Instructional support ³	CAS PBL annual allocation	\$667,810
Graduate teaching assistants	CAS PBL graduate teaching assistant allocation	\$116,685
Leadership stipends	CAS PBL annual allocation	\$21,005
Operating funds	Summer and winter session revenues	\$46,910
Total		\$1,912,191
<p>¹Faculty salaries represent current salaries of all tenure-stream faculty currently in CCGRS and DFLC that have requested to have appointments in the new school.</p> <p>²Staff salaries represent all current staff in in CCGRS and DFLC supported by PBL funds. Staffing needs for the new school have not been fully resolved, and this projected salary total may not represent the final total.</p> <p>³Temporary commitment from CAS for clinical- and instructor-track faculty and graduate student teaching assistants.</p>		

Space and Infrastructure

Faculty in comparative ethnic studies are currently housed in Wilson-Short Hall on the second floor, and DFLC faculty are in Thompson Hall. To develop a unified new school, which has effective decision-making and an active and engaging scholarly environment, all faculty of the new school would ideally have offices in one building. We recommend the administrative office be co-located in the building with the faculty.