College of World Cultures, Literatures, and Languages (WCLL)

Contact person: Mary Wildner-Bassett; Interim Dean, College of Humanities; Phone: 621-1044; E-mail: wildnerb@email.arizona.edu

Development Team:

Lehman Benson, Interim Director, Department of Africana Studies
Gail Browne, Executive Director, Poetry Center
Robert Burns, Chair, Religious Studies Program
Malcolm Compitello, Head, Spanish and Portuguese
Irene d’Almeida, Head, Department of French and Italian
Alex Dunkel, Director, Critical Languages Program
Lyn Duran, Academic Advising and Orientation Coordinator, COH
Larry Evers, Professor, English
Grace Fielder, Professor, Russian and Slavic Studies
Philip Gabriel, Head, East Asian Studies
Judi Greil, Staff Representative, COH Dean's Academic Council
Kimberly Jones, Interim Associate Dean, COH

All current units that have said they would be willing to participate in WCLL are shown in the organization chart below. In addition, other units that would be welcome should they choose to participate have been included. Many of us who developed this proposal have also been active participants in the discussions surrounding the formation of a College or School of International, Area, and Language Studies (IALS). We do not wish our proposal to be seen as different or competing. Rather, it is a closely related variation, albeit with additional budgetary and organizational implications included.
I. Introduction

UA houses a wealth of expertise in international studies, critical culture and area studies, and the study of languages and literatures. However, this expertise is diffused across several colleges, including COH, SBS, Education, and the Graduate College (GIDPs). We propose a new College of World Cultures, Literatures, and Languages (WCLL) to consolidate in a single college UA’s many strengths in research, teaching, and outreach related to languages, cultures, and societies.

WCLL will strengthen existing intellectual collaborations and streamline the formation of interdisciplinary and interdepartmental working groups and cluster hires. Consolidation strengthens our ability to contribute to knowledge of diverse cultural contexts both within and outside of the United States. It also gives UA the opportunity to be a leader in counteracting a monolingual vision of multiculturalism.

We propose that WCLL be part of a larger unit, such as a “Colleges of Arts and Sciences” (as is the case at Ohio State, University of Massachusetts, and University of Hawaii), or perhaps in a “Colleges of Liberal Arts.” Some responsibilities of the current Deans of units such as COH and SBS will shift to an Executive Dean who will head the “Colleges” unit and report to the Provost. The administrators of the individual colleges (Deans, Vice Deans, or Associate Deans) will have fewer responsibilities than current college Deans. This will reduce the number of administrators who report directly to the Provost and reduce administrative overhead by centralizing administrative responsibilities.

II. Centrality to the UA Mission and Strategic Plan

The humanities and social science disciplines represented in the new unit are central to any Research I university: they promote critical thinking, increase cultural awareness and intercultural competence, and bolster communicative skills needed in daily life. Participating programs include many highly ranked faculty; their scholarship and teaching have been acknowledged at the local, regional, national, and international levels through awards and grants. Bringing all of our programs together into a new college focused on languages, cultures, and societies will better position us to educate students from across the university to participate effectively in a global society. WCLL is central to the four directions identified in the 2009-13 Strategic Plan.

• Preparing Arizona’s Youth and Ensuring Access and Opportunity: As is true of COH, the most diverse of UA’s colleges in terms of both faculty and students, WCLL will attract students and improve retention for UA’s increasingly diverse student body. WCLL will:
  o educate students in the diversity of languages and cultures, with applications to business, education, administration, and public service;
  o conduct outreach to educational institutions ranging from preschools to community colleges through the federally funded Center for Educational Resources in Culture, Languages, and Literacy (CERCLL), the Poetry Center, the Partnership Across Languages coalition, and other participating outreach efforts;
  o increase student learning, research opportunities, and service learning projects, especially in the core areas of literacy, writing, language, and intercultural communication skills.

• Engaging and Graduating Students Who Can Contribute to the State, Nation, and World: WCLL emphasizes areas at the heart of a liberal education and crucial to Arizona’s citizens: language and writing skills; critical, creative, and interdisciplinary thinking; understanding of other languages and cultures, including those termed "critical-need languages" by the U.S. government: Chinese, Korean, Japanese, Russian, and potentially Arabic, Turkish, and Farsi as well.

• Provide World-Class Research That Improves the Human Condition in Arizona and Beyond: WCLL will include world-class programs in second language acquisition and teaching, border issues, Latin America, and international and area studies. All of these connect to UA areas of strategic emphasis such as "Creative Arts, Languages and Language Acquisition" and "Southwest, Native American, Borderlands, and Latin American Studies."

• Partner With and Serve the People of Arizona: The vibrancy and international diversity of our community is enhanced by many of the programs to be included in WCLL, such as the Poetry Center, Humanities Seminars, Southern Arizona Language Fair, and various foreign film festivals, to name just a few. In just the past three years, the Center for English as a Second Language (CESL) has brought to campus more than 4,500 students, hailing from over thirty different countries.
III. Quality and Productivity/Quantity in Teaching, Scholarship, and Service  
Many of the units in WCLL are already nationally or internationally recognized for quality and innovation. Faculty have won many awards for their scholarship and teaching, and the units have long histories of outreach activities.

**Program quality**
- Second Language Acquisition & Teaching: nationally ranked among the top 3 programs of its kind
- Poetry Center: one of the top 3 such centers in the U.S., according to the Assoc. of Writing Programs
- Rhetoric, Composition, & the Teaching of English Ph.D. Program: ranked among the top 5 programs in its peer group by the Modern Language Association
- Creative Writing M.F.A. Program: has been nationally ranked among the top 10 programs by the Assoc. of Writing Programs
- Spanish: 11th (of 86 departments) in number of Ph.D. degrees granted between 1995 and 2006
- East Asian Studies: among the top 15 programs in the nation; ranks 9th in Chinese Ph.D. degrees granted between 1995 and 2006
- French & Italian: ranks 17th in the nation, and 6th among state universities
- Classics: M.A. considered the best terminal M.A. program in Classics in the country.

**National and/or regional uniqueness**
- Innovative programs include the Joint (UA/University of Leipzig) Ph.D. Program in Transcultural German Studies and the Border Studies concentration for the Ph.D. in Spanish and Portuguese
- Africana Studies: Paul Lawrence Dunbar Mentoring Program for African American youth; a leader in promoting study abroad and exchanges with African universities
- East Asian Studies: the only Ph.D. granting program of its type in the Rocky Mountain region
- Russian & Slavic Studies: the only Russian M.A. program in the Rocky Mountain region
- CESL: the only nationally accredited such program in Arizona, and one of only 43 nationwide
- Critical Languages Program: a unique program currently offering instruction in 19 different languages
- Translation and Interpretation: a collaborative cross-college major.

**Research and teaching awards**
COH alone would bring to WCLL 6 Regents Professors and faculty recipients of numerous other research awards, such as Humboldt, Fulbright, Guggenheim, and Woodrow Wilson fellowships. From 1997 to 2007, COH faculty members received 62 university-wide, national and international teaching awards, including 4 University Distinguished Professors, 5 Five-Star Faculty Award Winners, 6 Provost’s General Education Awards, and 2 University-wide Koffler Prize winners. In addition, both Spanish & Portuguese and English have won the University-Wide Teaching Award for Meritorious Departmental Achievement in Instruction.

**Other contributions**
WCLL will host the National Association of Self-Instructional Language Programs and the Western Humanities Alliance, plus a number of major journals, including *Arizona Quarterly, The Arizona Journal of Hispanic Cultural Studies, Japanese Language and Literature, Journal of Ancient Egyptian Interconnections*, and *Studies in Latin American Popular Culture*.

IV. Internal and External Demand
Demand for WCLL’s courses and programs will remain high because it will produce majors with skills that employers want and that students find interesting. The total SCH in AY 2007-08 for COH alone was 16% of all UA SCH and 23.5% of the total lower-division SCH. Three of the units in WCLL (English, Spanish & Portuguese, and Classics) are in the top 10 UA departments for total SCH produced, and both French & Italian and Russian & Slavic Studies are in the top 20. From 2002 to 2007, the number of COH majors grew by 25%. Some areas show even faster growth. For example, the numbers of both majors and minors in East Asian Studies doubled from 2001 to 2007. WCLL also has the potential to greatly increase the number of international students at UA. Thanks to CESL’s recruitment strategies, international student applications to the UA have nearly doubled in the last year, producing a 12% international undergraduate enrollment increase this fall. Our Ph.D. programs have average year-to-degree rates of 5-6
years. (NRC data shows a national average of 8 years in the humanities.) Placement rates are consistently above 95%.

V. Expected Benefits to UA and College Ranking
By maintaining current department and program names, this plan protects relationships with community members, donors, and international partners (in joint degree programs, study abroad consortia, etc.). The units remain easily identifiable to prospective students and comparable to similar units at other universities, easing accreditation and ranking by groups such as NRC. The emphasis on international and interdisciplinary work will make UA more competitive in attracting additional Title VI centers. In addition, WCLL will offer exciting new opportunities in a number of areas. Possibilities include:

- new interdisciplinary collaborations of departments and programs to explore such issues as: comparative border studies across cultures, disciplines, and time; translation/interpretation studies supporting arts and sciences as well as humanities and social sciences; expansion and strengthening of study abroad possibilities; comparative literary studies across cultures and centuries; comparative film studies; and heritage language learners across cultures and languages;
- interdisciplinary majors/minors based on the new divisions, such as European Studies or Critical Cultural Analysis;
- joint and dual international degree programs following the model of German Studies;
- broad interdisciplinary majors in areas such as Liberal Arts or International & Area Studies;
- a GIDP structured around literary and cultural studies, along the model of the prestigious Second Language Acquisition & Teaching program;
- an expanded role for the unique Critical Languages Program;
- increasingly more interdisciplinary General Education courses;
- enhancing computer-mediated learning by bringing together faculty with scholarly interests and practical expertise in this area;
- renewed commitment to writing across the curriculum, which would profoundly affect the university as a whole and increase the employment skills of graduates from every college;
- new interdisciplinary outreach programs that build on the very successful Humanities Seminar model;
- funding opportunities, particularly in the area of interdisciplinary grants.

VI. Processes of Consultation
The development team included: the COH Interim Dean, Interim Associate Dean, and Assistant Dean for Finance; Heads and Directors from the various units comprising COH; representatives from the Dean's Advisory Council (an elected body representing COH faculty, staff, and students); staff and appointed professionals; and a special task force convened by the Dean. In addition, the team had input from our participation in the International, Area, and Language Studies group; the Dean's service on the Liberal Arts and Area Studies task forces; and meetings held with various COH departments, programs, and other groups, including staff and appointed professionals. COH Heads and Directors also consulted regularly with their faculty, staff, and students.

VII. Cost efficiency of unit's operations
The figures below, as well as those on the budget page, are based on the current COH budget. The other units we would welcome are primarily in SBS, which is generally in second place on these measures. We anticipate that WCLL would be very cost-efficient due to consolidation of administrative structures.

- Based on a “productivity cost-effectiveness” ratio model from the College of Science ([% of total UA SCH + % of total UA ICR] / % of total UA state expenditures), COH’s productivity cost-effectiveness ratio for AY 2007/08 was 3.3, more cost efficient than COS (2.9) or SBS (2.5).
- State funding per student FTE: lowest of all colleges: next closest (SBS) is 25% higher.
- State funding per SCH: lowest of all colleges; next closest is 37% higher (COH = $174/SCH; SBS = $239/SCH; COS = $382/SCH). 6 departments in UA top 10 for this measure.
- SCH per ranked faculty: 3 units in UA top 10 and 2 more in the top 20.
Budget for the Proposal: College of World Cultures, Languages, and Literatures (WCLL)

The new unit is envisioned as part of a larger reorganization in which it will be one of several colleges subordinate to a larger unit, referred to in the organizational chart on the cover page as the “Colleges of Liberal Arts.” Some responsibilities of the current deans of units such as COH and SBS will become the responsibility of an Executive Dean who will administer the “Colleges” unit and report to the Provost. The administrators of the individual colleges, who might be called Deans, Vice Deans, or Associate Deans, would have fewer responsibilities than current college deans. This reorganization has the advantage of reducing the number of deans reporting directly to the Provost.

This reorganization will also result in substantial cost savings to the University. We estimate the percentage and dollar amounts of savings based on the present permanent budget of COH only. Substantial additional savings could result from similar reorganization of the present SBS along the lines of our suggestions here. Our base dollar figure for the COH budget is $18,884,908.

Potential savings result from reducing the Dean’s office of COH and by reducing the number of department heads and directors of COH units. Nine current units combine into five divisions by affiliating smaller departments and programs in divisions that both make intellectual sense and are optimal size for administrative and staff efficiencies (typically 20-30 faculty members). The consolidation will eliminate redundancies at the unit level. Committees currently appointed at the department or college level will be appointed and work at the overarching division or “Colleges” level. Departments will remain intact in terms of names, curricula, degree programs, and professorial identities. They will be administered by chairs in rotations of 3 years who receive course releases in lieu of administrative stipends. Staff, advising and recruitment, tech support, and a business center approach can be consolidated so that somewhat reduced numbers of staff and appointed personnel can more efficiently serve larger numbers of faculty and associated students. It is important to note, however, that WCLL is best served by advisors, computing specialists, and business personnel who are familiar with the College’s academic mission, programs, philanthropic communities, and funding sources.

In fact, WCLL offers many realistic possibilities for new revenue sources. Continuing and new funding of Title VI centers will be more efficiently supported and administered in the restructured divisions and groupings. Importantly, the plan offers a naming opportunity for the new College for donors who can be developed with that focus in mind. Endowed chairs or endowed division directorships/ headships are also an important development opportunity, as are the Poetry Center and the Humanities Seminars, both already very successful in terms of fundraising.

The table below outlines the projected savings from this reorganization, based only on the savings from the perspective of present COH expenditures. Substantial additional savings will be available from working with the units consolidated under divisions of WCLL that are not at present funded units in COH.

<table>
<thead>
<tr>
<th>Team or Unit</th>
<th>% of COH Budget</th>
<th>Comments</th>
<th>Projected Savings (maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>1.5%</td>
<td>Includes assistant dean’s entire staff; some retained in WCLL business center</td>
<td>0.5% or $94,424</td>
</tr>
<tr>
<td>Interim Dean and Associate Dean of COH and staff</td>
<td>1.6%</td>
<td>Total of 2.2% including staff; interim dean and assoc. dean now on Provost’s budget</td>
<td>1% or $188,849</td>
</tr>
<tr>
<td>Development team &amp; staff</td>
<td>0.9%</td>
<td>Development and external affairs still needed but more consolidated for WCLL</td>
<td>0.5% or $94,424</td>
</tr>
<tr>
<td>Tech teams</td>
<td>2.0%</td>
<td>No additional savings anticipated even if centralized to UITS</td>
<td>0.5% or $94,424</td>
</tr>
<tr>
<td>All departmental staff</td>
<td>6.6%</td>
<td>Assume attrition by retirements &amp; changes of job descriptions</td>
<td>2.5% or $472,123</td>
</tr>
<tr>
<td>All department heads’ administrative stipends</td>
<td>1%</td>
<td>Some form of stipend still necessary for division directors</td>
<td>0.5% or $94,424</td>
</tr>
<tr>
<td>Total projected savings</td>
<td></td>
<td></td>
<td><strong>5.5% or $1,038,670</strong></td>
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