

Proposal for a Consortium for Critical Analysis and Social Change

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List of Consortium Member Units:

Department of History

Department of Geography

The Department of English

The Poetry Center

Graduate Program in Second Language Acquisition

Program in Religious Studies

Department of Latin American Studies

Center for Middle East Studies

Department of French and Italian

Department of German Studies

Department of Spanish and Portuguese

Department of Russian and Slavic Languages

Department of Language, Reading, and Culture

Faculty of the Arizona State Museum

Department of Women's Studies

Program in American Indian Studies

Program in Africana Studies

Southwest Institute for Research on Women (SIROW)

McClelland Institute for Children, Youth, and Families

UA Center of Excellence in Women's Health

The Consortium for Critical Analysis and Social Change proposes to integrate the work of twenty units that share a focus on social justice as a critical component of their work. The Consortium will create a structure for enhanced curricular, research, graduate training, outreach, and development collaborations. At their most ambitious, our meetings dwell on ways to rethink undergraduate and graduate education, to serve southern Arizona and the nation better through outreach, to retool our own research through reading groups, summer seminars, and externally funded research. We can keep our collaboration financially viable through private fundraising and entrepreneurial funding streams such as executive education. This proposal lays out some of the steps we will use to get there.

Relation to University of Arizona's Mission

The UA Strategic Plan calls for increased undergraduate and graduate enrollments to reflect the growth and diversity of the state, including increased student diversity and support for enrolling traditionally underrepresented students, and substantial progress towards becoming a federally recognized Hispanic Serving Institution. Research tells us that even if they never set foot in one of its classrooms, students from historically underrepresented groups, including women, have improved success and retention rates on campuses where there are programs in American Indian Studies, Africana Studies, and Women's Studies.

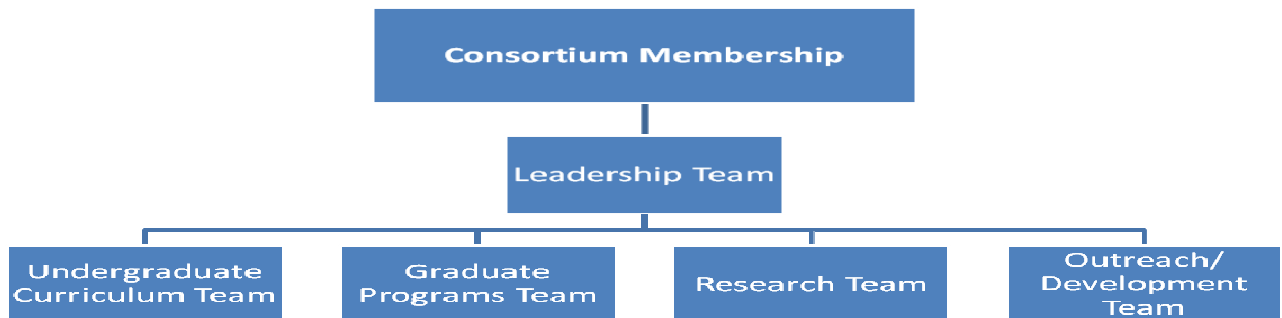
The UA Strategic Plan emphasizes *Southwest, Native American, Borderlands, and Latin American Studies* as areas where our University will lead the nation. These focal areas are rooted in the UA's status as a premier land grant university, fundamentally responsible to the citizenry and state of Arizona. The state of Arizona is home to 22 federally recognized Native nations; 32% of the state land base is held in trust by or owned by Native nations. Carved in part out of territories formerly under the jurisdiction of Mexico, the state population is slightly more than one-quarter Hispanic (2000 census). From 1539 to the present day, visitors, immigrants, and Indigenous populations have shared and contested Indigenous, heritage, and national languages; lands and resources; political and legal systems; economies; social customs—all central aspects of the human experience. The consortium will strengthen study within and across these areas by intensifying curricular, research, and outreach collaborations among units.

Nature of consolidation and governance

Following the GIDP model for interdisciplinary excellence, this proposal is neutral with respect to departmental/college boundaries; it can function under and across them. Core units generating this proposal—Women's Studies, the Southwest Institute for Research on Women (SIROW), Africana Studies, and American Indian Studies—are currently in three different colleges; member units are also in CALS and the Medical School. We anticipate that some collaborations would be simpler under a College of Letters and Sciences model—which looks for curricular and research efficiencies through collaboration in ways quite similar to our model. This proposal does not contemplate mergers; we are “brands” for the purposes of outreach and development. Collectively, these units embody the university's land grant mission through their extensive relationships with communities. Compromising the autonomy and integrity of these units would compromise our scholarship, possibly destroy our relationships with our constituencies and donors, and lose money for the university.

Instead, we propose the following governance structure, as both economical with faculty time, efficient with respect to decision-making, and representative:

- Consortium Membership would be made up of individual faculty from individual units. It will provide broad oversight and meet once a semester.
- Leadership Team would be a small executive group made up of representative unit heads
- Undergrad, Grad, Research, Outreach teams would be small (5 person) made up of individual unit faculty and would execute the plans. Membership will be drawn from the Consortium Faculty.



Timeline and Plan

Phase I:

- Undergrad Curriculum: build on existing infrastructure—such as General Education Tier I and II—and add an interdisciplinary set of 300-400 level undergraduate courses to facilitate time-to-degree, especially for large-major departments;
- Grad Curriculum: build on GIDP structures to reduce duplication at graduate level in research theory, methods, and ethics courses.
- Research: identify and build upon the areas of research expertise of the individual units/researchers and begin to link faculty with similar areas of research and cross-institutional research collaborations.
- Development and Outreach: Develop an advisory board drawing a member from each of our unit’s advisory boards. Work with the UA Foundation to endow student scholarships, which are critical to attracting and assisting excellent students. Great students also help recruit and retain talented and accomplished faculty.
- Building capacity: Explore the possibility of developing a School of Americas Research seminar to bring together department heads to explore new possibilities for collaboration. Hold one event that will bring together faculty and graduate students from consortium member units.

Phase II:

- Develop a structured thematic minor (undergrad and grad) in Critical Social Analysis and Social Change;
- Members of the Consortium will work closely with the Outreach College to develop exceptional educational opportunities for people seeking university –level

instruction that might be outside the scope of the traditional campus experience. in order to generate a revenue stream to support Consortium activities and staffing;

- Build on existing excellence in nationally recognized Ph.D. programs to leverage development of graduate degrees in all units;
- Joint lecture series, colloquia, visiting professor appointments, conferences, undergraduate research symposia, graduate student conferences.
- Develop three “research clusters” around cross-cutting themes to enable faculty to explore shared research interests—seminars and/or funded projects

Phase III:

- Share faculty appointments and cluster hires.
- Develop graduate certificate and/or degree program(s).

Curricular Collaboration

Complementary contrasts in instructional structures, faculty strengths, and curricular needs of core and affiliate units suggest synergies. “Affiliate” disciplines, such as History, attract large numbers of undergraduate and graduate students, while core units teach tremendous numbers in General Education (especially Tier I), but have relatively small undergraduate majors/minors. We propose building more coursework within Gen Ed at the Tier II level and adding 300-400 level coursework (cross-listed, or perhaps run under a Consortium course prefix) to integrate content and intellectual approaches central to Critical Social Analysis across the curriculum. Positive outcomes: strengthen ongoing curricular integration and inter-disciplinarity within undergrad majors and reduce the tendency of students to view critical approaches to issues such as gender, sovereignty, colonialism and decolonization, ethnicity, social change, education, and so on as “add on’s” to—or even distractions from—the “real” work of their majors; distribute faculty teaching expertise more evenly and easily across college/departmental boundaries; ease enrollment bottlenecks in large majors, and shorten students’ time-to-degree.

Sample courses/course ideas:

- Women’s Studies *Sex, Health, and AIDS* Tier I (fruit of a SIROW curriculum development grant) could be followed by a Tier II course on gender, racial, and national health disparities serving undergraduate majors in Women’s Studies, Geography, Anthropology, Sociology, History, Public Health, or many departments in the proposed “international studies” arena;
- American Indian Studies *Theory and Methods course in Ethnohistory* on exciting developments in Indigenous conceptions of history in North and South Native America, the Pacific, and Africa; serving History, Anthropology, various area/international studies, Geography, Women’s Studies;
- Collaborative Consortium course *Education in America*, critical view of the history of American education from an ideal conception as public and controlled by community – but with systematic exclusions (Native American, African-Americans, women, immigrants) and assimilationist or “Americanization” agendas, the legacies that fuel current debates over standardization, bilingualism, local control.

Multi-disciplinary collaboration in Outreach and Graduate Education

The Consortium will create an exciting and diverse intellectual environment. It will enable faculty and students to draw on various resources to accomplish the following:

- Co-teaching / team-teaching
- Shared membership on dissertations committees
- Graduate / undergraduate students' interaction with students in other disciplines in formal/informal settings
- Lecture series
- Brown bag talks (for work in progress)
- Outreach activities

Raising our profile

The vision of the Consortium strikes a balance between the autonomy of the constituent units—an autonomy crucial to the intellectual integrity of each unit—and a cooperative spirit of interdisciplinary sharing that will achieve more than merely economic or time efficiencies. We are advocating for intellectual efficiency, a sharing of ideas, content, approaches and expertise that more efficiently educates faculty (not only students) in the values of an inclusive intellectual community and more effectively distributes faculty expertise across the teaching needs of the undergraduate and graduate curricula, university wide.

This initiative will also strengthen multidisciplinary “research clusters” that will promote innovative scholarship, the kinds of books, articles, and funded research projects that solve new problems and generate attention within and beyond academe. Looking to the years beyond the current recession, the potential of the Consortium is to make high-profile cluster hires that will draw world-class faculty, particularly from historically under-represented groups.

Center and Institute Collaborations with Academic Units

One of the innovative features of the Consortium is that it proposes to bring three research centers (SIROW, McClelland Institute, and WCOE) and seventeen academic units closer together on the model of Women’s Studies-SIROW or Ob/Gyn-WCOE. This will enhance our ability to get research grants while providing new ideas that will expand and improve our work. Specifically:

- Advising on research funding as it relates to consortium members’ academic missions
- Working jointly with the academic units to write for faculty development and graduate student training grants
- Sharing our written work (e.g. journal articles) with faculty members from different disciplines and get feedback from diverse and generative perspectives
- Advertising on the Consortium's website open staff and GRA positions with regard to our respective grants, and linking our respective websites to the Consortium website
- Facilitating symposia on interdisciplinary research topics
- Providing research opportunities for undergraduate students

- Having the three center/institute directors work together to write for interdisciplinary grant funding

Nature and Extent of Consultation

It is our belief that the faculties of all or nearly all of the consortium member units reviewed and approved the original white paper submitted October 15. Since receiving feedback from SPBAC and Gail Burd, we have held three meetings of the heads (or their designated representatives) of the Consortium member units to concretize plans submitted in that original proposal and share ideas about where we can go and potential obstacles, summarized here. We have held one meeting with Jim Moore of the UA Foundation to learn more about collaborative fundraising and whether he saw this as a viable project (he did). We have met with Juan Garcia about potential structural obstacles (see below). We have continued to consult with those at the dean level, including particularly Mary Wildner-Basset and Ed Donnerstein about how to build this Consortium.

Essentials for a Viable Transformation: What We Need to Make This Work

We realize that various Task Forces and administrative officers are deeply involved in addressing the issues listed below. We felt it would be helpful to offer some ideas.

- **Tuition Flow Model:** The basic plan is that TF follows instructor of record. One TF model under consideration awards 75% to teaching instructor/dept. and 25% to home/major dept. of enrolled students. This builds in a disincentive to share the teaching of majors in Consortium-sponsored/cross-listed courses. Adjustments need to be made for the Consortium to work. One idea is a sliding scale plan: attach adjusted scales according to criteria of merit (e.g. class size, class level). For example: (A) Tier I, 200+ enrollment: 100% to Instructor/Dept., but encourage rotation of faculty across departments; (B) Tier II, 45-200: 80% Instructor-Dept./20% major home; (C) 300-400 level, 20-100: somewhere from 75/25 to 60/40; (D) graduate courses 50/50.
- **Student Credit Hours (SCH):** Current system assigns SCH to dept. except in the case of cross-listing (e.g. LRC student enrolled in crosslisted AIS/LRC class taught by AIS instructor: 50% SCH goes to LRC). We propose that SCH follows faculty line of instructor of record.
- **Cross-listing:** The position of the Associate Dean in the Graduate College is that cross-listing is too expensive and demanding of staff time. We see cross-listing as essential to the success of the curriculum components of the Consortium proposal and argue for its other good outcomes as well: transparency and visibility of available courses across majors; implicit “open door” and welcoming atmosphere for students in cross-listed departments; symbol of cross-departmental cooperation.
- **Joint faculty lines:** If further transformation privileges shared and cluster/interdisciplinary hires, the above issues will only become more pressing as more faculty inhabit shared lines across departments/colleges.

Budget

Enhanced Revenue from Research Collaborations

Even a modest goal of two additional grants a year--\$600,000

Cost-savings from Curriculum Consolidation

Additional revenue if this enables us to accelerate graduation rates sufficient to enroll even an additional 30 students: \$162,000/ year

Cost-savings from Increased Coordination in Graduate Education and Intellectual Development Activities

Even the most modest colloquium/lectureship/intellectual development series costs \$10,000/year for outside scholars travel, honoraria, and accommodations.

If four departments held joint intellectual development activities one semester out of four, the cost over two years would go from \$80,000 to \$65,000, saving an average of \$7,500.

Costs

\$30,000 for one 30-hr/week academic program coordinator and events coordinator to pull this together

Revenue generated (first year)

Private Fundraising through Consortium's advisory board \$15,000

Executive Education/Outreach Course \$15,000

(Clearly there is greater potential here, though the effects of the recession are hard to predict. The first year, we need to clear enough to pay our program coordinator, but this is a floor, not a ceiling).

Total value of this proposal: \$769,500