Proposed new unit:
College or School of International, Area, and Language Studies

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List of current units to be included in the new unit:
Africana Studies Program
American Indian Studies (AIS)
Arizona Center for Judaic Studies (JUS)
Center for Educational Resources in Culture, Language, and Literacy (CERCLL)
Center for Latin American Studies (CLAS)
Center for Middle Eastern Studies (CMES)
Department of Classics
Department of French and Italian (F&I)
Department of German Studies
Department of Near Eastern Studies (NES)
Department of Spanish and Portuguese (S&P)
The Division for Late Medieval and Reformation Studies (DLMRS)
Department of Russian and Slavic Studies (RSSS)
Religious Studies Program
Interdisciplinary Doctoral Program in Second Language Acquisition and Teaching (SLAT)
Southwest Center (SWC)
1. How the reorganization will strengthen the unit’s teaching, service, and research, or creative activities, and thereby advance the University in accordance with the UA Strategic Plan 2009-2013.

The University of Arizona has long had impressive strength in international, area, language, literary, and culture studies. This proposal recommends the purposeful bringing together of previously dispersed units focused on such studies to facilitate collaborative interdisciplinary teaching, research, and outreach activities. Location of these units in a single College or School of International, Area, and Language Studies (IALS) will work against the divide between international studies and the study of specific regions or areas. We take an inclusive definition of area studies. The new school will foreground the strengths of traditional area studies, with their emphasis on holistic approaches to understanding local culture, history, and language, while challenging conventional definitions of areas. While broadly recognized and in many ways convenient, these definitions emphasize artificial divisions in a world where interrelationships among peoples and nations are increasingly evident, productive, and often problematic. Indeed, border studies and attention to issues of sovereignty, diaspora communities, immigration, and ethnicity in the US and abroad will be foci of teaching and research in the new entity.

This approach is evident in the programs of IALS units such as Africana Studies, focused on peoples of African descent in the Americas and around the globe; American Indian Studies, with its interdisciplinary understanding of sovereign and distinct American Indian/Alaska native peoples; French and Italian, which features a PhD in French with emphasis in French and Francophone Studies; German Studies, which has a PhD program in transcultural studies; Russian and Slavic Studies, with its approach to multiple border, cultural, and identity issues; the Southwest Center, focused on a contested borderlands region bisected by an international border; and Spanish and Portuguese, which has a PhD major in Border Studies. Synergies created by the location of these and other units under a single administrative umbrella will result in new curricular initiatives, such as new cross-regional courses, new directions in the study of languages, literatures and cultures, as well as their pedagogies, and in joint research projects.

The work and priorities of IALS units are closely aligned with the four major directions outlined in the UA Strategic Plan 2009-2013. Direction 1: Prepare Arizona’s Youth and Ensure Access and Opportunity

Many IALS units are involved in K-12 outreach throughout the state, supporting the UA’s land grant mission. Engagement with IALS outreach programs enables K-12 students to think of themselves as future UA students. These efforts attract an increasingly diverse student body to the UA—a goal of the Strategic Plan and a central concern for IALS units. This, in turn, will move the UA toward its aim of becoming a federally recognized Hispanic Serving Institution. Many IALS units are concerned to reach out to schools that serve traditionally underrepresented students. These units include Africana Studies, Center for Educational Resources in Culture, Language, and Literacy (CERCCL), Center for Latin American Studies (CLAS), Center for Middle Eastern Studies (CMES), and the Department of Spanish and Portuguese (S&P). IALS’ critical focus on the development of language and intercultural competence makes it the logical home for undergraduate training of prospective K-12 language teachers.

The creation of IALS will enhance the UA’s now strong ability to attract funding for students in IALS fields. In 2007-08 33% of UA student applicants for Fulbright awards were awarded Fulbright grants to study abroad; the national average was 21%. IALS units are successful in raising outside funding for graduate study. CLAS, CMES, and German Studies, for example, have secured graduate student travel grant and fellowship funds. Creation of a School of IALS will enhance UA’s ability to draw top students to innovative graduate programs, such as the PhD in American Indian Studies; CLAS’ MA emphasis on Comparative Borders of the Americas; German Studies’ PhD in Transcultural German Studies, joint with the University of Leipzig; and NES’ dual PhD degree with Anthropology.

Direction 2: Engage and Graduate Students Who Can Contribute to the State, Nation and World

This proposal takes seriously the “world” in world-class, and puts understanding of the world at its center. The School will contribute importantly to preparing students to become citizens of the world. Through their extensive outreach to K-12 schools and teachers, many IALS units strengthen primary and secondary education and provide students with the critical thinking and research skills needed to succeed in higher education. Also, IALS units are perfectly positioned to “enhance international, and especially cross-border, education programs and partnerships,” advocated in the Strategic Plan. Indeed, most
current UA overseas study abroad programs have their intellectual homes in IALS units, eg. CLAS’ program with the Center for Mesoamerican Research in Guatemala; the Guadalajara Summer School, housed in S&P; and French & Italian’s “Arizona in Paris” summer program. Increased CLAS, SWC, and S&P cooperation around cross-border internship programs will encourage experiential learning. Early engagement of traditionally underrepresented students with the UA through IALS outreach programs will encourage retention of students when they enroll in the UA; college and university credits for IALS-related high school classes will encourage 6-year (or lower) graduation rates, eg. CMES is piloting a for-credit Middle East studies curriculum at Cholla High School. Further, IALS units will design new off-campus and distance learning courses, some in cooperation with the College of Education, to train teachers in language teaching and social studies fields. The IALS curriculum, research agenda, outreach activities, and operation will reflect its core value of respect for particular peoples. Diversity in hiring at all levels is an IALS priority, and will provide a model for the entire university. This will support the university’s goal of attracting and retaining excellent and diverse faculty members and students.

Direction 3: Provide World-class Research That Improves the Human Condition in Arizona and Beyond

Many IALS units already lead the nation in interdisciplinary, transcultural, and collaborative research. Bringing these units together in one school will facilitate collaborations around areas highlighted in the Strategic Plan: Southwest, Native American, Borderlands, Latin American Studies, languages and language acquisition. We are excited by the creative potential for international border studies. Comparative border studies will be a major focus of collaborative IALS activity and cluster hires.

The new configuration will affirm the UA’s commitment to the importance of language and culture study through undergraduate second language requirements associated with IALS majors; we believe this to be an essential component of a world-class education throughout the university. Students majoring in IALS fields will be encouraged to understand peoples and world areas in their complex cultural, historical, and linguistic contexts. This will give students the intercultural competence that is a major goal of the UA Strategic Plan and the foundation for global education. IALS will benefit from the inclusion of the Second Language Acquisition and Teaching (SLAT) PhD Program, a premiere applied linguistics programs in the nation. Pedagogical research centered in CERCLL and SLAT will improve language teaching nationwide and build on current projects, such as Global Simulation, designed for teaching French, Russian, and Turkish. Among IALS interdisciplinary initiatives will be the proposed Institute for the Study of Religion, including Arizona Center for Judaic Studies, the Religious Studies Program, and the Division for Late Medieval and Reformation Studies (DLMR), with scope for research cooperation.

Direction 4: Partner With and Serve the People of Arizona

The understanding of particular peoples and languages, including indigenous peoples, their languages, and cultures, is a prerequisite for well-informed comparative and global studies. IALS units will provide the contextual understanding necessary to ground the international and regional research of colleagues in fields such as health sciences and agriculture. New collaborations focused on international, area, and language studies will develop the vibrant series of cultural events and lecture series offered by IALS units, enlivening community life.

At the heart of international and area studies is a deep-seated respect for the communities and areas studied. IALS units seek to enrich relationships with the communities that are the focus of their scholarly attention, and recognize a responsibility to share the benefits of their research. Through carefully designed outreach activities that reach and involve local communities, IALS units provide models of how to partner with and serve the people of Arizona. Existing partnerships include shared research with American Indian communities, RSSS’ work on TUSD’s expanded language initiative, SWC’s AJO Oral History Project, and the Partnership across Languages (PAL), which brings together area language and culture teachers from all educational levels.

2. Explanation of how the reorganization will raise the unit’s and the university’s ranking or reputation.

Bringing IALS units together in a single school will highlight the university’s substantial international and area studies expertise; encourage new collaborations in teaching, research, and outreach; and address the UA’s lack of “global visibility as an institution,” noted recently in an ad hoc faculty committee report, “The University of Arizona: A Global Land Grant Institution.” As a single locus of IALS expertise, the school will provide leadership for international studies throughout the university.
While many IALS units have international reputations and attract substantial outside support, the UA lags far behind its peer institutions in garnering US Department of Education (USDE) support under Title VI of the Higher Education Act. This support provides national visibility and substantial international studies funding, including Foreign Language and Area Studies (FLAS) fellowships. Nine UA peer institutions each have from three to eight National Resource Centers in international studies; nine have Title VI Centers for International Business Education and Research. The UA currently has only two Title VI centers: one Language Resource Center, The Center for Educational Resources in Culture, Language, and Literacy (CERCLL), first funded in 2006; and one National Resource Center (NRC), CMES, funded consistently since 1975. These centers help recruit excellent graduate students and faculty by providing fellowships or startup funding, as well as intellectual community. Many foundations, including Ford and Hewlett, have a strong record of funding Title VI centers; a current Social Science Research Council RFP, Academia in the Public Sphere: Islam and the Muslim World, is directed solely to Title VI centers. CLAS has received Title VIA Undergraduate International Studies and Foreign Language funding to develop programs and curriculum focused on the US-Mexico border, and plans to apply for NRC status in Fall 2009. Securing additional Title VI support must be a priority for the UA.

Additional funding opportunities relate to developments in language pedagogy, especially less commonly taught languages. Bringing together units that emphasize the study and teaching of languages in their cultural context will create a critical mass for such endeavors. The fact that the UA now boasts CERCLL, a Language Resource Center, speaks to the very high quality and fund-raising ability of UA language research and teaching. Further, UA stature in language and culture fields will be raised by new graduate program initiatives, such as S&P’s planned new PhD in Hispanic Linguistics.

We would like to express a substantial concern that relates to the UA’s reputation. National Research Council rankings are based in part on the strength of library holdings and budgets. Erosion of UA library strength will adversely affect the national ranking and competitiveness of many UA programs. IALS’ full potential can be realized if administrative procedures encourage interdisciplinarity and collaborative work, both advocated by the Strategic Plan. Any barriers to implementing joint hires should be minimized, if not eliminated. Student FTE and teaching credit should be calculated to facilitate co-teaching and cross listing of courses. We would welcome the inclusion of additional UA units that fit the proposed IALS school.

In short, the UA has enormous potential in international, area, and language studies fields. The proposed school will increase the visibility, stature, and funding base of UA IALS programs.

3. Consultation Processes

This proposal has been developed through conversations among representatives of interested units at meetings on September 15, 22, 29, and October 6, and via e-mail. All interested parties were welcome. COH Interim Dean Mary Wildner-Bassett participated in all the international studies meetings. SBS Dean Ed Donnerstein expressed interest in the proposal during its development, and received a draft copy. The proposal was also discussed with Mike Proctor, VP for Outreach, College of Agriculture and Life Sciences. Interim Dean Wildner-Bassett supports the idea of bringing together international, area studies, and language-related units. Constituent units named on the cover page have consulted broadly with their faculty members at regular and extraordinary faculty meetings, and have engaged in discussions with staff and students. CMES discussed the transformation process with the center’s Governing Board, which includes community and student representation. SWC discussed reorganization plans extensively with faculty, appointed personnel, and staff and SWC faculty and staff support this initiative. Units involved in crafting this proposal share an interest in coming together to advance international, area, and language studies. At the same time, they are concerned to maintain unit autonomy, particularly in two areas: degree programs and fundraising. Many units have built strong, nationally and internationally recognized graduate programs; these must retain their independence to maintain their standing and to continue to attract graduate students. The units’ integrity is crucial to the maintenance and further development of now strong relationships with donors and granting organizations.
4. Budget

At this early stage in the transformation process and given the scope of the proposed school, it is difficult to identify specific dollar amounts that will be saved in the reorganization. Some specific savings are reflected in white papers submitted by smaller groups of units proposed for inclusion in the School of IALS. Projected savings fall into two categories: curricular and administrative.

Curricular efficiencies
Consolidation of the language and culture pedagogy curriculum for GAT teacher development and shared use of language learning technology will avoid duplication of effort and will result in some savings.

Administrative efficiencies
Some administrative savings will accrue from cooperation with units that are in physical proximity, but that may not all be in a School of International, Area, and Language Studies. Such savings include shared administrative staff and equipment.

Move business managers from classified staff to appointed personnel positions, saving 15.8% in ERE costs.

Opportunities
- Creation of revenue-generating graduate certificates, for example in the teaching of various languages. These will enhance students’ resumes and employability, and contribute to the pool of well-trained teachers needed to meet regional and national language-teaching needs.
- Creation of new distance learning and off-campus courses to serve the people of Arizona. Revenue generated by these classes will help support IALS units.
- Establishment of program fees for language classes using computer labs for language study.
- Expanding and building on UA study abroad opportunities will generate revenue, while greatly increasing the number of undergraduates studying abroad. This will involve creation of a virtual, web-based International Field Experience clearinghouse for student internships and field-based research and study.
- Student scholarships can be increased with development. CLAS has tripled its funding for undergraduate scholarships in the last two years.
- Securing additional Title VI funding for enhancement of international studies and for new graduate fellowships. In the current grant cycle, the average National Resource Center grant is some $230,000; this does not count FLAS fellowship support. (Funded institutions averaged 7 FLAS academic year awards and 5 summer awards per year, value: $221,500 in graduate support per year.)
- Naming of the new school presents a substantial opportunity to attract outside funding. ($30 million)

Concerns
The smooth operation of IALS units and their fundraising operations depend upon knowledgeable staff. Any long term personnel restructuring should recognize the partnership efforts that make possible excellent teaching, research, and outreach, and so avoid privileging any one category of employee at the expense of another.

The School of IALS must preserve the integrity of individual units, their specific research profiles and their donor bases. Several IALS units have been hugely successful in fundraising. The DLMRS has raised $1.6 million in support of the Heiko Oberman chair, plus other endowment funds. SWC has raised $1.8 million over the last ten years and has a bequest for a home and property worth over $1 million. CERCLL, CLAS, and CMES have been successful in USDE Title VI competitions. CMES alone has secured over $2 million in the current four-year grant cycle. IALS fundraising abilities can be used to support the new school, eg. SWC proposes to raise funds on behalf of the school, and, via an existing bequest, establish an international scholars’ and visitors’ center and residence. The temptation of possible short-term gains must be resisted in favor of a long-term approach that recognizes units’ invaluable contributions to community outreach and fund-raising.