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To: Michael Schill, President

cc: Scott Coltrane, Provost
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RE: CAS Budget cuts and proposed reduction in FTE in foreign languages and literatures

Date: February 9, 2016

Dear President Schill:

In light of proposed cuts to the CAS budget, and on behalf of the students and faculty of our respective units, we submit the following memo for your consideration.

Foreign Languages and Literatures for Excellence

Summary:

In the current mandate to cut NTTF positions in CAS-Humanities, and for TTF to replace NTTF in language courses, some parameters specific to foreign language instruction have not been recognized. With this document the heads of the units that teach languages wish to advocate for an alternative scenario.

Excellent education means forming global citizens.

Although the UO mission statement emphasizes global focus and international expertise, the personnel cuts proposed weaken the ability of language departments to field programs, serve students, and advance the mission.

The heads of Foreign Language Departments unanimously encourage President Michael Schill to implement a two-year foreign language requirement for all BA and BS students.

Having TTF teach lower-division language courses is inconsistent with practices at R1 institutions

Virtually no R1 institutions assign TTF to teach first- and second-year language. Such courses are inconsistent with building and maintaining an active research agenda and profile nationally and internationally. Without NTTFs teaching language, the academic fields closely tied to language are simply not viable. UO will thus cease to be a research institution in the humanities if the institution takes this course.

Teaching language is different from other lower-division (LD) teaching

Beginning language courses (first and second year) are not equivalent to LD courses that introduce students to a discipline (Intro to Sociology SOC 204, General Biology I BIO 211, Intro to Comparative Literature COLT 101). FR 101 and GER 201 are introducing students not to a discipline, but to a language.

TTF teaching LD language does not increase student contact with TTF who are research-active *in the discipline of instruction*

Few TTF in the language departments are research-active in second-language acquisition and teaching, the discipline that studies the theory and pedagogy of language-teaching. Most TTF in language departments are specialists in cultural history, literary analysis, critical theory, and the history of ideas.

Quality of language instruction and student learning outcomes

Excellence in language instruction requires specialized training, time-intensive focus, and years of practical experience in the classroom. The NTT language faculty have expertise, specialization, and experience in language instruction.

Class size is critical to success in language study; professional organizations urge enrollment caps of 15 (UO caps range from 18 to 28).

Principles:

Language study is central in the liberal arts tradition. The teaching of foreign languages and cultures enhances the global awareness and global citizenship of our students. At a time of emerging world communities students need a chance to explore larger concepts of identity, ethics and humanity. Studying other languages and cultures helps students go beyond narrow nationalistic identity concepts that isolate the future generation of America from globally informed peers and policy-makers in other countries. The informed participant in the global community is proficient in languages and cultures of the world. To this end, all undergraduate students, not only BA's, should study languages, just as all (not only BS's) should study math. To limit the foreign language requirement to BA students, and to encourage Departments to create BS degrees that allow students to avoid the discipline of learning foreign languages, runs counter to the importance of internationalization and global citizenship that is at the center of the UO mission: "fostering the next generation of transformational leaders and informed participants in the global community."

Teaching language is different from other lower-division teaching

CAS seeks to increase the ratio of TTF/NTTF FTE in undergraduate Student Credit Hours (SCH). They are interested in making this happen primarily (college-wide) at the Lower Division (LD) level (100-200, 'service' courses). While this makes sense in many departments, it makes much less sense in others. A TTF in Biology is now required to teach at that level instead of only at the graduate level. However, for language and literature programs these models are invalid and applying them does not improve excellence in instruction for reasons explained below.

TTF teaching LD language does not increase student contact with TTF who are research-active *in the discipline of instruction*

One measure of AAU eligibility is that students take LD courses with TTF who are active researchers in the discipline of instruction. This makes sense where the basic disciplinary concepts they teach in those courses are the building-blocks of their disciplines, so that having TTF teach 100- and 200- level courses *in their discipline* enhances undergraduate education.

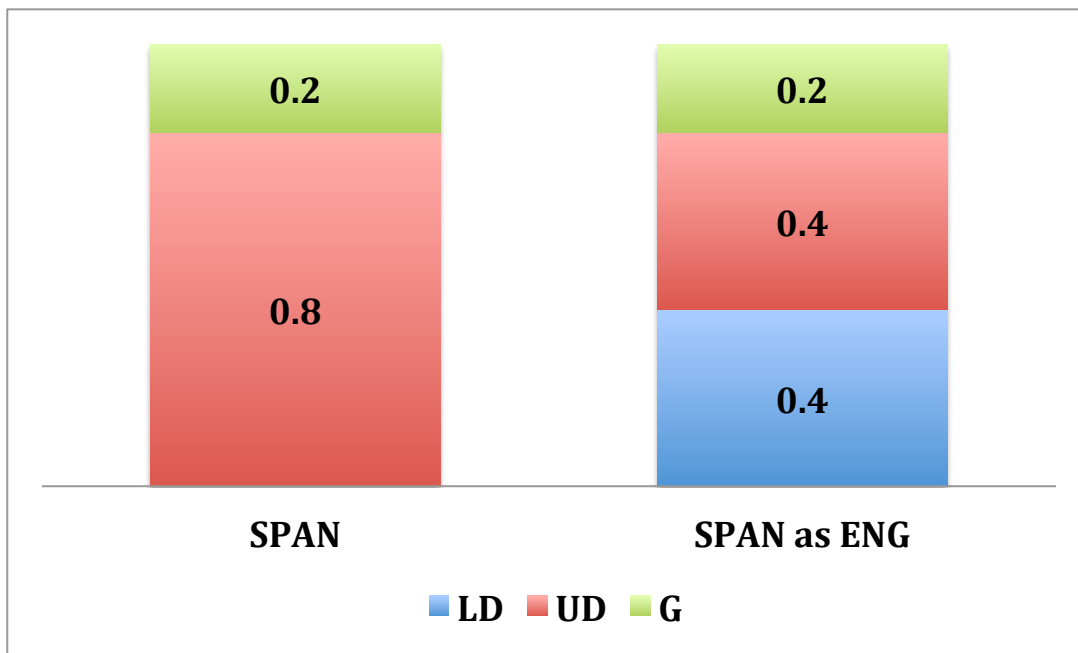
Language courses at the 100- and 200- level are clearly a different case. TTF in language and literature units are research experts in cultural history, literary analysis, critical theory, and the history of ideas. They are not experts in language acquisition (a subfield of applied linguistics), nor do they conduct research in that area (with few exceptions).

It then follows that while English TTF teach discipline-specific basics in 100- and 200-level courses (Intro to Literature), SPAN or JPN 101 does not use or draw on the academic expertise of TTF, nor is the quality of language instruction enhanced when taught by a research-active TTF. In fact, this is also true at the 300-level language classes (301-308), which are not yet comparable with WR 121 in terms of students' language proficiency.

SPAN 311 (Composition) is the true parallel of WR 121; SPAN 341–344 is the true parallel of ENG 104 or COLT 101; FR 330, 331, 333 the true parallel of ENG 104–105–106, and so on. An RL professor teaching 300-level courses in the second language is teaching the equivalent of 100- and 200-level ENG courses. The TTF SCH adjusted for equivalent content in English courses is analogous to that of her ENG counterpart.

Typical course load for Spanish TTF	Equivalent content in English
SPAN 353	ENG 104
SPAN 344	ENG 216
SPAN 407	ENG 407
SPAN 407	ENG 407
SPAN 507/607	ENG 507/607

SPAN TTF currently teach .4 FTE in what are effectively LD courses; it is an artificial effect of our numbering system that SPAN 353 and 344 are not numbered 216 and 190, as they often are on other campuses.



TTF teaching LD L2 is inconsistent with practices at R1 institutions

It is extremely rare for faculty at R1 institutions to teach language at the 100–300 level (up to our 308). At NYU and Cornell, for example, TTF teach 0% of their standard load at this level. This is because R1 TTF teach in their field of specialization. If RL TTF teach LD courses in applied linguistics (beginning and intermediate language, numbered 100- and 200-level at the UO), we are following the staffing practices of R2 and 4-year colleges and not deploying TTF in the areas of instruction where they are most effective.

Without NTTFs teaching language, the academic fields closely tied to language are simply not viable. UO will thus cease to be a research institution in the humanities if the institution takes this course.

Excellence in language instruction and student learning outcomes

The UO language programs, staffed and supervised by experienced career instructors, deliver superior results. National-caliber proficiency tests (STAMP) administered in spring 2015 to 1200 1st- and 2nd-year UO Spanish and French students showed that our students performed at a higher level than national averages. Language pedagogy is its own area of research and practice, and the NTT language faculty are highly trained and very experienced in it. The career NTTF teaching in the language programs contribute a great deal beyond language instruction to our programs: advising, study abroad, programming, IntroDucktion, Foreign Language and International Studies Day, and more. In 2014 and 2015, two winners of the Herman Award for Specialized Pedagogy came from languages (RL).

All three languages taught in EALL—Chinese, Japanese, and Korean—have been a crucial component of highly competitive, award-winning grants on campus. UO has the largest Japanese language program on the West Coast, and the quality of the program has enabled it to attract donors, numerous scholarships to Japan through the Freeman Foundation, and the initial seed money from the Japan Foundation that eventually led to the founding of CASLS (\$20 million in grant monies). Korean language has been a cornerstone of the CAPS administered Title VI Dept of Ed National Resource Center, and our Chinese language program has long housed the prestigious National Security Education Chinese Flagship Program.

Long-term investment in language programs pays off in ways that register by national and international metrics. It is an excellent return on investment. Career NTTF are not expensive, nor do they require laboratories or expensive infrastructural investments to provide excellent instruction; but such program development requires stable, if not large, investment. For example, the UO is currently ineligible to apply for major federal funding in Latin American Studies because it lacks a comprehensive Portuguese program; building such a program requires a long-term investment. Excellence, in this case, takes time.

Excellence in Language Instruction: Class size

At present, CAS allocates resources based on faculty FTE/SCH: resources flow to units that teach more students and are withheld from units that teach fewer students. This model favors larger-format courses, higher faculty/student ratios, and minimal individual contact with TTF, factors that correlate to a lower quality of *student experience*. In this way, units are rewarded for providing lower-quality instruction and penalized for providing high-quality instruction in smaller classes.

Larger-format lecture classes are on the whole less demanding of students in comparison with a 100- or 200- level language classes, which meet 5 or 4 days weekly, require students to complete daily assignments, and are perceived as 'difficult' courses. However, language courses are key in student experience: they provide a daily opportunity to interact personally with experienced, expert faculty.

The American Council on the Teaching of Foreign Languages (ACTFL), among other professional organizations, recommends language sections capped at 15 students for beginning and intermediate language courses. The UO should regularize language enrollment caps across the languages and emphasize excellence of instruction and learning outcomes rather than the false economy of large sections.

Excellence in Literature and Culture Instruction: First-Year Programs

The Language Department Heads are concerned over proposed changes to the Freshman Seminar program. We have heard that the program will be combined in some form with the Common Reading Seminars; this will severely restrict the number of departments and programs that can offer Freshman Seminar classes. The common reading for AY 16-17, *Between the World and Me*, is an award-winning book about issues of race in America. We are questioning not the value of reading this book, but rather the limits this text imposes on classes whose primary focus is not race or America. Our departments and programs have in the past been able to offer a range of Freshman Seminars that introduce students to international issues and concerns. Imposing the Common Reading text will eliminate the possibility of non-American Studies based departments offering Freshman Seminars.

These Freshman Seminars are a vital tool for achieving President Schill's goals of excellence and access. In these high-impact courses incoming students work closely with TTF faculty, an experience that can have a positive influence on both the students' impression of UO and their academic path. These seminars also serve as one forum for departments and programs like ours to introduce students to the world at large and begin to educate them to be global citizens. It is an important venue for increasing internationalization at UO.

The Modern Language Department Heads would urge the UO to increase these opportunities for students, rather than limiting the number of such seminars. Getting TTF into first- and second-year courses is a goal we agree with, but not first- and second-year *language* courses. We should retain the current configuration of Freshman Seminars and FIGs, and expand (and recognize) language TTF presence in LD courses *in their disciplines*

(e.g., HUM 101-102-103 and 300). Course numbers are arbitrary; other institutions number their first- and second-year language courses in the 100's, and third-year in the 200's.

Dual Careers for Excellence

In the absence of a university- or college-wide approach to dual-career couples, it has been left up to individual department heads to find some sort of minimal solution. The UO lacks a mechanism for and a commitment to dual-career couples. It has been left up to individual department heads to find some sort of minimal solution. To recruit and retain many TTF, we have given NTT appointments to their academic spouses. This strategy is now backfiring in the AAU metric. However, cutting these NTT positions will cause frustration for the dual-career couples who have relied on them and will force TTF faculty to apply for positions elsewhere.

Conclusion:

The way CAS has combined its two imperatives—to improve the ratio of TTF to NTT in lower-division SCH, and to save money—will create a ripple effect of unintended consequences. It will not only sever valued colleagues from the university but weaken language instruction, dilute the international awareness of the UO student body, and divert TTF from their disciplinary specialization.

Replacing 9 courses per NTT per annum (at a low salary savings) with 5 courses per annum (of which not all would be LD or even undergraduate) will **diminish students' access to courses and increase time to degree**. (Or it will herd them into BS degrees in humanities and social science fields.) Increasing class sizes to offset lost access to language courses will **harm learning outcomes, language proficiency, and educational experience**. There will be an unquantifiable but unavoidable degradation of NTT morale and commitment. At the same time, TTF assigned to teach courses outside their research area, in another area in which they are not up to date, will suffer in their research vitality and productivity, with quick and tangible negative effects on graduate programs and on TTF recruitment and retention.

Instead, the UO should instead adapt its language course numberings to reflect course content and language level. It should retain its expert and cost-effective NTT, at the very least giving career NTT terminal contracts with one year's notice while the departments carefully evaluate where to cut and on what basis. And it should assign TTF in language units to LD courses—including Freshman Seminars—in which they *would* be teaching the building-blocks of their own research areas.