

**Proposal for Reorganization Within a College**  
***Proposal to create a School of World Languages and Cultures***  
***October 24, 2022***

**a. Abstract**

***A one-page summary of the essential information from each of the sections below. Please submit this abstract both as an introduction to the proposal and as a separate document; proposals will not be considered complete without the abstract.***

For the past two years, a group of language chairs and faculty have been working on the idea of creating a School of World Languages and Cultures (SWLC), to unite the various language departments within the College of Arts and Sciences into a more coherent body. Modeled after other universities which have created similar structures, the proposed school would bring together the current departments of Asian Languages and Literatures, Classics, German/Russian, and Romance Languages and Cultures, representing faculty teaching Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Linguistics, Russian, and Spanish. The specific details of the proposal have been crafted by two working groups which formed in September 2021, and then merged in Spring 2022, exploring structure/budgets on the one hand, and mission/autonomy on the other. (See Appendix A for the membership of each of the working groups.)

The goals of the SWLC are to:

- Raise the visibility of language study on campus, in CAS, among students and in the community, including a clearer picture of what we do in our respective areas of research, teaching, and scholarship
- Advocate for the languages in a more coordinated way, whether in cross-college initiatives (MAT programs with CESS, proposals for co-majors, etc.), with prospective students, or in connecting students to careers
- Widen research and pedagogical networks and conversations beyond the boundaries of individual small departments
- Streamline administrative loads, so that some common tasks can be centralized with the SWLC Director (e.g. personnel, representing the languages to CAS and the wider university, etc.), thereby reducing administrative burdens on small departments, while still retaining autonomy of action for separate language areas
- Recruit more students interested in studying languages
- Strengthen existing learning areas, certificates, majors and minors

The proposed School of World Languages and Cultures would be led by a director, with current departments transitioning into programs within the school. (The only existing departmental configuration that would change would be that Spanish (given the size of its faculty) would split off from French/Italian to become a separate program within the school.) There are no curricular changes that are part of this move; all majors and minors would stay intact. No faculty or staff appointments would be threatened by the creation of the school; all faculty positions, ranks and tenure would move to the school and would be unchanged by the move, and all staff would transition to the SWLC. Similarly, operating and gift funds allocated to different areas would move to the SWLC; gift funds and the bulk of operating funds would remain devoted to particular language areas, while some operating funds would be pooled for common programming/initiatives for the SWLC as a whole.

## **b. Description**

*i. For reorganization proposals, please provide a detailed description of the proposed academic structure, including graphic representations of the old and the new structure. For new College or School proposals, please provide a detailed description of the proposed College or School. The description should clearly demonstrate how the proposed unit meets the definition of College or School, including having a defined mission in instruction, research and scholarship, and service.*

The proposed mission statement for the school is as follows:

### ***Mission Statement: UVM School of World Languages and Cultures***

*The School of World Languages and Cultures prepares students to engage with a diverse, globalizing and ever-changing world. Students learn to speak and understand foreign languages, study how languages are learned and can explore how to teach language to non-native speakers. They will also become knowledgeable about and sensitive to cultural differences through exposure to the perspectives of people who speak other languages and will be able to critically reflect on their own cultural practices. Research by faculty in the school focuses on language, literature and linguistics to show how language is intertwined with all facets of life.*

*In the School of World Languages and Cultures students will learn to:*

- *Engage with cultural products, practices and perspective of other places, exploring topics such as literature, film, dialects, traditions and social behaviors*
- *Acquire language skills and cultural knowledge to function in diverse environments*
- *Communicate and negotiate meaning across language and culture to explore problems and issues from different perspectives*
- *Analyze a diverse range of linguistic phenomena through scientific, investigative means*
- *Investigate how cultures and cultural processes are shaped, negotiated and distributed in diverse ways*
- *Examine the use of language in context, including its relationship to systems of power*
- *Explore the mechanisms by which language learning and acquisition take place*
- *Forge meaningful, interdisciplinary connections with other fields of inquiry across the university*

The School of World Languages and Cultures will be composed of the faculty and staff in the four current departments of Asian Languages and Literatures, Classics, German & Russian, and Romance Languages and Cultures. Within the school, there will be six separate programs, each of which would manage their own curricula. The six programs would be: Asian Languages & Literatures; Classics; French & Italian; German & Russian & Hebrew; Linguistics; and Spanish. (Note that, while Spanish is currently joined with French and Italian within the department of Romance Languages and Cultures, under the SWLC it would become a separate program; given the size of the Spanish faculty, major and minor, this creates more equally sized units within the School, and gives more autonomy to Spanish.) The School will be within the College of Arts and Sciences.

The structure of the School reflects the desire to create more visibility for the study of the languages, through common programming and focused advocacy, while retaining as much autonomy as possible for individual areas of study. As per the University manual, the School will be led by a Director to be appointed by the Dean, following the procedures normally followed for the appointments of department chairs. The Director will report to the Dean.

Consistent with other usages in the University, the internal units within the School will be called programs, and will be led by program directors, whose responsibility is to oversee the curriculum of their respective majors and minors. Program Directors would receive a stipend and a course release for their work, which would include managing approvals for curricular changes, preparing the SOC, and program assessment. The Program Directors will work closely with the SWLC Director to meet the objectives of the School, making up the School's Executive Committee to provide governance and oversight of SWLC activities, plans and programming. (See Appendix B for an outline of the job descriptions of the School Director and Program Directors, and Appendix C for the organizational chart.)

In addition, Language Coordinators would be the point person for issues in languages whose program director teaches a different language. (For example, if the Chinese/Japanese Program Director is a faculty member of Chinese, there would be a separate Language Coordinator for Japanese. Or if the German/Russian/Hebrew Program Director is a faculty of German, there would be language coordinators for Hebrew and Russian. There would be no language coordinator for Spanish; the Program Director in Spanish would fulfill those duties.) Duties of Language Coordinators (see Appendix B) include addressing student issues (transfer equivalencies, substitutions), proposing hiring plans, proposing/overseeing curricular changes. Language Coordinator positions would be considered part of the normal service load of a TT faculty member, and would not normally be eligible for additional compensation. During a year when a thorough revision of curriculum or pedagogy necessitates an unusual level of work, however, additional professional development funds would be provided to the Language Coordinator, in recognition of that additional work; Language Coordinators would propose the use of those funds to the School Director, who would draw on SWLC budgets to cover the costs. If no TT faculty member is available to serve as Language Coordinator, then the appointment would go to an NTT faculty member, who would be compensated for that service.

The Director will be tasked with the advocacy and implementation of the shared vision and ideas for the School, and will be responsible for stewarding the success of individual programs and faculty members.

The proposed structure aims to centralize some administrative structures (personnel, staff, advocacy) while retaining as much autonomy as possible for separate program areas. Specifically, there are six key areas where we aim to balance central leadership with local autonomy:

- *Curriculum:* Each program would control the curriculum for offerings in that language/area, and would have responsibility for making any changes to that curriculum. Thus changes in German would be considered and proposed by faculty in German; changes in Spanish would be considered and proposed by faculty in Spanish, etc. Any proposed curricular changes would be sent to the Director and Exec Committee for comment/feedback, but would be voted on only within the language before going up to the CAS Curriculum Committee, with documentation of the feedback from the Director and Executive Committee
- *Operating/gift funds:* All gift funds would transfer directly to the program that represents the previous department; those funds would be controlled by the program director. Current general funds from all the four departments (approx. \$88,000) would be shifted to the SWLC, at which point it would be divided into two categories. One portion (25%, so

roughly \$22,000) of the money would be pooled centrally, to be utilized by the Director of the SWLC for joint events and programming across the school as a whole, or to supplement individual program area funding. The remaining funds (75%, so roughly \$66,000) would be divided equally across the individual programs, which would get fixed budget allotments per year. (The total amount available per program would be roughly \$11,000). Spending within that fund would be at the discretion of the program director, with the consultation of faculty in that program. If an individual program has not spent or does not have plans to spend their individual program funds by a set point in the year those funds would be available for wider SWLC use or use by other program within the school.

- *Management/review/revision (or not) of RPT/AEG policies:* Each language/area would bring in its existing RPT/AEG guidelines from current departments, and would continue to operate under those. Languages/areas are welcome to change RPT/AEG guidelines over time to bring different parts of the school more into line with another, or to keep them separate.
- *RPT votes:* RPT votes would be made by members of an individual program (i.e., Asian Languages, Classics, French/Italian, German/Russian/Hebrew, Linguistics, and Spanish). If there are not at least three faculty within a program at the appropriate rank for a vote on a personnel action, the director in consultation with the dean, will appoint additional faculty (bringing the total of voting faculty up to five) to conduct the vote. The results of the vote would be reported to the Director for the write-up of the file which would then go be forwarded to higher levels of RPT review at the college and university level.
- *Hiring proposals:* These would be crafted and voted on by faculty within a given language/program, and would then be sent from there to the Director and Executive Committee for feedback/comment. The Director/Executive Committee would not have the power to shut down proposals; their role would be to forward proposals on, with their comments, to the College's Academic Planning and Budgeting Committee and the CAS Dean.
- *Hiring committees:* Committees would be composed of one representative of the program hiring for a NTT search and two for a TT search, along with the Director of the School in order to give the broader perspective. If the Director is from the program in which the hire is being made, then a program director from another language would be the second person on the committee. The general expectation is that only TT candidates are brought to campus.

***ii. Where appropriate, describe any history that would be relevant to the current proposal.***

The current departments of Asian Languages and Literatures, Classics, German & Russian, and Romance Languages and Cultures have evolved over time. Chinese and Japanese were the most recently added languages, with minors created in 1984 and 1995, respectively, and majors created in 2007. Linguistics was the most recently added program, with a major/minor created in 2009, housed within the Department of Romance Languages and Literatures. Probably the largest shift in recent years in language study has been declining numbers of majors, minors and faculty. In terms of students, the trend at UVM (as it has been elsewhere in the country), has been downwards in recent years:

- In terms of Chinese,
  - In 2009-2010 there were 21 majors
  - In 2015-16 there were 32 majors

- In 2021-22 there were 10 majors
- In terms of French,
  - In 2009-2010 there were 56 majors
  - In 2015-16 there were 27 majors
  - In 2021-22 there were 29 majors
- In terms of German
  - In 2009-2010 there were 19 majors
  - In 2015-16 there were 12 majors
  - In 2021-22 there were 11 majors
- In terms of Latin
  - In 2009-2010 there were 10 majors
  - In 2015-16 there were 18 majors
  - In 2021-22 there were 10 majors
- In terms of Spanish
  - In 2009-2010 there were 68 majors
  - In 2015-16 there were 43 majors
  - In 2021-22 there were 34 majors

As the numbers of students majoring and minoring in the languages has shrunk, so too have the faculty shrunk in language instruction. In terms of faculty, whereas there used to be seven 'TT' faculty in Classics in the late 2000s, there are now three. Whereas there were five 'TT' faculty in German/Russian in the late 2000s, there are also now only three.

The Dean of CAS had chairs meet in smaller disciplinary groups beginning in 2015. At the time, the chairs for the languages were John Yin (Asian Languages/Literatures), Mark Usher (Classics), Helga Schreckenberger (German/Russian), and Joseph Acquisto (Romance Languages/Linguistics). These meetings provided an opportunity to share concerns, build develop common resources, and coordinate curricular offerings under the WLIT and TAP offerings. In the spring of 2020, some of these chairs and other language faculty began coming together with Associate Dean Abby McGowan to try to build new ways of advocating for language study across departments.<sup>1</sup> Specifically, work that term concentrated on four main areas:

1. Building better partnerships with departments and programs in CAS that have traditionally promoted and encouraged language study, like Anthropology, Art History, Global Studies, History, and others.
2. Creating shared materials to promote language study among students, both existing (targeted with emails, handouts, and class visits), and prospective (targeted with postcards from current languages majors, and revised ASV day programming.)
3. Planning programming to change the image of language instruction, from grammar/vocab memorization to deep engagement with cultural, social and political issues through immersion in language learning.
4. Brainstorming new curricular pathways to encourage language study, whether through the idea of a co-major (whereby a student in another unit could major in a language in CAS, without doing a dual degree and thus having to complete all of the

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<sup>1</sup> That group was composed Joseph Acquisto (RLL), Antonello Borra (RLL), Yolanda Flores (RLL), John Franklin (Classics), Kyle Ikeda (ALL), Helga Schreckenberger (G&R), and Bridget Swanson (G&R).

CAS distribution requirements) or by reviving the Masters of Arts in Teaching (MAT) for languages.

These plans were, unfortunately, upended by the onset of the covid pandemic shutdowns of March 2020. But these initial meetings established the possibility of joint efforts to promote and sustain language study at UVM.

Amid the covid upheavals and budget concerns of fall 2020, CAS Dean Bill Falls proposed eliminating the German, Greek, Latin, and Italian Studies majors and the Italian Studies/Italian minors on the basis of low enrollments. He also proposed merging the four existing language departments into a single school of the languages, which would then be the size, roughly, of the CAS English department. Through negotiations over the spring of 2021, counterproposals were accepted to keep German, transform Greek and Latin from separate majors/minors to tracks within the Classics major/minor, and to eliminate the Italian Studies major and Italian minor while keeping the Italian Studies minor. The proposal to create a school of the languages was discussed at both the departmental level within the languages, and at the April 2021 CAS faculty meeting. After those discussions a vote was held to determine whether discussion and planning for a possible school should continue. That vote passed with a majority: the total vote was 27 in favor, 14 in against and 4 abstentions.

Based on that vote, two faculty planning committees were formed, one assigned the areas of mission/autonomy (which also reached out to other institutions to investigate similar examples), the other focusing on administration/budgets. Those committees met separately, roughly every two weeks over the fall 2021 semester, responding to concerns shared by faculty via a survey conducted in October 2021. (See Appendix D). In the spring 2022 semester the two committees joined into a single entity, again meeting every two weeks to work through ideas. Wider faculty feedback and guidance was solicited first in early February, when the proposed mission statement for the school was sent out to all language faculty for comment. (Those comments are attached; see Appendix E.) Based on suggestions and criticisms received, the initial mission statement was further edited, and sent out again via email to all language faculty, along with several other core elements of this proposal (see Appendix F), in mid-March. An open forum was then held on March 17<sup>th</sup> to discuss these new details, provide updates on ideas, and collect feedback and suggestions. That feedback was then used to revise plans and generate this proposal. The proposal was sent to language faculty for review on September 8, 2022 with language faculty asked to vote electronically on whether or not to approve the proposal. The result of that vote was 29 in favor, 8 against, with 9 who did not vote. Those votes broke down by department as follows:

- Romance Languages and Cultures: 20 yes, 4 no, 5 did not vote
- Classics: 0 yes, 0 no, 4 did not vote
- Asian Languages and Literatures: 2 yes, 4 no, 0 did not vote
- German and Russian: 7 yes, 0 no, 0 did not vote

As that tally indicates, Asian Languages and Literatures was the only department where a majority of faculty voted against the proposal. After the vote closed, CAS Associate Dean Abby McGowan communicated the vote tally to the faculty of ALL, asking if they would like to stay independent as a separate department or, now that the SWLC is going ahead, consider joining the school after all. (See

Appendix H for that communication.) The ALL department met to consider their options; 4 voted in favor of joining the SWLC, 2 voted against joining.

Classics faculty did not submit votes on the proposal in fall 2022. They had, however, already agreed in a MOU with the CAS Dean Bill Falls, signed in June 2021 (see Appendix I). So they were considered part of the proposal to form the SWLC moving forward.

The proposal for the SWLC was thoroughly discussed at the CAS Faculty meeting on Tuesday, October 18, 2022. At the conclusion of the discussion, a vote was held, with 36 faculty voting in favor of the proposal, 2 voting against, and one faculty abstaining. With that vote in approval, we are sending the proposal to form the SWLC forward to Faculty Senate for consideration.

### **c. Goals & Rationale**

#### ***i. Describe the rationale behind this proposal including reasons why other options are not appropriate.***

Maintaining our current structure would mean maintaining four separate departments, each of which includes multiple languages and areas of study. Of these, Romance Languages and Cultures is the largest, encompassing French, Italian, Linguistics and Spanish, with 27 faculty in total (15 TT, 12 NTT). The smallest of the four departments is Classics, which currently has four faculty—three TT and one NTT. German/Russian and Asian Languages and Literatures fall in between, with six in German & Russian (three TT, three NTT), and six in Asian Languages/Literatures (two TT, four NTT).

There are administrative challenges to having multiple small departments with so few faculty. First, the service load on TT faculty is intense, given how few people are available to shoulder duties like CAS and University committee representation, ASV days, staging career/alumni events, etc. Second, opportunities for productive conversations about research and pedagogy are limited, with faculty in separate departments not regularly coming together to discuss shared scholarly projects or teaching approaches. Third, administrative loads are very uneven, with the chair of the largest department (RLL) receiving the same course release compensation as the chair of the smallest department (Classics), even though there are more faculty, staff, and students to manage in the former. Fourth, RPT actions are complicated in the smaller departments; with so few faculty at rank to vote on promotion cases, small department inevitably have to reach out to other departments to have others review files.

Alongside the administrative challenges, there are lost opportunities due to having multiple language departments. With four separate chairs of four separate departments, there is no one voice or single person to advocate for or articulate the goals of language study. Instead, individual chairs are seen to speak more for their own areas and faculties and majors, rather than for language study broadly. This means it is up to individual chairs to pursue new opportunities like reviving the MAT in teaching, or creating co-majors, with no formal ways to team up, coordinate efforts, or ensure equal representation. Similarly, when issues of concern come to the college or Faculty Senate, individual chairs speak on behalf of a small group of faculty, without the ability to stand for and represent the larger whole of all faculty in the languages.

Another way of describing the rationale for this proposed structure is that it actually IS the structure we already have, within each language department, just on a smaller scale. Each language department

encompasses multiple languages and areas of study, under a common administrative head. In Romance Languages and Cultures, this means three separate languages (French, Italian, Spanish) as well as the Linguistics Program, all under a single chair. Each of those languages/areas has a measure of autonomy within the department; personnel issues for each of those languages/areas are handled centrally by the chair. That is, essentially the model for the SWLC: bringing together multiple languages and programs, with provisions for autonomy, under a shared chair.

If keeping existing departments would not achieve our goals of visibility, advocacy and community, moving into one large department with no internal divisions would similarly fail to meet our objectives. By having programs for each language area or program within the School, the independent identities of each are maintained, even as each program/area is assured autonomy over their curriculum and spending.

***ii. Identify the specific goals of the proposed new academic structure.***

In creating a School of World Languages and Cultures, we aim to:

- Raise the visibility of language study on campus, in CAS, among students and in the community, including a clearer picture of what we do in our respective areas of research, teaching, and scholarship
- Advocate for the languages in a more coordinated way, whether in cross-college initiatives (MAT programs with CESS, proposals for co-majors, etc.), with prospective students, or in connecting students to careers
- Widen research and pedagogical networks and conversations beyond the boundaries of individual small departments
- Streamline administrative loads, so that some common tasks can be centralized with the SWLC Director (e.g. personnel, representing the languages to CAS and the wider university, etc.), thereby reducing administrative burdens on small departments, while still retaining autonomy of action for separate language areas
- Recruit more students interested in studying languages
- Strengthen existing learning areas, certificates, majors and minors
- Increase support for students in realizing the many career paths possible in the study of languages
- Better connect language courses to the Catamount Core requirements, so language study is seen as at the heart of the liberal arts, accessible to students across the university
- Advance fundraising efforts for all areas of language study in the SLWC
- Deepen and broaden community engagement in language study at UVM

***iii. Describe how the goals align with the university's mission, and how the new administrative model will help to achieve the stated goals.***

The [mission](#) of the University of Vermont is to “create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.”

To achieve this mission, the University has identified [Academic Success Goals](#) that reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. The SWLC supports these University goals.

- *Teaching and Learning:* The SWLC will raise the visibility of language study, recruiting more students into the languages and further strengthening existing learning areas in the arts, humanities, and social sciences where language study deepens the learning experience. The study of languages helps students better understand the diversity of perspectives, experiences, and thought (Academic Success Goal 1.5).

The SWLC will better connect language courses to the Catamount Core requirements affirming the centrality of language study to the liberal arts and ensuring that languages are accessible to students across the university (Academic Success Goal 1.1).

The SWLC will advocate for the languages in a more coordinated way providing greater opportunity for faculty to pursue cross-college initiatives (MAT programs with CESS, proposals for co-majors, etc.) that broaden the impact of the languages on curricula across the University (Academic Success Goal 1.1).

The SWLC will widen pedagogical networks strengthening existing learning areas, certificates, majors and minors improving student academic success (Academic Success Goal 1.2) and increasing support for students in realizing the many career paths possible in the study of languages (Academic Success Goal 1.3).

- *Knowledge Creation:* The SWLC will widen research networks and conversations beyond the boundaries of individual small departments advancing scholarship in and among the languages and drawing greater attention to our outstanding faculty (Academic Success Goal 2.1 & 2.2).

Streamline administrative loads, so that some common tasks can be centralized with the SWLC Director (e.g. personnel, representing the languages to CAS and the wider university, etc.), reducing administrative burden on faculty and improving the stewardship of College and University resources.

- *Engagement:* By drawing attention to the essentialness of language study in an increasingly globalized society, the SWLC will provide an opportunity for advancing fundraising efforts for all areas of language study and will deepen and broaden community engagement in language study (Academic Success Goal 3.1 & 3.2).

Finally, the recent Art and Science report identified Global Engagement as a critical area of interest for matriculated students and as well as students we must seek to recruit. The SWLC is the sine qua non of Global Engagement and as a unified and coordinated entity will be the centerpiece of our efforts to highlight and grow Global Engagement.

***iv. Where appropriate, offer examples of institutions with similar organizational structures and outline relevance of these examples to the goals and/or rationale for the structural changes.***

In fall 2021, one of the planning groups compiled information about similar schools of languages in other universities in the US. Examples included: American University, Appalachian State University, Arizona State University, Bennington College, California State University-Monterey Bay, Kennesaw State University, University of Delaware, University of Maryland at Baltimore County, University of Oregon, and University of Utah. Information was collected from websites, and by conversations with school directors whenever possible. We found a good deal of variation in their sizes, structure, financial resources, student numbers and number of programs (and also variations in University organization, re: whether the Schools were within or outside of Colleges). The information we compiled is in Appendix G.

Ultimately, we created a model that uses some common elements we found (like a Director as the head of the School, who reports to the Dean of the College; separate units within the School for the different areas), while honoring the separate identities of existing departments by having programs. In our planning, we also drew from the example of the School of the Arts in CAS, whose development preceded this one and has taken related, but not identical paths.

**d. Impact**

***Explain how the proposed reorganization or establishment of a School or college will impact students, faculty, staff and other programs or units at UVM***

*Students:* The School of World Languages and Cultures will provide greater visibility via coordinated efforts with admissions, clear messaging to CAS and UVM audiences, and stronger community partnerships to attract prospective students. Expanded community partnerships and work with faculty across the study of languages, along with the internship office in CAS, the UVM Alumni Association, the Foundation, and the Career Center, will help to develop more internship and professional development opportunities for language students. We will also develop professional development workshops and student/alumni panels to further the preparation of our students for the job market and/or grad school.

*Staff:* We recognize the incredible work of the staff in the language departments who make the work of the faculty and its leadership possible and support the success of our students. All current staff appointments will be maintained as they are, while also identifying and implementing new ways to coordinate and make more efficient the handling of various administrative processes. Administrative staff across the College are currently being moved into a shared services model. This work is being carried out by the Shared Services Implementation Task Force and is ongoing, but the general idea at this point is that current staff in Asian Languages & Literatures, Classics, German & Russian, and Romance Languages and Cultures would come together as the administrative support team for the SWLC. The precise details of what this would mean for the SWLC would be worked out by a subcommittee of staff from these departments, working with the CAS implementation taskforce. All staff will report to the Director who will provide support and create clear parameters to help support the work needed for faculty across all language areas.

*Faculty:* Recognizing that changes in administrative structure can be an occasion for anxiety, the college states unequivocally that the movement of faculty from separate departments into the SWLC is a change only in the definition of the home unit, not a change in or threat to conditions of

employment. The change in the home unit from an individual department into the school would pose no other changes to the conditions of faculty employment in the languages and in Linguistics.

**e. Budget**

***Include data that is relevant to the financial sustainability of the proposed new or reorganized administrative structure.***

The proposed leadership model of one director for the school and six program directors has limited budget implications. Currently, there are four department chairs (of Asian Languages/Literatures, Classics, German/Russian, and Romance Languages/Cultures), and one program director for Linguistics. Those chairs/director currently receive the following course releases (CR):

Asian Languages/Lit Dept	2 CR
Classics Dept	2 CR
German/Russian Dept	2 CR
Linguistics Program	1 CR
<u>Romance Languages/Cult</u>	<u>2 CR</u>
TOTAL	9 CR

With the new model, there would still be 9 CR, but they would be distributed slightly differently, as follows:

SWLC Director	3 CR
Chinese/Japanese	1 CR
Classics	1 CR
French/Italian	1 CR
German/Russian/Hebrew	1 CR
Linguistics	1 CR
<u>Spanish</u>	<u>1 CR</u>
TOTAL	9 CR

There are some, but only modest, savings to be gained from the change in terms of administrative stipends awarded. Currently, the chairs and Linguistics Program director receive the following:

Asian Languages/Lit Dept	\$12,850
Classics Dept	\$12,850
German/Russian Dept	\$12,850
Linguistics Program	\$5000
<u>Romance Languages/Cult</u>	<u>\$19,000</u>
TOTAL	\$62,550

With the new model, stipends would be as follows:

SWLC Director	\$21,000
Chinese/Japanese	\$5000
Classics	\$5000
French/Italian	\$5000
German/Russian/Hebrew	\$5000

Linguistics	\$5000
Spanish	\$5000
<b>TOTAL</b>	<b>\$51,000</b>

**f. Evaluation**

*Please outline how you will evaluate the School’s success, including benchmarks related to the goals outlined above.*

The Dean of the College of Arts and Sciences has set out the following areas for evaluation of the success of the School:

- **Student credit hour/major/minor strength:** Individual majors and minors would continue to be assessed on an individual level, based on criteria that the CAS task force is working to finalize this term. The SWLC as a whole would be assessed based on the ability to promote language study and student success across languages and Linguistics, ensuring the student engagement across current and possibly future languages and other teaching areas.
- **Increase philanthropic support:** as evidenced in donor support for language initiatives, endowed professorships, research funding, speakers/events, scholarships, language pedagogy, key study abroad partnerships, etc.
- **Increase visibility for the languages:** Clearer and more consistent advocacy for the languages within UVM but also in collaborations with the greater Burlington and Vermont community, more programming to support and engage students with language study and its benefits

**g. Summary of Communications with academic units likely to be involved in or affected by the proposal.**

*Summarize all communications with the academic units involved in or affected by the proposal, including all written communications (e.g., emails, memos) in an appendix to the request.*

No other academic units will be affected by this proposal.

**h. Schedule**

*Outline the proposed implementation schedule*

Assuming support from the UVM Faculty Senate, we plan to have the proposal to the Board of Trustees at their February 2023 meeting. This would have the School in place for fall 2023. The administrative structure would go into effect on July 1, 2023 and faculty and staff positions would transition to the School at that time.