Budget Proposal Narrative
Division: College of Humanities and Social Sciences

Interdisciplinary Faculty Positions – Priority #2

Statement of Purpose: (What is the problem or opportunity being addressed? How will you address this problem or opportunity?)

The interdisciplinary programs housed in CHSS include East Asian Studies, Linguistics, and Women, Gender, and Sexuality Studies – none of which have TT faculty positions devoted solely to each program. This proposal is to fund 1.0 TT FTE in each of the three interdisciplinary programs in Year 1, and 1.0 TT FTE in Year 2 for each program. Staff support requests include a .5 classified staff position for each program.

Currently, no permanent tenure track positions are associated with these three interdisciplinary programs. All instructors who teach in East Asian Studies (EAS), Linguistics (LING), and Women, Gender, and Sexuality Studies (WGSS) are non-tenure track faculty or they reside in existing academic departments. All programs would benefit from permanent faculty in terms of stability, curricular development, leadership, and growth. Linguistics aims to become a department (Priority #3 in 2019-21 biennium in CHSS Six Year Plan) by 2021. While establishing departmental status in WGSS is not included in the CHSS Six Year Plan, there has been a rapid increase in the popularity in this program, as well as in LING. In fall 2012, there were 18 WGSS minors and as of September, 2015, there were at least 65 minors in the program. The Linguistics Program currently has more majors than some major programs in established departments, with about 100 majors and 20 minors. Both students and faculty in these programs have strongly voiced their interest in departmental status. Adding permanent tenure-track positions to these programs would help facilitate the transition. There is an increasing number of students who are interested in East Asia; there is a newly-established Chinese major (which already has 20 majors) and Japanese is the second biggest major in the Department of Modern and Classical Languages, with 40 majors. There is, therefore, a real need to serve these students, as well as those in the East Asian Studies minor. Though there are no immediate plans for EAS to become a department, the program would greatly benefit from TT FTE in order to help meet the needs of students. Currently, there is limited staff support for each of the interdisciplinary programs. Additional staff would be needed.

Anticipated Outcome(s):

These positions will enable LING, WGSS, and EAS to more fully support students and faculty with much-needed courses, advising, and mentoring. Teaching and advising resources have been limited. The addition of tenure-track faculty will give the programs the resources for stability and growth over time. In particular, these new positions will empower LING, WGSS, and EAS to:

- Move closer towards the important goal of increasing TT faculty and reducing reliance on NTT in each of these programs.
- Develop new and much-needed regular course offerings in the areas of race, ethnicity, religion, gender, and sexuality.
- Create much-needed permanency in faculty to teach, advise, and mentor LING, WGSS, and EAS majors and minors.
- Support TT faculty members who represent program interests on college and university committees.
- Relieve pressure on high-demand departments such as Sociology, Communication Studies, and Psychology.
- Meet the growing demands for enrollment in ACGM and BCGM GURs.
- Strengthen inter-departmental connections and ties throughout the university.
- Uphold a strong commitment to supporting diversity, inclusion, and equity at Western.

It is firmly believed these positions for LING, WGSS, and EAS would make a lasting and overwhelming impact. Given the number of students that LING, WGSS, and EAS serve in GURS and in interdisciplinary programs, the addition of these TT lines would be phenomenally impactful for the university as a whole.

**Metrics:** *(How will outcomes be measured?)*

Outcomes will be measured by assessment through student and faculty surveys before and after implementation of new resources (surveys to focus on time-to-completion, satisfaction and development in the program, workload and support), evaluation of SCH and new course offerings, and qualitative assessment of program student learning outcomes.

**How does this project support the University Mission and Strategic Objectives?**

This proposal supports the following Strategic Goals of Western:
- **Build on Western’s strengths to address critical needs in the State of Washington.**
- **Expand student access to rigorous and engaging baccalaureate and graduate education.**
- **Foster and promote life-long learning and success in an ever-changing world.**
- **Apply Western’s expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.**
- **Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.**

**CHSS Objective:**

(1) Hiring and supporting faculty and staff who are committed to excellence and innovation in teaching, research, and activities that serve their profession and communities from local to global.

LING, WGSS, and EAS each have a strong commitment not only in supporting and engaging diversity, but in providing thoughtful and rigorous teaching that enables students to critically reflect on their place in and impact on the world. Given the changing demographics of our student population, it is imperative that the programs prepare students well for the future of a "globally engaged" university. Each of these programs provides a welcoming and productive environment for teacher/scholars from a variety of backgrounds and perspectives. New faculty and staff lines would not only strengthen the commitments to diversity and global learning in each program, but they would also allow programs to build solid connections to various programs and departments throughout the university, benefiting students across campus.

**What are the consequences of not funding this package?**

LING, WGSS, and EAS each operate on limited resources, particularly in terms of faculty. Much of the teaching, research, mentoring, and service in LING, WGSS, and EAS have been provided by faculty who reside in other academic departments (with accompanying responsibilities). In the case of WGSS and EAS, the lack of resources in these programs creates especially sizeable burdens and pressures on women faculty, LGBTQI faculty, and faculty of color, especially at the junior level. According to documents such as the **HERI Institute Faculty Climate Survey, HERI Faculty Survey 2010-11**, and the **The Experiences of**
**LGBT Faculty at Western Washington University** (report for the President’s Taskforce on Equity, Inclusion, and Diversity), faculty of color often experience a disproportionately heavy workload in their service (mentoring students, educating on culture, gender, race, and other diversity issues, serving on committees to provide adequate representation and inclusion). These are also faculty whose research focus is on race, gender, and diversity who feel they must work harder than their colleagues to be perceived as legitimate scholars. Certainly WGSS and EAS are not the only programs in which faculty of color, women, and LGBTQ faculty experience additional burdens. However, these programs have a sizable number of women, LGBTQ faculty, and faculty of color who have reported these concerns in informal conversations.

In LING, the vast majority of the SCH comes from NTT faculty, teaching multiple, large GUR courses. In addition, because LING, WGSS, and EAS do not have tenure-track faculty housed in the programs and NTT faculty have less opportunity to develop additional upper-level courses, independent studies, or internships, students often need to take upper-division courses in other departments in order to complete the program. However, students have reported difficulty in accessing courses in other departments. This creates interruptions and delays to student completion of minors and majors in LING, WGSS, and EAS. Overall, faculty and staff have had to go above and beyond their contracted positions to make these programs viable. This is not a tenable long-term strategy for support and growth in these crucial programs. LING, WGSS, and EAS represent central programs that affirm and uphold many of WWU's central goals -- internationalization, global learning, commitment to science, diversity, and inclusion. These are programs that need permanent FTE in order to continue growing and thriving.

**What alternatives were explored and why was this alternative chosen?**

In the past few years, LING and WGSS, and have submitted requests for TT positions through CHSS’s regular budgeting process. Because it has not been a practice to create TT positions in programs, they have not been funded. Program Directors have also attempted to negotiate “informal donations for .1 or .2 of TT faculty time with complementary departments (ENG, HIST, ANTH). While WGSS had some limited success with these agreements, they place undue stress and burden on other university departments and they do not provide the permanence and stability that students need for their majors and minors. LING is exploring the possibility of splitting existing appointments for TT faculty so that LING may slowly gain some FTE. Such split appointments, however, would simply recognize the present arrangements in which faculty with 1.0 FTE in other departments are regularly contributing teaching and service to the LING program.

**Which units (departments, colleges, etc.) will be involved?**

Requested tenure track FTE is requested for the three academic programs in CHSS:

- East Asian Studies
- Linguistics
- Women, Gender, and Sexuality Studies

**List any external advocates.**

Each of the three programs has the potential for additional external partnerships.

- The East Asian Studies Program and Linguistics program each have potential to partner with universities in Mongolia with which Western has already partnered via Memos of
Understanding. Linguistics has partnerships with universities in Lyon, France, and Barcelona, Spain.

- Women, Gender, and Sexuality Studies Program wants to establish ongoing internships and mentor relationships with local companies and hosted a panel on leadership with executives from Amazon, Verizon, and Saturna Capital. Additionally, WGSS launched PROMPT, a gender justice initiative, which works with outside partners for outreach, activism, and education. Current WGSS projects include: 1) an outreach and education program with Domestic Violence and Sexual Assault Services of Whatcom County, and 2) a gender justice media series with Pickford Cinemas.

- Faculty in Linguistics currently partner with faculty at UW and Southern Oregon University for research on Pacific Northwest English and linguistic diversity in the region. Linguistics Program faculty are investigating internships with local companies and collaborate with K-12 teachers and administrators from regional school districts.

**Equipment:** *(For major (> $25k) purchases, please provide the following information.)*

- **Purpose:**

- **Cost:**

- **Operating & Maintenance Costs:**

- **Anticipated Useful Life:**

- **Replacement Cost if any:**

**Space Requirements:**

- **How much new space will be required?**

- **New space may be required**
  This would include office space for three 1.0 FTE in Year One and an additional three 1.0 FTE in Year Two. Meeting space and space for administrative support staff would also be needed. Limited staff support is currently provided, but with additional faculty FTE, staff support, with accompanying space needs, will need to increase. The Linguistics Program has submitted a Minor Capital Request for additional research and lab space.

- **Is appropriate space available on campus?** Yes
  Yes, although the space may not become available until the Carver renovation is complete.

- **If no, what space is needed and what features must the space have (e.g., fume hoods, plumbing, 3-phase power, etc.)?**
No specialized space is anticipated, but it is not possible to predict research space needs. It is unlikely that specialized equipment or space will be needed.