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OF
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SCIENCES**

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Agenda

CAS Department Heads, Directors, and Managers Retreat
Thursday, September 26th
8:15 am – 2:00 pm



- | | |
|----------|---|
| 8:15 am | Welcome and announcements |
| 8:30 am | Budget update |
| 9:00 am | Tykeson Hall |
| 9:30 am | Career-legible minors |
| 10:00 am | Break |
| 10:15 am | CAS Task Force Reflections |
| 10:45 am | Organized labor planning |
| 11:15 am | AY19-20 CAS Diversity Work Focus: Climate |
| 12:15 pm | Lunch and breakout sessions |





ANNOUNCEMENTS



Announcements



Introducing new heads, directors, managers, and other colleagues

Heads/directors

- Jamie Bufalino, General Social Sciences
- Spike Gildea (interim), Composition
- Mary Jaeger, Classics
- Ian McNeely (acting), European Studies
- Avinnash Tiwari (acting), Black Studies
- Jeremy Piger, Economics
- Josh Roering, Earth Sciences

Managers

- Sheila Keen, Psychology
- Maureen Wimberly (interim), Cinema Studies

Other colleagues

- Gene Sandan, Director of College and Career Advising, Undergraduate Studies
- Paul Timmins, Executive Director, Career Center



Announcements



Events

- Tykeson Hall reception today at 3:00 pm – 3rd and 4th floors
- UO Authors/Book Talks
 - November 6, 2019, 5:00 pm: Kristin Yarris, Associate Professor in International Studies, *Care Across Generations: Solidarity and Sacrifice in Transnational Families*
 - February 12, 2020, 5:30 pm: Kirby Brown, Associate Professor of Native American Literatures, *Stoking the Fire: Nationhood in Cherokee Writing 1907-1970*





BUDGET UPDATE



Budget



Overview

- Budgeted operations for CAS as a whole remains positive however centrally we hold a large debt.
- Majority of debt resulted from insufficient budget to CAS for several years after CAS had committed to large multi year start up packages and personnel.
- 4 years ago CAS underwent substantial NTTF and staff reductions to meet President Schill's directive to cut \$5M
- Expected to be balanced FY19, however due to final RCM settle up, adjustment made under new model after hiring authorizations made, resulting in deficit.
- Central allocations dependent on tuition revenue
- PERS obligations growing substantially



Budget Allocation Overview

CAS

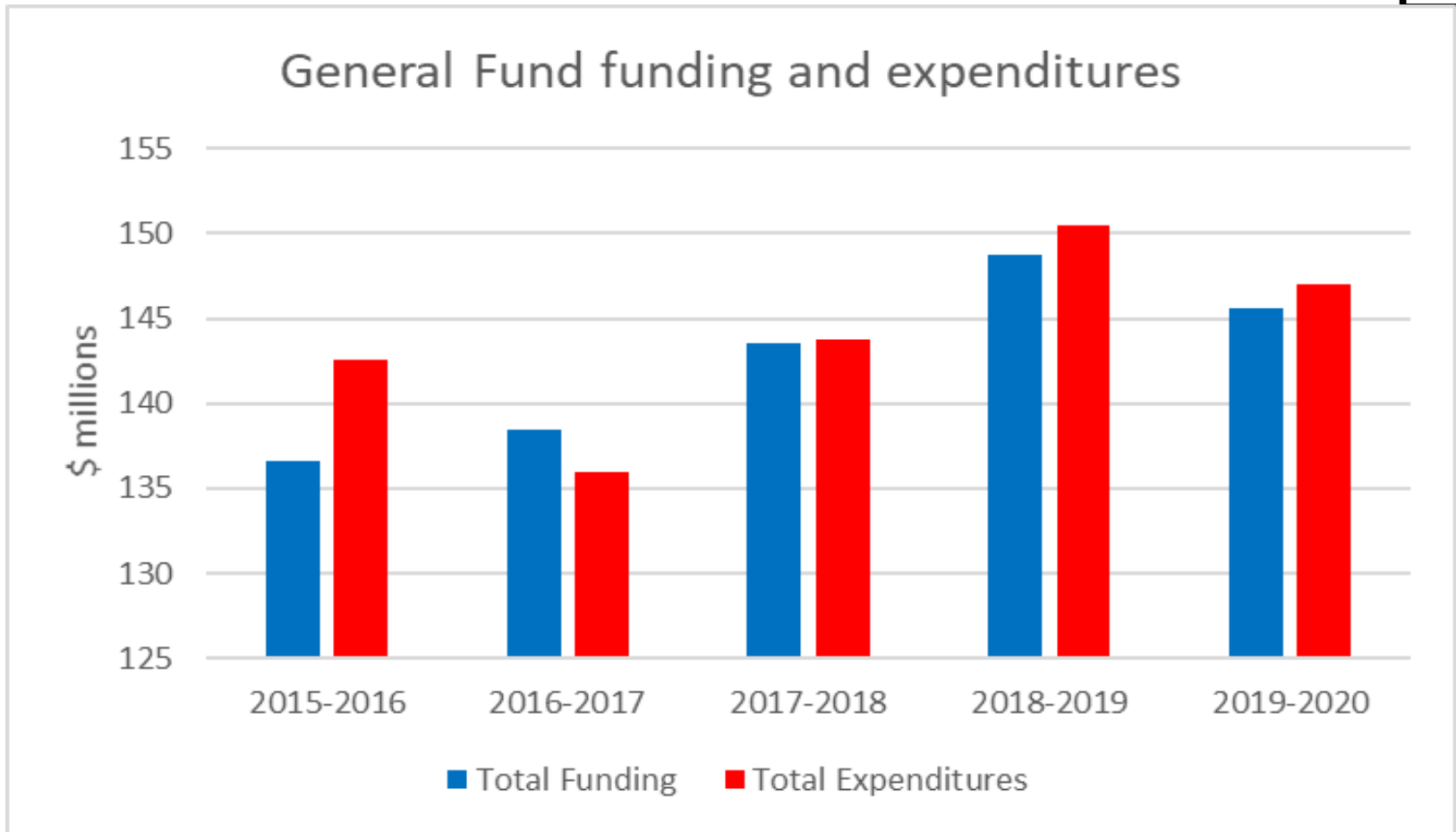
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Budget Allocation Elements

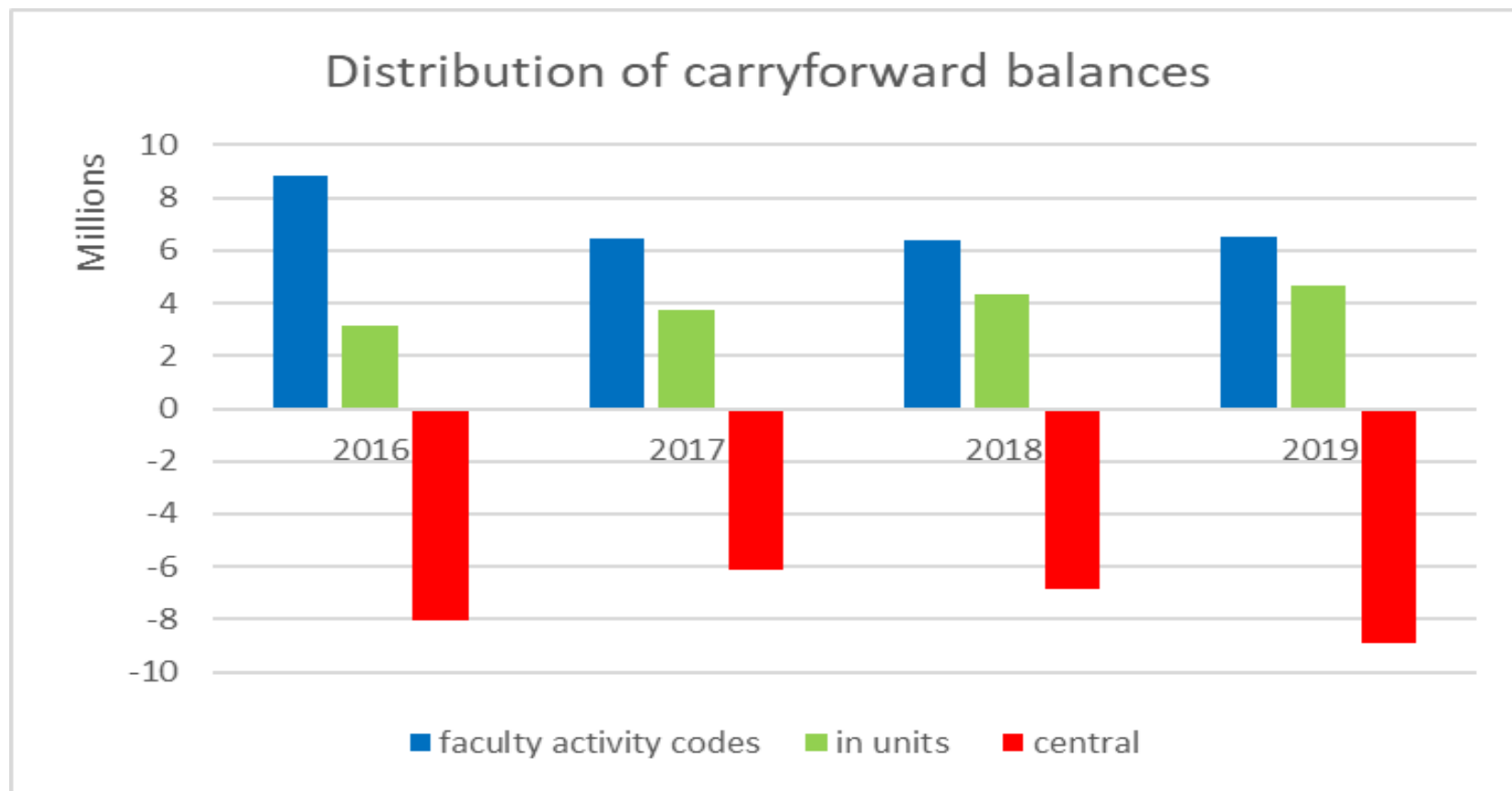
- Fixed: Directly decided by Provost and fully budgeted to colleges and schools
 - TTF
 - GE terms
 - General operating allocation - Dean's discretion: NTTF, OAs and Classified, service and supplies
- Variable
 - Summer Instruction
 - Graduate Tuition less grad holdback
- Supplemental Funding
 - Program Investment



CAS Financials



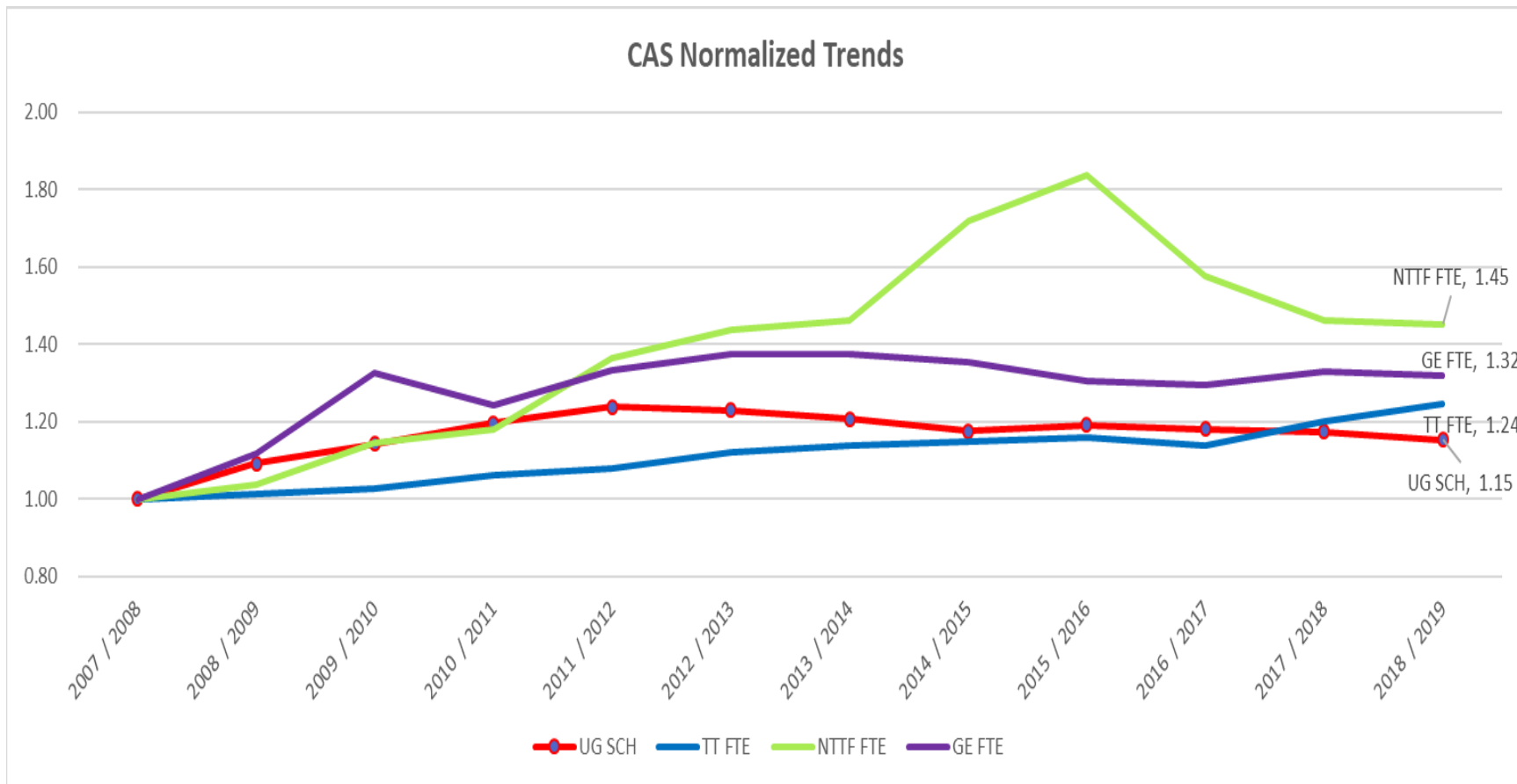
General Fund



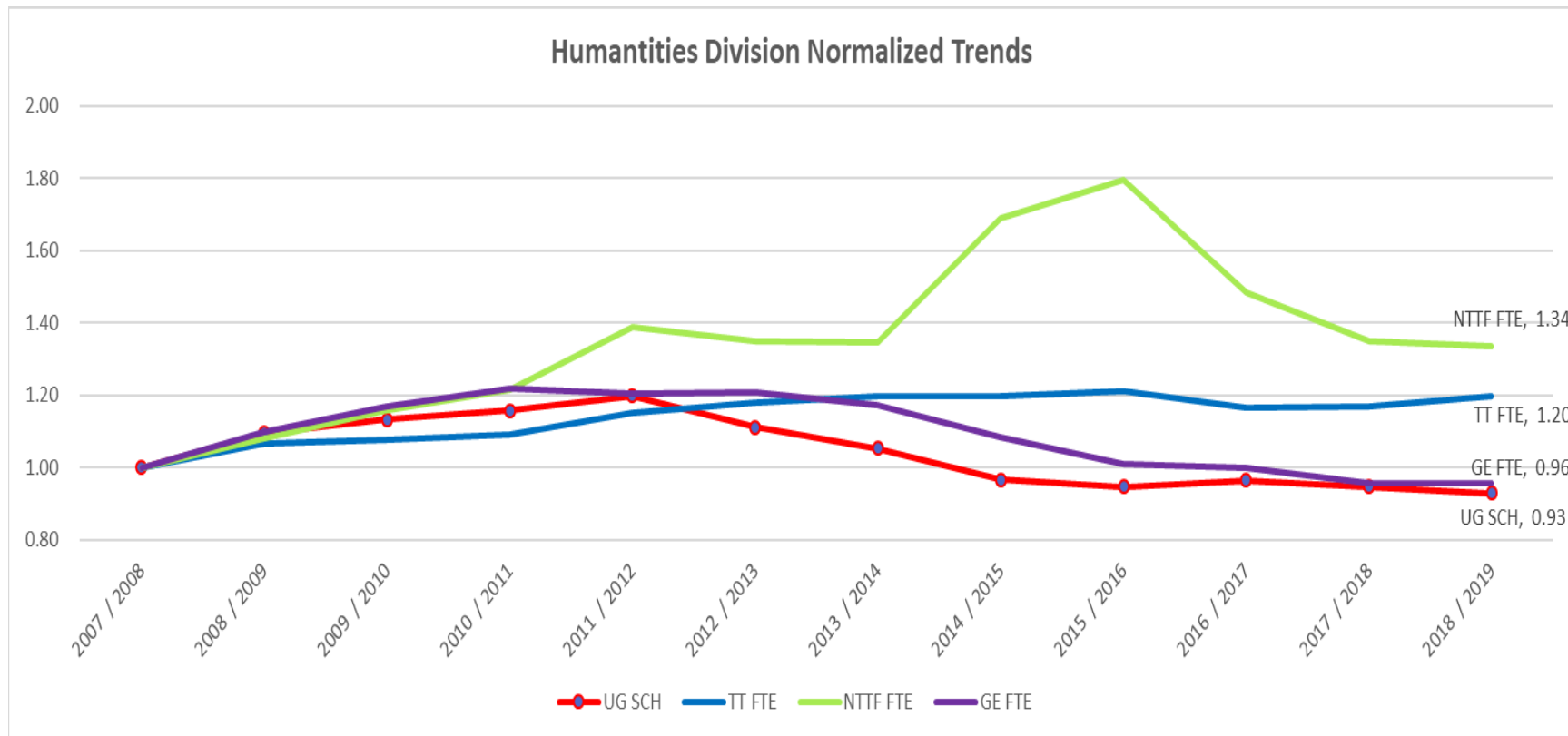
Required expenditure cuts

- Reductions in Pro-Tem NTTF
- Reduction in non-instructional FTE by NTTFs when possible
- Reduction in CAS Deans discretionary funds
- Protecting administrative support from cuts due to it already being very low

Normalized Trends – All CAS

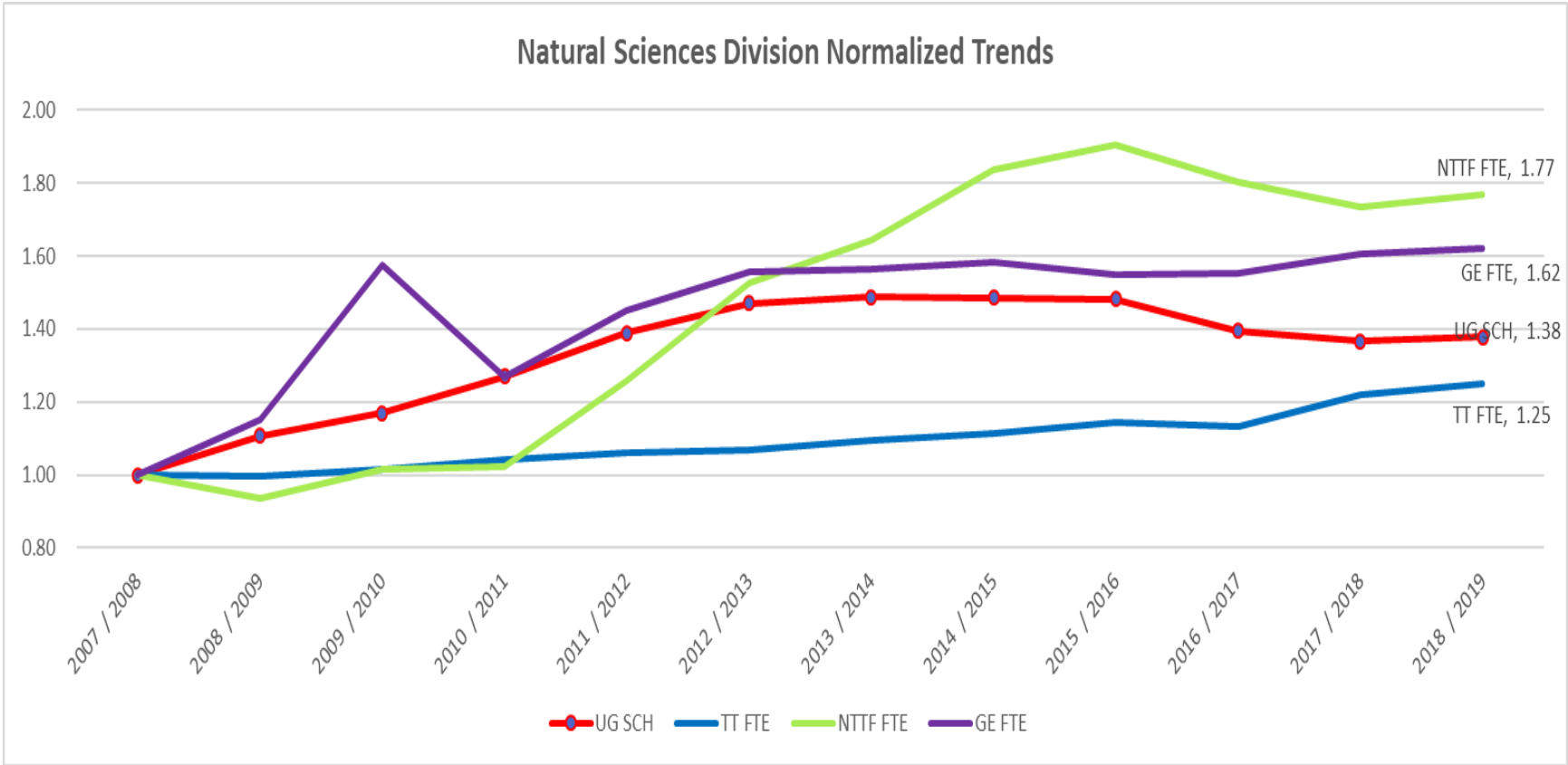


Normalized Trends - Humanities Division



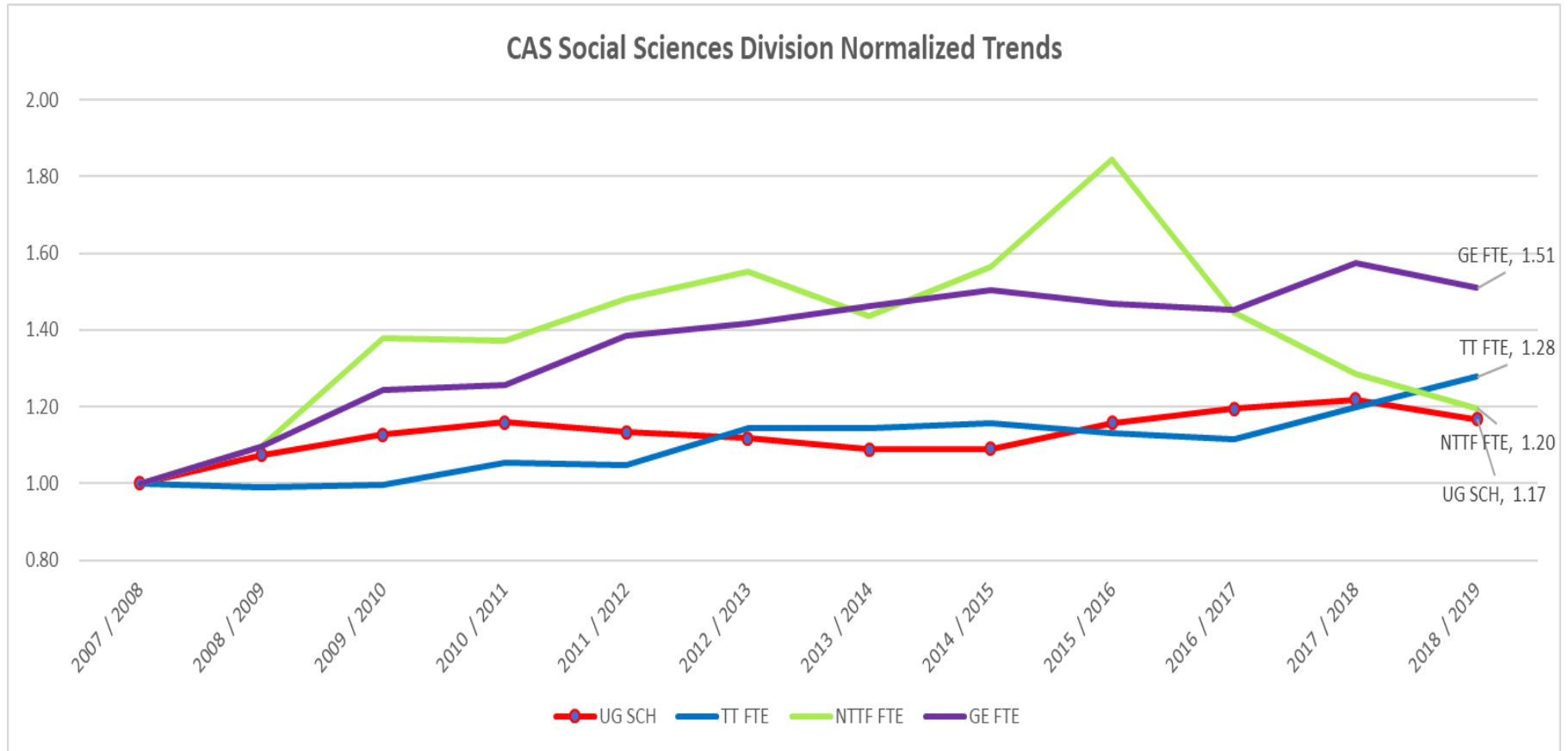


Normalized Trends – Natural Sciences Division

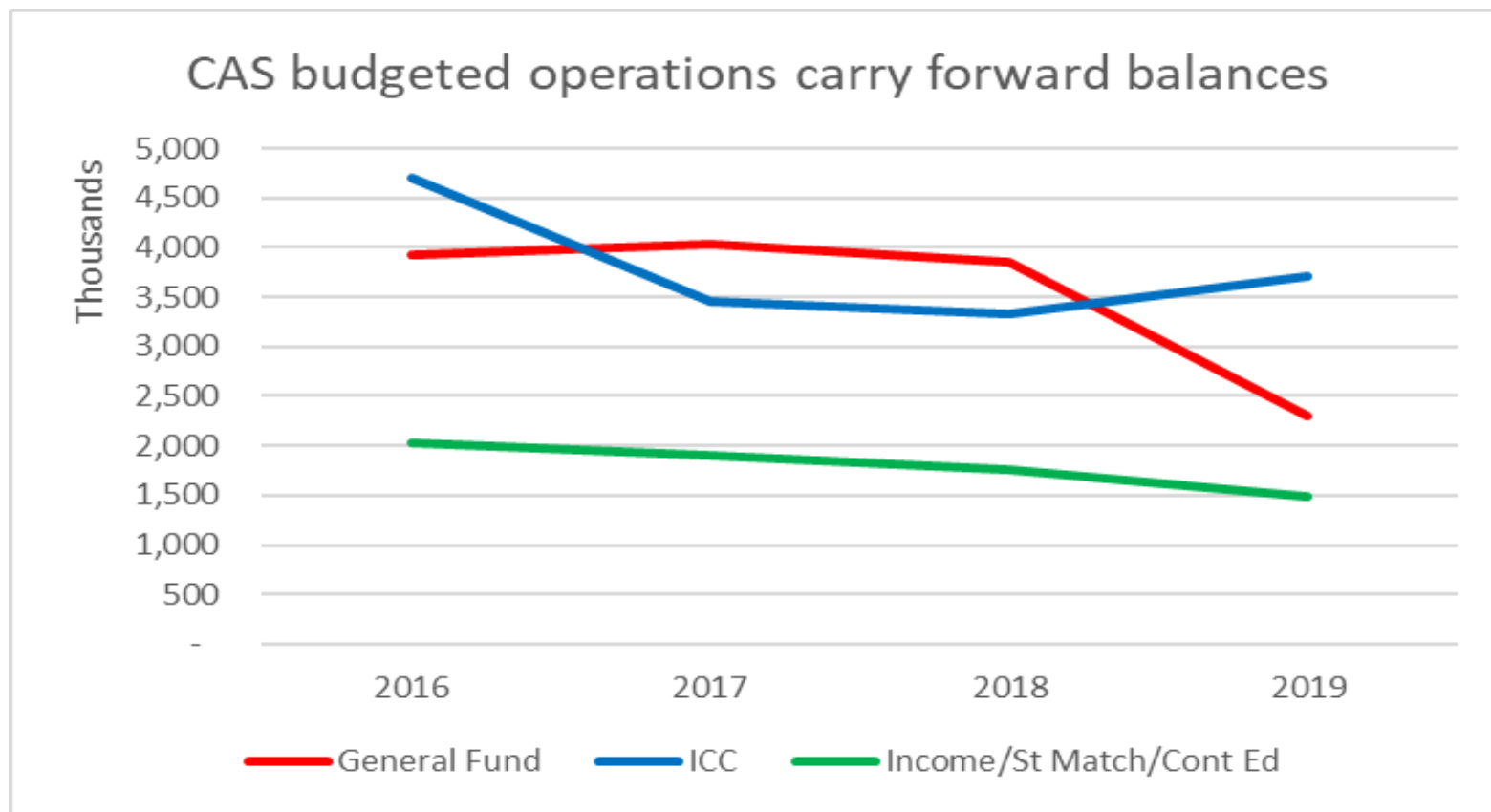




Normalized Trends – Social Sciences Division



Components of budgeted operations





TYKESON HALL





Sample major map - see more at

https://uoregon.sharepoint.com/:f:/s/O365_CASTykesonHallFiles/EtKkcM5y0ZBGqA-kRYqRwl0BFNjN9H17drswiCvR0m7-CA?e=NqDt7P

PART OF THE MEDIA, ARTS AND EXPRESSION FLIGHT PATH

Cinema Studies (CINE)



Cinema studies focuses on the scholarship, artistry, and technology of film, television, and emerging media by blending a liberal arts education with the collaborative and creative skills of digital filmmaking. Because cinema is inherently multidisciplinary, courses for the major span the College of Arts and Sciences, the College of Design, and the School of Journalism and Communication. Majors approach cinema from a variety of disciplinary angles and perspectives to learn the history, theory, critical analysis, aesthetics, and production of cinema. Many cinema studies students double-major, but all gain skills to adapt to the changes in their professions throughout their lifetimes.

Top 5 reasons to study Cinema Studies

- 1 Learn how to turn creative visions into media experiences.
- 2 Engage with the dynamics of cross-cultural and global film production and reception.
- 3 Cultivate research and project management expertise.
- 4 Participate in collaborative opportunities to put your learning into practice.
- 5 Develop critical thinking and analysis skills by focusing on the media that surround us all.

Where can I go?

A degree in Cinema Studies can take you in multiple directions. Students in Cinema Studies pursue a Bachelor of Arts (BA).

Cinema Studies provides students with a foundation for employment in:

- Film and video production companies
- Publishing outlets, including newspaper, magazine, and online publications
- Audio recording studios
- Broadcast, cable, and television companies
- Communication and public relations departments
- Advertising agencies
- Special effects companies
- Theatrical production companies
- Commercial galleries
- Academia

Alumni jobs

- Producer/Writer
- Research analyst or scholar
- Casting agent or associate
- Production assistant or associate
- Script assistant or coordinator
- Videographer
- Creative director
- Assistant editor
- Trailer editor
- Social media specialist

Courses you may need

1ST YEAR
CINE 260M; Two from CINE 265, CINE 266 or 267; and J 201

2ND YEAR
CINE Production A; CINE Production B; Start of CINE Core Courses (6 Total; Two have to be CINE Prefix)

3RD YEAR
CINE Core A; CINE Core B; CINE Core C; CINE Additional Core

4TH YEAR
CINE Additional Core; Two CINE Elective and/or Additional Production

Major credits

Required	48 credits
Electives	8 credits
Total	56 credits

Core Education Requirement

BA Degree
Minimum = 180 credits
Core Education is approximately 71-83 credits depending on transfer credits and placement scores and requires courses in

- Writing
Language
US: Difference, Inequality, Agency
Global Perspectives
Areas of Inquiry in:
- Arts and Letters
 - Social Science
 - Science

What will I learn?

A degree in Cinema Studies can give you skills in:

- Media history
- Media criticism
- Media production (film, video, online, etc.)
- Media post-production (film, video, online, etc.)
- Producing & directing
- Screenwriting
- Research
- Leadership
- Collaboration
- Archival and curatorial skills

Specialized courses

In addition to the overall skills you will gain from the major in Cinema Studies, you can take specialized courses in areas such as the following:

- Digital Cinema
- Production Studies
- Directors & Genres
- Global/National Cinemas
- Screenwriting
- AVID Media Composer (Certification)
- Cinema Studies in Dublin, Ireland (Summer Study Abroad)
- Art of Directing/Producing (with the Harlan J. Strauss Filmmaker in Residence)

Add a minor or certificate

Minors: Media Studies, Business Administration, English, Theatre Arts, Creative Writing, Art, Music, Music Technology, Audio Production, Comics and Cartoon Studies, Ethnic Studies, Computer Information Technology



CAREER-LEGIBLE CURRICULUM



Career-legible curriculum

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This is the perfect initiative to leverage Tykeson to accomplish. One of the goals of Tykeson is to integrate academic and career advising, as well as to show students how majors (and minors) can lead to careers.

- Career-legible minors
- Connecting learning outcomes to core competencies
- Experiential learning

See more about Tykeson on the Dean's Blog:

<https://cas.uoregon.edu/2019/09/welcome-to-tykeson-hall/>



Career-legible curriculum



Challenge:

- our students are increasingly concerned with careers.
- our majors are generally not vocationally oriented.
- **what can we do to help our students see the value of the education we offer?**



Career-legible curriculum



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We can address this question in many ways, but one is to take curriculum that already exists and package it so our students can see value at the level of skills, careers, or a focus on a compelling problem.

To provide more depth than a single course we should be thinking about

- majors and minors
- in areas that may be narrower or more interdisciplinary than departments



Career-legible curriculum



Why now?

- It's important to enhance our ability to attract (good) undergraduate students.
- It is a chance to help draw students to departments with a lot to offer which may not be currently popular with students.
- Tykeson Hall's advising can be leveraged to support new majors and minors without adding substantially to departmental workload.



Career-legible curriculum



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Current examples outside of department structure :

- **Global Health minor**
- General Social Science major
- General Science major



Career-legible curriculum



Minors:

- Easy add ons to majors students are already pursuing.
- Potential to attract students to new majors, but even if they don't, they can attract students to new departments.
- Low barrier to entry:
 - Min of 24 credits, at least 12 at the upper division level.
 - Require college and senate approval, but not state.
 - Allow students to do academic work they are interested in that will appear on their transcript and degree, without requirement them to commit to a major.

Examples:

- Statistics
- Spanish for International Business
- Criminology
- ...



Career-legible curriculum



More information and examples: https://uoregon-my.sharepoint.com/:f:/g/personal/sadofsky_uoregon_edu/EoF8QZXsHCFEj0vu1GCqYg8BD9GiNe2U1nSe021G5nCE4Q?e=JtYKs1





CAS TASK FORCE REFLECTIONS



CAS Task Force Reflections



Provost's website is still up: <https://provost.uoregon.edu/task-force-structure-college-arts-and-sciences>

June 6, 2019 letter from the president asked the CAS deans “to think deeply about the **issues and opportunities** that are internal to the college that can move us forward” and for “thoughts about what they can **do now to improve the college**, what they will encourage the new dean to implement, and what items may be worth **fuller discussion**.”

Two overriding, related themes:

1. The value of the **liberal arts**
2. The importance of **interdisciplinary collaboration** in research and teaching



CAS Task Force Reflections – Most Common Themes



1. The desire for more collaboration and cross-discipline, cross-unit partnerships in research, teaching, administration, and in CAS at large

Global Studies initiative, support for multi-disciplinary initiatives like Black Studies, Data Science, Gender Violence, Food Studies, Cartoons and Comics Studies, Disability and Deaf Studies, Digital Humanities, development of interdisciplinary thematic minors, Dean's Fellows program, UO Authors book series, CAS Interdisciplinary Research Talks, collaboration with Clark Honors College through faculty-in-resident appointments

2. A defense of the liberal arts and the College of Arts and Sciences as the appropriate structure for advancing and delivering a liberal arts education

Tykeson Hall advising and advisor training and prep, revamped CASCC website, thematic minors, clearer learning outcomes, collaboration with the UO Language Council and the Clark Honors College, overhaul of language websites, development of communications materials to explain the value of liberal arts education and its immediate connection to careers, collaboration with Admissions



CAS Task Force Reflections – Most Common Themes



3. The need for better collaboration and understanding between the CAS Dean's Office and the CAS units

HR focused Assistant Dean, closer collaboration with central HR and partnership with units, divisional deans get out to the units more often, budget clarity from central for long-term CAS budget planning, looking closely at our approach to unit problems and strengthening our role as partner, more frequent, shorter Dean's blog posts, opening the Dean's blog for comments

4. The deans should work more collaboratively

Deans without Borders, new provost and new approach to Deans Council, collaboration with the CHC on liberal arts, collaboration with Design and SOMD on arts/humanities support, collaboration with SOJC, SOMD, Design, and CHC on humanities initiatives

5. A feeling of neglect by almost every constituent group at UO

Listening and partnering better, informal and formal conversations with CAS faculty and staff, lunches with new faculty, Writing Circles, new faculty profiles, better use of social media to celebrate CAS staff, faculty, and students, authors and interdisciplinary research series, deans at department meetings, increased CAS grants, Presidential Fellowships, Tykeson teaching awards, Dean's Diversity Grants



CAS Task Force Reflections – Most Common Themes



The surveys each asked at the outset what the most important function of the Dean's Office is:

1. **Advocacy** for the department in goal setting both within the college and at the university
2. Really **understanding** the department strengths, needs, and culture

CAS and CAS Units

- Better long-term planning for departments
- Build shared purpose and tackle cultural issues
- Work *with* departments to determine CAS priorities
- Small units feel isolated and neglected in relation to large units and imagine we focus where the money is
- How can the sciences partner with the Knight Campus in the context of CAS?



CAS Task Force Reflections – Most Common Themes



Research

- Strong desire for more cross-disciplinary and cross-unit research and collaboration
- Investment in infrastructure and technology
- A central administrative hub (for grants, visas, equipment, etc.) would be beneficial for research
- Sort out the relationship between CAS research and the VPRIs role
- Need a dean whose sole job is to promote research in the college

Teaching

- Strong desire for more cross-disciplinary and cross-unit teaching and collaboration
- Investment in infrastructure and technology
- CAS needs a dean of teaching





ORGANIZED LABOR PLANNING



GTFF UPDATE



Mediation is ongoing with GTFF.

We are at least 37 days out from a possible strike.

If a strike happens, President will likely declare a “Campus State of Emergency.”

Academic Council would then convene and determine an academic continuity plan for the campus.

The Provost has asked units to have local Academic Continuity Teams (ACTs) to implement the academic continuity plan. We’re formed these for each division in CAS and they are already meeting.

In the future, we will continue to have ACTs in place to address any possible academic disruption, including earthquakes, epidemics, etc.



Academic Disruption Planning

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Academic Continuity Plan Implementation Guide from the Office of the Provost:

https://uoregon-my.sharepoint.com/:f/g/person/lisa_uoregon_edu/EuFDA_B4hnFHuP2VlbGYeGsBgnNs7ZYav6-4TYC4Cn35Dg?e=2BK8S3

Divisional CAS Academic Continuity Teams – coordinate with central ACT and Academic Council on issues such as:

- Determining which courses may be most affected by a disruption and prioritizing responses
- Appointing replacement or additional instructors of record
- Determining alternative class locations
- Determining and communicating acceptable modifications to courses
- Determining how to handle emergency grades, if called for by the Academic Council
- Developing and implementing communication plans to students, faculty and staff
- Developing and implementing student appeals processes

More information here: <https://provost.uoregon.edu/academic-continuity-plan>





CAS DIVERSITY WORK FOCUS: CLIMATE



UO Climate Policies and Plans



Respectful Workplace Notice

<https://hr.uoregon.edu/employee-labor-relations/workplace-climate/respectful-workplace-notice>

Community Standards Affirmation in the UO Policy Library

<https://policies.uoregon.edu/policy/by/1/01-administration-and-governance/community-standards-affirmation>

UO Climate Survey Update see DEI website

https://inclusion.uoregon.edu/sites/inclusion2.uoregon.edu/files/climate_survey_dap_talk_2019-final.pdf



AY19-20 Dean's Diversity Grants

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This year the grants will focus on unit climate and will offer funds for two approaches to understanding and improving the climate in your department or program.

- Two \$10,000 grants inspired by the Department of Human Physiology's Dean's Diversity Grant project offer units an opportunity to **examine departmental culture systematically with the aid of an expert in the field.**
- Eight \$1,250 grants help units engage one of the campus resources (or external resources, within budget) that offer **interactive trainings on various issues that affect climate.**





Trish Pashby

Senior Instructor II, American English Institute
International Cultural Awareness Workshops



AEI International Awareness Training: “Cultural and Linguistic Transitions”

- “All are welcome at the UO”
- faculty and/or staff interactions with international and NNSE students
- identities of students, their individual situations and their unique perspectives
- emphasis on current UO student voices
- authentic tasks and scenarios
- tailored to specific needs of department or program (time and content)

Producing an Utterance

- Multiple processes: conception-formulation-articulation (lexical, morphological, syntactical, phonological, paralinguistic)
- Most of these are automatized in L1.
- Unlike L1 speakers, L2 learners apply attention to grammatical and phonological encoding.

Task

1. Find a partner and prepare to speak.

Topic: “3 highlights from your summer”

2. As you speak, monitor your speech for the following:

- Avoid irregular verbs (went, took, did) and replace these with a regular verbs (traveled, participated, created).
- Avoid the /æ/ sound (as in “cat”). Use a different word or replace this sound with /a/ (as in “talk”).
- Avoid eye contact. Look at the top of the head or forehead of the person you are talking to.

Debrief

1. How was your speech production?
2. How did you feel while/after speaking?
3. Any similarities between your experience and a person communicating in a 2nd language?
4. How might a communication partner help improve the experience?

Melissa Baese-Berk

Associate Professor, Linguistics

Language Diversity Ambassadors Program

Linguistic Diversity

- Individuals speak different languages and dialects depending on their background.
- All languages and dialects are linguistically complex and communicatively effective
 - Some languages and dialects are more closely associated with groups holding power.
 - “Standard American English”
- As a result, individuals can be linguistically marginalized
 - Dialect, accent, and language background result in fewer opportunities than an individual who speaks the prestige language/dialect/accent.

Linguistic Diversity Ambassadors Programs

- “A group of faculty, grads, and undergrads whose mission is to develop presentations aimed at general audiences and for training purposes, with the goal of improving outcomes for linguistically marginalized groups.”
- Set of programs focusing on a variety of linguistic backgrounds and experiences.
- Some are currently under development
- One training has been developed
 - Robert Elliott (NILI/AEI), Trish Pashby (AEI), Melissa Baese-Berk (LING)

Linguistic Diversity Ambassadors Programs

- Goals:
 - Provide information for a variety of audiences about linguistic inequality and marginalization.
 - Provide students, faculty, staff, and the general public with strategies and tools to combat linguistic inequality and marginalization.
- Tied to research interests of many faculty
 - Language documentation and revitalization
 - Language and society
 - Second language acquisition

Today's program

- Section from “International GEs and the University: What Academic Advisors Should Know”
- Advisors receive complaints from students about IGE's accents/language skills
- This training provides evidence-based approaches to native/non-native communication.
 - Tools for advisors and students to better understand non-native speakers.

Sample section of training

Why try?!?

Since it does take some effort on the part of the listener to understand accented speech, is it worth the effort?

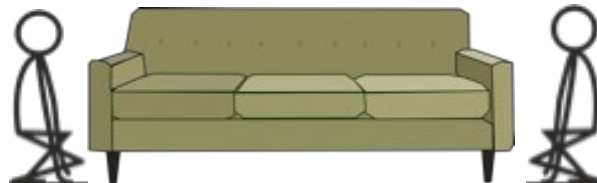
Brainstorm (Think/Pair/Share):

What benefits are there for our students in being exposed to international GEs during their college career?

What can listeners do? Lifting the couch

–The speaker and the listener are *mutually responsible* during the communication act for creating successful communication

•For successful communication, the *communicative burden* has to be shared



How?

Brainstorm (Think/Pair/Share):

How can students (or native listeners) help lift the couch? What skills/strategies can they use to improve.

What can listeners do?

Listener Strategies

Don't just sit there, be an active participant in the interaction

- Speak up when you don't understand
- Ask questions in class
- Ask for repetition
- Ask speaker to rephrase/rephrase your question
- Summarize GE response to ensure you understand
- Ask GE to write on board
- Talk to the GE after class
- Ask question via email
- Realize it takes time to adapt to new accents
 - But adaptation is possible!

Kellum Tate Jones

Graduate Teaching Fellow, Earth Sciences

Rehearsals for Life Trainings

Office of the

Dean of Students

[Community](#)[Leadership](#)[Prevention](#)[Sexual Assault Response](#)[Off-Campus Living](#)[Conduct](#)[Need Help](#)[About](#)[Sexual Violence Prevention](#)[Substance Abuse Prevention](#)[Rehearsals for Life](#)[Required Prevention Course](#)

Rehearsals for Life