

**University of Delaware**  
**Department of Foreign Languages and Literatures**  
**Academic Program Review**  
**Self-Study**  
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**Department of Foreign Languages and Literatures  
Academic Program Review  
Spring 2013**

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## **PART 1: CURRENT STATUS AND FUTURE ASPIRATIONS OF THE DEPARTMENT**

### **1.1. Current status of the Department**

During the eight-year period that followed our last program review, which was carried out in the spring and fall semesters of 2004, the Department of Foreign Languages and Literatures changed in significant ways, not all of them positive.

Some examples of changes we view as positive include the establishment of a new intercollegiate major in International Business Studies, in collaboration with the Department of Business Administration in the Lerner College; the development of new majors in Chinese Studies and Japanese Studies; the initiation of a program in Arabic Studies, which will offer a minor in the coming academic year; the remarkable growth since its inception in 2002 of our program in Chinese, which hopes to launch an MA degree program in Chinese Technical Translation; the hiring of several outstanding tenure-track assistant professors in Arabic, Chinese, French Francophone, Japanese, Latin American and Spanish Studies; and finally, the selection of our department to occupy Jastak-Burgess Hall, a magnificent facility that houses our entire faculty and staff as well as the Foreign Language Media Center.

Some examples of changes we view as unfortunate include a decline in the number of tenured and tenure-track FLL faculty, from 29 to 24 (20%), since the year 2000; a reduction in the number of FLL-sponsored study abroad programs, mainly due to changes in budgeting procedures and recruitment requirements, so these programs will generate more revenue; a sharp decline in the number of students studying abroad on foreign-language-based programs (200+ fewer participants than ten years ago); a major cut in our support budget and other revenue streams previously available to our department (combined total is over \$60,000); a reduction in our graduate assistantship allocation from 27 to 20; and finally, the contraction of our Russian program. These changes have had a negative impact on virtually every aspect of our operation, most notably on the Department's ability to provide 1) adequate support for faculty research and professional travel, 2) grants enabling graduate students to spend a summer conducting research related to an MA thesis, doing an internship, or pursuing a program of intensive language study abroad, and 3) a significant number of scholarships for undergraduate students participating in FLL-sponsored study abroad programs.

The Department currently has 51 full-time and 12 part-time faculty members; 52 of them are on continuing appointment, and 11 are on temporary (annually renewable) appointment. We also have a full-time director for the Media Center and an office staff of four. In addition, we have about 15 supplemental (adjunct) faculty who teach one or more courses per semester and 25 graduate teaching assistants. The Spanish and Portuguese faculty is by far the largest, followed by French, Italian, German, Japanese and Chinese, Arabic, Ancient Greek and Roman Studies (Classics), Russian, and Hebrew.

Our faculty is highly productive in the area of scholarship, as measured by the number of publications and conference presentations each year, and at the same time is able to maintain

a record of excellence in teaching and service. We are honored to have three named professors on our faculty: Joan Brown, who holds a named chair as Elias Ahuja Professor of Spanish; Gary Ferguson (French) and Monika Shafi (German), who are Elias Ahuja Professors of Foreign Languages and Literatures. Also, many of our faculty received excellence in teaching or advisement awards during the period under review: Iris Busch, Donna Coulet du Gard, Gabriella Finizio (now retired), Annette Giesecke, Chika Inoue, Vincent Martin, who has since left the University, America Martinez (2), Susan McKenna, and Riccarda Saggese. Last spring, Monika Shafi was the recipient of the E. Arthur Trabant Award for Women's Equity in recognition of her work to support the status of women. And, Professor of Spanish, Thomas Lathrop (now emeritus), was awarded the Order of Isabella la Católica in 2007 for his outstanding services promoting the study of Spanish culture; the Order is the second-highest civilian honor bestowed by the King of Spain.

We currently teach twelve languages to thousands of students each year and play a leadership role in the ongoing process of internationalizing our campus and curriculum. In terms of both faculty size and student enrollments, UD's Department of Foreign Languages and Literatures is one of the largest departments of its kind in the country. In 2012 (winter, spring, summer, fall), we had a total of 9,927 enrollments at all levels: 5,891 at the 100 (elementary and intermediate) level, 3,853 at the 200, 300, and 400 (advanced) levels, and 183 at the 600 and 800 (graduate) levels. We are proud to note that in 2012 39.5% of our enrollments were in 200-400 level post-foreign-language requirement courses (see appendix 1.1 for details).

As noted in our mission statement, a copy of which has been appended to the report (see appendix 1.2), the Department strives to develop students' knowledge of foreign languages, literatures, and cultures. It provides a broad range of courses and programs that build foreign language competence and enhance the understanding of foreign literatures and cultures both ancient and modern, both western and non-western. The Department helps students develop a global perspective, training them to use their foreign-language skills in a variety of fields. Through research and publication, our faculty advances scholarship in the discipline, furthering the critical understanding of world culture in its complexity and diversity. In these and other ways, the Department actively supports the mission of the University of Delaware and the College of Arts and Sciences.

At the undergraduate level, the Department offers courses in the following languages: Ancient Greek, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, Spanish, and Portuguese. In the fall 2012 semester, we counted 348 undergraduate majors in the following programs leading to a BA degree: Ancient Greek and Roman Studies, Chinese Studies, French Studies, German Studies, Italian Studies, Japanese Studies, Russian Studies, Spanish Studies, Foreign Language Education (in French, German, Italian, Latin, and Spanish), and Three Languages. The Three Languages major is a unique option, offered at very few universities, and attracts many students to our Department. In addition, we co-sponsor joint majors in History/Foreign Language and in Political Science/Foreign Language. Minors are offered in Ancient Greek and Roman Studies, Chinese, French, German, Italian, Japanese, Russian, and Spanish, and—in connection with our semester programs abroad—in French Studies, German

Studies, and Spanish Studies. We note with considerable pride that the College of Arts and Sciences has a foreign language requirement that its students satisfy by successfully completing the intermediate-level course in a given language.

At the graduate level, the Department has three Master of Arts programs, the MA in Foreign Languages and Literatures, the MA in Foreign Languages and Pedagogy, and the recently approved MA in Chinese Technical Translation, which has not yet been funded and therefore may not be activated. The traditional MA in Foreign Languages and Literatures provides students with single-major, double-major, and major-minor options in French, German, and Spanish. Minor options are also available in Italian, Latin, Russian, Women and Gender Studies, and Applied Linguistics/Pedagogy. The program in Foreign Languages and Pedagogy leads to an MA degree in French, German, or Spanish and provides a framework for state teacher certification. There are currently over 30 students enrolled in these programs, all receiving either full or partial support. After receiving the MA degree, many of our graduates enter the teaching profession or PhD programs at top-rated institutions such as the U. of Pennsylvania, Ohio State U., Georgetown U., U. of Maryland, U. of Virginia, Yale, Duke, Rutgers U., New York U., Washington U., and the list goes on.

We are proud to be celebrating the 90<sup>th</sup> anniversary of our Department's extremely important and ground-breaking role in study abroad. Indeed, it was UD instructor of French Raymond W. Kirkbride of the (then) Modern Languages Department who in 1923 organized the very first study abroad program in the US. In keeping with that legacy, our department now has established study abroad programs in France, Germany, Austria, Greece, Italy, Spain, Costa Rica, Martinique, Mexico, Panama, Argentina, Brazil, Ecuador, Chile, China, Japan, and Tunisia. These include five-week programs in the winter and summer sessions for undergraduates at the elementary, intermediate, advanced-intermediate, and advanced levels, and full-semester programs for advanced students with all courses taught in the foreign language. With around 400 students studying abroad on one of the Department-sponsored programs each year, FLL is the leader on campus in this respect, and across the nation as well (no department nationwide is as successful as we are in this important area). Indeed, we send more students abroad per annum than most colleges and universities as a whole.

Our Foreign Language Teacher Education program was recently re-accredited by NCATE (National Council for Accreditation of Teacher Education), after passing with flying colors an extensive program review conducted by ACTFL (American Council on the Teaching of Foreign Languages). Offering curricula for both K-12 and 7-12 teacher education, our program fully meets the certification requirements of the Delaware Department of Education. Approximately 40 students are currently enrolled.

Since 2004, FLL faculty organized or helped organize several major public events, scholarly colloquia, and professional conferences at our university, as follows: Bertolt Brecht's *The Life of Galileo* (spring 2007), a symposium and performance; The African Americas Project, an interdisciplinary symposium and University Museums exhibit (fall 2011); Earth Perfect? Nature, Utopia, and the Garden, an environmental humanities project that will culminate in an

international symposium (spring/summer 2013); Mid-Atlantic Region Association for Asian Studies Conference: Asia's Global Intersections (fall 2013). FLL also strives to offer the University community a rich program of scholarly lectures and other special events each year. Since its inception in 1986, our flagship Distinguished Scholars Series of public lectures has brought to the campus 54 eminent scholars and writers from the various disciplines represented in our department.

The Department of Foreign Languages and Literatures has collaborated with the Departments of English and Women and Gender Studies on the interdisciplinary series Transnational Encounters: World-Renowned Authors at UD, bringing six internationally prominent writers to visit our campus over a two-year period (fall 2011-fall 2013). These included, most recently, Nobel Prize laureate J. M. G. Le Clézio in May 2012, National Book Award winner Ha Jin in March 2013, and Pulitzer Prize-winning poet Rita Dove, who served two terms as Poet Laureate of the US, this April. In October, our department will host a two-day visit by Nobel Prize Laureate Mario Vargas Llosa, which will conclude the series.

The Department continues to invest in technology and support the technology needs of a large student population. Our Media Center provides invaluable support to students and faculty across the curriculum, and many of our courses—from the 100 level to the 400 level and at the graduate level as well—integrate diverse forms of technology. Our language programs remain current with advancements in the field, and thanks to a grant from UD's Center for Teaching and Learning, we are presently investigating the viability of hybrid models of instruction for the teaching of lower-division language courses (models that combine classroom time with online learning/instruction). FLL faculty have also created an abundance of educational materials that are available to students on the World Wide Web, and we partner regularly with IT User Services on the exploration and implementation of diverse tools in support of our departmental learning goals, both inside and outside the classroom.

In our 2004 APR report we concluded this first section by stating with confidence and pride: "In sum, we can assert without exaggeration that FLL is truly flourishing at the present time. Furthermore, at no point in time in the history of the Department have any of its programs or language faculties been stronger by any measure than they are today." In 2013, due to the drastic decline in the number of tenured and tenure-track faculty (20% as of this writing and 25% on September 1 of this year), the 26% reduction in our graduate assistantship allocation (from 27 to 20), and the severe cuts to our financial resources (over \$60,000 since 2009), we can no longer make the same claim; but we can assert that the Department is still healthy, continuing to fulfill its mission, and making the best possible use of the limited resources at its disposal.

## **1.2. Future aspirations of the Department**

The Department's highest priority is to maintain the strength and (where necessary) strengthen further each of its language faculties and programs in the years ahead. We should be able to accomplish this without increasing the overall size of our full-time faculty, but only if we are

able to increase the number of tenured and tenure-track faculty to at least 30 and, equally important, if we are authorized to replace faculty members who have retired recently or who are about to retire (for example, Mary Donaldson-Evans, a specialist in nineteenth-century French literature; Bonnie Robb, a specialist in eighteenth-century French literature; and Susan Amert, a specialist in twentieth-century Russian literature). We also need to replace Department Chair/Professor of German Richard Zipser and Associate Chair/Associate Professor of French Bonnie Robb, who are retiring from their posts at the end of this academic year, and those faculty who will retire in years to come. In addition, we need to convert systematically the existing part-time temporary instructorships to full-time continuing positions. As continuing positions become vacant and are returned to us, the Department will be prepared to reallocate some of them from one language area to another, as needed.

We wish to expand and further strengthen the quality of the Master's programs in French, German, and Spanish. To do this, we will have to recruit prospective graduate students from other institutions more aggressively than we have in the past and also restore financial support for summer research related to an MA thesis and advanced language study abroad. We also are eager to add a Master's program in Italian, and we may want to consider the development of a small "add-on" PhD program in Spanish and French.

As we have done in the recent past (for example, with Chinese and Arabic), we will seek to add new language areas and programs in response to student demand and our national security interests. A continuing position in Korean remains a high priority, as is a continuing position in Hindi, and these positions would enhance our interdisciplinary program in Asian Studies as well. Also, we should do what is necessary to retain, stabilize, and invigorate our program in Russian, which suffered the loss of two tenured professors in 2011. We should not permit this important undergraduate program to become a candidate for elimination due to neglect. Furthermore, the Foreign Language Education Program lost a position due to the resignation of a CNTT assistant professor of Foreign Language Education at the end of the 2007-2008 academic year, and the FLE program coordinator is now retiring; these positions need to be filled. Finally, our program in Ancient Greek and Roman Studies (Classics), which has strong enrollments, has only one faculty member on continuing appointment. We desperately need to hire a second faculty member on continuing appointment who would be able to teach twelve hours per semester on a regular contract.

Finally, we are eager to reduce our chronic over-reliance on supplemental (adjunct) faculty to teach lower-level language courses in Spanish and Italian, by systematically creating additional instructorships in the years ahead.

### **1.3. Comparator Departments and Comparison Factors**

In an effort to identify comparator departments we looked for units that met the following criteria: 1) comprehensive modern languages or foreign languages department; 2) does not have a PhD program; 3) offers an MA program in at least two languages; and 4) at a state or state-assisted university.

Using these criteria, we were able to identify a number of departments that seemed similar to ours. The list includes foreign language departments at the U. of Arkansas, Auburn U., California State U. at Los Angeles, Eastern Michigan U., George Mason U., Northern Illinois U., Portland State U., Southern Illinois U. (Carbondale and Edwardsville), U. of Louisville, U. of Mississippi, North Carolina State U., U. of South Florida, Virginia Polytechnical Institute and State U., Washington State U., and West Virginia U.

While some of the comparator departments we identified may offer a language area or a major, minor, or certificate program we might be interested in developing, none would serve as a good overall model for our future growth and development. For, in terms of national recognition, quality of faculty (as measured by publication record, teaching and other awards received), quality and breadth of the undergraduate and graduate programs, study abroad programs sponsored, overall service record, and use of technology as an instructional tool and/or for the development of materials, we think our unit stands out within the category of large, comprehensive BA/MA-granting foreign language departments situated at state or state-assisted universities. Since departments within this group are not ranked in any formal way, the veracity of this perception is difficult to document.

To identify a department that can serve as a good overall model for the future, we will need to consider comprehensive modern or foreign languages departments at institutions similar to ours that offer a PhD degree in one or more language areas. In our 2004 Academic Program Review report, we asked the external reviewers to provide us with advice and assistance in this area. In their March 2004 report, the external reviewers wrote: “We suggest that Arizona State University might be a good ‘comparator.’ It has a large department teaching twenty-one languages with MAs in French, German, and—recently added—Chinese and Japanese, and the PhD [in] only Spanish. The department has a good track record of success in collaborative and interdisciplinary initiatives, and success in getting extramural funding for programmatic developments.”

We were pleased to note in 2004 that the external APR committee was unable to identify a better department in our category (BA/MA-granting department) and thus recommended a PhD-granting department as our aspirational model for future growth and development, declaring that “the research and publications of [our] department’s tenure-line faculty are substantive and worthy of a PhD-granting department.” Although we are not in a position to consider adding PhD programs at this time, we are extremely proud of the quality of our graduate and undergraduate degree programs.

Finally, we urge the team of external reviewers to visit our Web site ([www.fllt.udel.edu/](http://www.fllt.udel.edu/)), where they will find a wealth of information on our Department, a good portion of which could not be included in the self-study.



## **PART 2: OVERVIEW OF INDIVIDUAL FOREIGN LANGUAGE PROGRAMS**

Since the Department of Foreign Languages and Literatures is a conglomerate, comprised of many individual language programs, we provide here an overview of each program.

### **Ancient Greek and Roman Studies**

The strength of the Ancient Greek and Roman Studies program lies in the depth of cultural immersion it provides by offering courses in Greek and Latin that are complemented by literature-based culture and civilization courses in translation. Courses in elementary and intermediate Latin have demonstrated a steady increase in enrollments to the extent that upper-division courses in Latin prose and poetry have, for the past several years, replaced independent study courses taught by faculty for two or three advanced students. Courses in translation, such as those focusing on ancient epic and Greek tragedy, have continued to be among the largest classes taught at the University, with enrollments that, if not capped, would exceed their limits of 180 and 120 respectively. A particular distinction of the courses in translation is their emphasis on writing and oral communication: creative and/or analytical writing, as well as oral presentations, are a major component of these classes.

As for the Ancient Greek and Roman Studies program's courses in general, these provide an introduction to the foundations of Western culture and tools enabling a deeper understanding of the world today. The program's course offerings are enhanced and complemented by new programming designed to reach both a student audience and the community at large. This new programming includes public lectures on popular topics such as the destruction and rediscovery of Pompeii and underwater archaeology as well as the revival of the Classics Honor Society chapter Eta Sigma Phi.

Since the retirement of one of the two tenured faculty members in this area, courses have been taught by one tenured Full Professor, aided by one faculty member on a part-time contract (a full-time, 2-year contract that was reduced to a  $\frac{3}{4}$  part-time contract) and one or more supplemental faculty as needed. The Ancient Greek and Roman Studies program would benefit greatly from the addition of a full-time, continuing position to replace the part-time contract. A second full-time member of the faculty, in lieu of the current part-time faculty member, would be critical to sustain present offerings and to provide program stability. Preferably, this new addition would be someone with an interest in study abroad, because we have an excellent program in Athens for which it is difficult to regularly find program directors.

### **Arabic**

Arabic language and literature at UD is a new dynamic component and a very successful program of the Department of Foreign Languages and Literatures. It is still a program in progress. The program was initially started in 2006 with the hiring of Khalil Masmoudi, who did an excellent job leading the program and teaching all the courses for two academic years until the hiring of Ikram Masmoudi. Since then, many new courses at the 200 and 300 levels have

been introduced and added to the offerings and a certificate and a minor in Arabic have been developed.

Currently, no fewer than 40 students (equivalent to two sections) in the fall and 20 students (equivalent to one section) in the spring, enroll in Elementary Arabic 105. Arabic is now one of the languages which students can use for the Three Languages Major. Study Abroad options for students have been strengthened, and students can take up to 6 credits abroad and apply them toward the minor in Arabic.

Current enrollments in Arabic language and literature courses are strong with close to 70 -80 students every semester. The hiring of Ikram Masmoudi and the establishment of a minor in Arabic have allowed for new courses to be offered in literature, language and culture: ARAB 200, 202, 205 and FLLT 332 (literature) as well as ARAB 301 are now distinct curricular offerings, and the independent study course ARAB 366 is offered almost every semester.

Establishing the minor in Arabic is an excellent asset to the program. This spring 5 students will graduate with an Arabic minor. We believe that by establishing the Arabic minor we will attract more students to the program and strengthen the existence of Arabic language offerings. We hope to be able to hire another instructor in the near future so that all the courses created so far can be fully implemented on a rolling basis.

The Arabic program continues to make strides and to offer greater opportunities for students. In the past year the program created some cultural opportunities to enhance its visibility on campus. For that purpose, a concert of Arabic music was organized in the Roselle Center for the Arts and was well attended in March 2010. In April 2011 an art exhibition entitled "Crosses and Minarets," featuring the theme of the peaceful co-existence of Muslims and Christians in Syria, was organized and was attended by many students and faculty, as well as by the general public.

We hope to bring the Arabic program to the full attention of our student body by keeping it vibrant and lively. We also hope that we will be able to keep working on creating more new courses, in order to be in a position to establish a major in Arabic.

## **Chinese**

The Chinese program, which was revived in 2002, has experienced a tremendous growth over the past years since 2004, growing from a small program that initially only offered service language courses to a full-fledged one with Chinese majors and minors, FLL Three Languages majors with Chinese concentration, and a recently approved MA Program in Technical Chinese Translation. Starting in fall 2013, students may major in History /Chinese. The Chinese program has multiplied its enrollments, both on campus (from 11 to 2,293 over a ten year period) and in study abroad programs, as well. In addition to successfully meeting the needs of students in the programs listed above, the program has also fulfilled the needs of International Business Studies majors with a Chinese concentration. In short, the objectives set up in the 2004 APR Self-Study have more than been met and in some areas have been exceeded.

Currently, there are four faculty in Chinese: one tenured associate professor, one tenure-track assistant professor, and one assistant professor and one instructor on continuing non-tenure-track appointment.

Since 2005, the Chinese program has offered the Chinese Minor. Over the past seven years the number of Chinese Minors has jumped from 2 to an accumulated 500. In the fall of 2010 the Chinese Studies Major concentration was added to the Department's offerings. Chinese majors now number 20. There are also more than 11 FLL Three Languages majors with Chinese designated as either their first or second language concentration.

The Chinese program has had a vibrant winter study abroad program in China since 2002. Partnering with Beijing Normal University (2002-2011) and East China Normal University (2013), our study abroad program has enjoyed steady growth in enrollment, with an average enrollment of 21 per program. This successful study abroad program has derived its dynamism from an internal partnership with the Departments of History and Music, as well as with the Lerner College of Business and Economics.

Since 2008 the Chinese program has actively participated in the Annual Mid-Atlantic Chinese Speech Contest held by an institutional consortium which consists of Georgetown, George Washington University, University of Maryland, University of Virginia, George Mason, and the University of Delaware. Our students have distinguished themselves at these annual contests and have continuously won awards (Second Prize in 2008, Third Prize in 2009 and 2010 respectively).

Over the years our students have won many prestigious scholarships to study for a full year in China: ten Chinese Embassy Scholarship Awards (2007-2011); four Confucius Institute Scholarship Awards, including one scholarship for graduate studies (2011-2012); and one International Rotary Scholarship (2004).

Professors Jianguo Chen and Maria Tu have received a total of over \$1.5 million federal grant from the US State Department to direct the NSLIY Summer Institute of Chinese Language and Culture in China since 2007, enrolling talented American high school students from across the country in an immersion program of Chinese language and culture at Beijing Normal University and East China Normal University.

The Chinese program has over the years proactively organized successful extracurricular activities to help students improve their Chinese language skills: Chinese Club, Chinese Conversation Partnership, Chinese Interest Groups (Chinese films, calligraphy, cuisine, martial arts, tea ceremony, meditation, etc.), and the annual Chinese Speech Contest. Additionally, we work closely with the ELI language partner program, with Professor Haihong Yang serving as our liaison with ELI. We are a proud partner of campus cultural events including the Chinese Film Festival, International Education Week, calligraphy and painting exhibitions, etc. We also actively participated in the local community's cultural activities such as the Chinese Spring

Festival Gala, the regional Chinese language contest, and have contributed to the State of Delaware's K-12 initiative of "Bring Asia to Delaware" and also to the NCTA (National Consortium for Teaching about Asia).

Jianguo Chen has organized several major lecture series, seminars, and a forum to benefit international and campus communities, including Higher Education Training Seminars (in conjunction with the Office of the Provost), UD-Peking University Distinguished Scholar Lecture Series (in conjunction with the Office of the Dean of College of Arts & Sciences), China Forum (in partnership with the Confucius Institute at UD), and Ha Jin's lectures as part of "Transnational Encounters: World-Renowned Authors at the University of Delaware."

The faculty of the Chinese program has over the years developed new courses to enrich the curriculum for Chinese Majors including CHIN267 (Chinese Calligraphy), CHIN350 (Business Chinese), FLLT330 (Women in Transformation: Contemporary Chinese Women Writers), and FLLT467 (Survey of Chinese Culture: Communities and Identities), which are popular among our students. To meet students' special requests for courses that are not offered on a regular basis but that students need in order to graduate according to their schedule, the CHIN faculty often offers independent study courses at the 300 and 400 level with more teaching credit hours than required by contract. The hiring of Haihong Yang as a tenure-track assistant professor has enabled the program to offer more new courses in literature, advanced language and culture. To further improve the quality of instruction, the Chinese program faculty, especially Maria Tu and Renée Dong, have over the years actively participated in several pedagogical and Chinese language teaching and assessment seminars and workshops in the region and across the country.

The Chinese program has also played a significant role in the University's internationalization initiatives by helping initiate exchange programs with Peking University and East China Normal University and by helping organize scholarly exchange visits to Peking University, Xiamen University, and East China Normal University.

In sum, over the years since the 2004 APR self-study, the program in Chinese program has evolved into a dynamic program that has more than met and exceeded the goals then stated. Because of the quick expansion of the program, particularly at the 100 level, we are running short of teaching resources and have had to request assistance from the Confucius Institute. Since fall 2011, the Confucius Institute has provided two of its Chinese faculty who are professors of Chinese from Xiamen University to teach four credit hours per semester. While we appreciate their generous support, we need a part-time instructor to cover this in the long run to ensure the continued strength of the Chinese program.

## **French**

The major in French Studies offers a wide range of courses, including courses that are related to language instruction, French and francophone cultures and civilization, French literature from

the medieval to the contemporary periods, and cinema. Enrollments in French are strong at all levels. Our MA program typically has eight students enrolled each semester.

The French section is composed of ten full-time faculty members: six tenured professors, an assistant professor on continuing non-tenure-track appointment, and three continuing non-tenure-track instructors. Since the retirement of a full professor and two instructors whose positions have remained unfilled, the program has had to rely on two temporary faculty members to help ensure staffing of undergraduate offerings. The French Studies program also offers French courses that fulfill college and university breadth requirements. For instance, French 211 satisfies group A; French 301, 302, 325, and 326 have been approved to fulfill group B; and FREN456 (French Theater Workshop) was recently granted status as a Discovery Learning Experience.

Thanks to the faculty's dedication, advisement, and mentoring, students earning the BA in French Studies or in French Education acquire the language proficiency and marketable research skills requisite in today's global economy, and have been successful on the job market and in their post-college pursuits. All French Education majors have scored the required Advanced Low rating on Oral Proficiency interviews and have secured teaching positions in the mid-Atlantic region and across the US. Recent French Studies graduates are employed in the public and private sectors in careers in such venues as the French Embassy in Washington, DC, at DuPont, Phillips Van Heusen, and Corning. Others are enrolled in prestigious graduate programs across the nation. In addition to its majors, the French program includes a large number of undergraduates who minor in French and subsequently pursue a variety of career paths. One recent French minor, for instance, completed a summer internship at a Conference on Women at the UN and is presently pursuing an MA degree in International Business Management in Lyon, France.

The French Club is a dynamic group of students who are active in promoting French culture campus-wide by organizing cultural activities and outreach to local schools. Furthermore, French faculty work to promote Francophone cultures in local high schools and middle schools both public and private, and have been active in the Delaware Council on the Teaching of Foreign Languages (DeCTFL), a statewide organization that promotes foreign language education. Study abroad offerings continue to grow as the French program has added a new program in Québec in addition to existing study abroad programs for undergraduates, which include a fall semester program in Paris, winter session programs in Caen and Martinique, and a summer session program in Paris. Graduate students in French have the opportunity to participate in a year-long exchange program at the Université de Caen, in France.

The French faculty has actively participated in the department's assessment initiatives, focusing on students' achievement of the departmental goals of linguistic proficiency, cultural understanding, and literary appreciation and analysis, as well as of the general education goals with which those departmental goals are aligned. Applying departmental rubrics, we have assessed the learning outcomes of our 200-, 300-, and 400-level French majors each semester, using the data obtained to refine course goals, improve articulation from level to level, and

inform program revisions. We held a French Faculty retreat in December 2009 to discuss issues of interrater reliability, and in 2010 we created a French curriculum map; the discussions on both occasions were very useful to us. We now plan to collect data from a significantly larger sample of French students by including in our assessments not only French majors, but French minors as well, in order to confirm that the speaking, writing, and comprehension skills of both groups meet or exceed established standards and equip our students for success in the careers they pursue.

## **German**

There are five full-time and one part-time faculty in German: two tenured professors; a tenured associate professor; an assistant professor and an instructor on continuing non-tenure-track appointments; and an assistant professor on a 50% supplemental contract. Of the three tenured professors, two have very limited teaching duties (Richard Zipser is Chair of FLL and Monika Shafi is Chair of the Department of Women and Gender Studies).

A major strength of our German BA program is an approach that balances language, literature, and culture. We have held several faculty retreats in recent years to review our curriculum, develop new courses, and refine our assessment practices. Classroom instruction is complemented by activities on the campus and beyond. The German Club, a thriving group with over 50 members, holds weekly meetings and sponsors several special events each year. Our annual German Honor Society event enables us to recognize student achievements and to foster relationships with area organizations that support our program. In recent years our BA recipients have won major awards, among them a Fulbright grant and USTA scholarships from the Austrian-American Educational Commission. They have also been accepted to prestigious graduate programs, including Stanford, Indiana University, and the University of Pennsylvania.

Our students have many opportunities to study abroad. In 2005, we developed a semester-long program in Salzburg in tandem with Bowling Green University. This program is popular with our German and Three Languages majors, as well as with students studying International Business (for whom a semester of study abroad is required). This year we replaced our winter session program in Bayreuth with a program in Leipzig at the Herder Institute. It is a joint program with the UD Music Department, and thus appeals to a wider group of students. In January 2013, seventeen undergraduates spent five weeks studying in Leipzig. We also support scholarships (two or three each year) for an international summer program held at the *Fachhochschule* in Fulda, Germany. Further, two scholarships from the Federation of German/American Clubs enable students to study at German universities for a full year.

Since our last APR in 2004, funding constraints have reduced our number of fully-funded MA students from seven to five. However, our students continue to be highly successful. Last year, one of our MA candidates won a juried international essay competition for a semester of study in Tübingen. She was among only ten recipients worldwide, and the only winner from the United States. In the same year, another of our graduate students received an NEH grant for a seminar in Berlin (all other recipients of this grant were faculty members). Our students

applying to PhD programs meet with excellent results. In recent years they have been accepted—with full funding—to competitive programs at Georgetown University, the University of Virginia, Washington University, Indiana University, UC Berkeley, and the University of Maryland. MA students pursuing careers in pedagogy have been equally successful in finding employment: at St. Joseph’s University; Newark High School; Bohemia Manor High School; Newtown Middle School; and the Downingtown STEM Academy, an International Baccalaureate school in Pennsylvania.

### **Hebrew and Israel Studies**

Over the past five years, the Hebrew program has undergone significant enrichment and growth, with the introduction of courses in Israel Studies in translation, in addition to the existing 100- and 200-level language courses. The focus of the added courses has included exposure to Israeli history, society, film and literature. This change has had a significant effect on enrollment: whereas in 2007, before the introduction of these courses, there was a total of 81 students enrolled in the program, since 2008, enrollment has been steadily growing, reaching a total of 117 students in 2012—an enrollment increase of almost 45% in 5 years.

Increase in enrollment in higher level Hebrew courses, such as HEBR 205 (Hebrew Conversation), is also evident: for example, in spring of 2005, the experimental version of Hebrew Conversation, HEBR267, had 7 students enrolled. In spring of 2011, when this course was most recently offered, enrollment had reached 16 students, more than doubling the original number of students.

There is currently one full-time faculty position in Hebrew and Israel Studies, an Assistant Professor on continuing non-tenure track appointment. The same individual is also responsible for language placement, transfer-credit evaluation, independent studies when needed, and ongoing involvement in the Jewish Studies program on campus. It is clear that the interest in Hebrew and Israel Studies is steadily growing. However, the program has reached its potential at its current faculty size. It is now necessary to hire a second faculty member, perhaps a full-time instructor, to help teach the lower-level Hebrew courses and enable the development of advanced courses in Hebrew language and literature. This additional position is crucial for the desirable development of a Hebrew minor. Hebrew, which has been offered regularly in the department since 2000, is one of the only languages not yet part of a language studies minor (although taking Hebrew may apply towards the minor in Jewish Studies). The steady growth in enrollment and interest indicates the need to create an additional faculty position to help achieve this goal. Such help is also desirable in order to develop and promote a study abroad program in Israel.

### **Italian**

Italian Studies is a strong and dynamic program that attracts highly motivated and dedicated students from diverse personal and academic backgrounds. In terms of annual enrollments, Italian is the third largest program (after Spanish and French) in FLL. There are four full-time

faculty members in Italian: two tenured associate professors and two associate professors on continuing non-tenure track appointment. Student evaluations stress the Italian faculty's dedication and accessibility, and all faculty members have active research programs that enrich their work in the classroom. The Italian program offers a wide range of courses including all levels of language instruction, Italian culture and civilization, literature from the medieval and Renaissance to modern and contemporary periods, and cinema. In response to assessment data and in keeping with University educational goals, the Italian program has continued to develop and emphasize cultural content in all courses and reinforce interdisciplinary elements in course content. Assessment data shows that students' speaking, writing, and comprehension skills uniformly meet or exceed standards.

Academic advising and mentoring is available to all students through the Major or Minor advisor. Student involvement in the Italian program is high: the student-run organization *Circolo Italiano* attracts new members each semester and hosts a variety of activities from conversation tables to film screenings and excursions. In keeping with UD's stated goal of "educating engaged global citizens," students have many opportunities for study abroad: Italian now offers a winter program in Siena, a summer program in Sorrento, and a semester program in Rome. Italian faculty contribute regularly to other University programs and departments by teaching courses in the Honors Program and cross-listed interdisciplinary courses; faculty also support undergraduate research through mentorship programs such as Summer Scholars. Italian courses can be used to meet various College and University requirements including group requirements, breadth requirements, and prerequisites for other programs (such as the International Business Studies Major).

Students graduating from the Italian program are generally successful in finding the employment of their choice, working in fields such as education, business administration, and public policy. Each year, students from the Italian program go on to graduate study at other institutions, in Italian studies, education, business, art history and conservation, and more.

To capitalize on the strengths of the Italian program's faculty and students, we wish to develop an MA in Italian and Italian Pedagogy. Such a program, structured in parallel with existing master's programs in Spanish, French, and German, would serve FLL's MA students by allowing them to pursue a double major or minor in Italian, and would bring in students from the UD population, the region, and beyond. The MA in Italian would contribute to the University's stated Path to Prominence goal to "increase the profile and growth of graduate studies." The FLL Graduate Studies Committee has reviewed the proposal for an MA in Italian and Italian Pedagogy and favors its implementation, but financial support from the University (in the form of additional graduate student assistantships and tuition fellowships) is necessary in order to move forward.

To further accommodate our growing program, the Italian program would benefit from an additional continuing non-tenure track position. This would allow us to offer more upper-level courses, and broaden our pedagogical and interdisciplinary offerings.



## Japanese

Japanese Studies at UD is a vibrant and dynamic program, with great strides made since 2004. The Japanese Major concentration was added to FLLT offerings in 2010, with 22 students in the first year. The Japanese Minor has been strengthened, requiring a 400-level course and an increased focus on credits coming from language courses rather than culture courses. Japanese is now a primary language in the Three Languages Major (currently with 6 students), and from Fall 2013 students may double major in History/Japanese. Study Abroad options for students have been strengthened, with the addition of a semester program at Akita International University as well as the existing programs at Seinan University in Fukuoka and Soka University in Tokyo. Our semester programs fulfill the needs of International Business Majors specializing in Japanese, as well as our own students. In terms of advisement, we have reordered our core language courses to have a clear order of completion for students (201, 202, 301, etc), minimizing confusion and enhancing both course cohesion and coherency. In short, the goals stated in the 2004 APR self-study have been met and exceeded in some areas.

Current enrollments in Japanese language, literature and culture courses are strong, with Japanese being the fourth most populous language program (after Spanish, French and Italian). Recent years have seen a boom in elementary Japanese classes, partly due to more Chinese international students taking the class. As sections of JAPN105 fill so quickly, for the last two years we have offered five sections, all full with 20 or more students. In fact, we have not had to cancel any sections of JAPN105 since 2004. The addition of Eric VanLuvanee on S-contract has also allowed us to teach JAPN106 in the winter, which has proved popular (14 students in 2011 and 16 in 2012). The hiring of Rachael Hutchinson and the establishment of a Japanese Major have allowed for new courses to be offered in literature, advanced language and culture: JAPN405 (translation) and JAPN455 (literature) are now distinct curricular offerings, as well as JAPN355 (literature) and JAPN467 (research capstone thesis). Japanese is the only language other than Spanish to offer a capstone in the target language, speaking to the high quality and motivation of our students and faculty.

In non-language teaching, JAPN204 (calligraphy) continues to be a popular course, as well as FLLT328 (literature in translation) and 338 (Japanese film). Hutchinson also offers courses in Japanese Visual Culture (manga, anime and games), drawing large numbers of students from Engineering and elsewhere on campus. In 2009 this course had 60 students, including 24 in the Freshman Honors Colloquium FLLT360 and 36 in the upper-level FLLT380. In order to maintain diversity of course offerings and meet student demand, our faculty regularly teach more credit hours than stipulated by contract, with Inoue and Hutchinson offering independent studies courses at the 300, 400 and 600 level. In terms of staffing needs and priorities, we would like to have Mutsuko Sato on continuing appointment (at either 75% or 100%) since she consistently teaches more than 12 credits per semester, sometimes up to 16. Eric VanLuvanee, our S-contract faculty, similarly teaches at least two classes per semester, with 9 credit hours in Fall 2012. We would like him to occupy a more permanent position in the faculty, on 50-75% appointment. As well as teaching language courses from the 100 to 400 level, Eric co-directs the Kobe Program and acts as our liaison with the English Language Institute.

Overall, we are happy and proud to be part of the Japanese Studies program at UD. Every year we honor our top students, awarding the Yotsukura Prize at graduation and sponsoring high-achieving seniors into the Japanese National Honors Society. The UD campus is greatly enriched by our student clubs, including the Manga and Anime Club, Nihongo Table, ELI language partner program and a host of martial arts clubs including kendo and aikido. Campus cultural events have included film screenings, calligraphy exhibitions and kendo demonstrations, many open to the public and linked to the K-12 education of the region through our involvement with the NCTA (National Consortium for Teaching about Asia). Our graduates teach English in Japan on the JET program, work in translation companies, and continue their higher education in MA programs in the US, England and Japan.

### **Russian**

The major strength of the Russian program has been the breadth and depth of instruction offered in the Russian language, literature, and culture; classroom instruction is complemented by language-practice opportunities outside the classroom hosted by the university Russian Club, as well as by diverse cultural enrichment events both on and off campus. With Russian still being one of the major languages of the world in both politics and business, especially with the blossoming of commercial enterprises and the oil industry in Russia, the importance of any major university having a strong Russian program grows daily. As a result, we can expect enrollments to increase, if not at the very least hold steady. We have already seen an increase in the number of Air Force ROTC students, as Russian is now one of their sanctioned majors, and the countrywide move towards more interdisciplinary major programs is sure to involve Russian language study as well.

For most of the period since the 2004 APR self-study, the Russian program saw no major changes in staffing or curriculum. Enrollments were steady, and courses were being taught by two tenured professors, aided by one supplemental faculty member. The last two years, however, have brought major upheaval. In May of 2010 one of the two professors left on retirement leave, and the supplemental faculty member managed to fill the void. Then, in October 2011, while on sabbatical, the other tenured professor unexpectedly passed away. Now, with the program still attempting to cater to all of its majors and minors, as well as to three-language majors with Russian as one of their top two languages, the program has yet to see any rectification of this staffing dilemma.

The once-adjunct faculty member is now in the first year of a full-time, non-tenure track contract renewable for up to three years. One additional part-time MA supplemental faculty member helps with instruction at the lower levels. Currently, the number of credit hours that need to be taught exceeds faculty capabilities due both to the number of required courses and to the restrictions on how many hours per academic year and what courses an MA on semester contract can teach. During the spring of 2012 the full-time faculty member taught an overload, and the program was additionally forced to call upon another member of the Department who happens to be Russian to teach a 400-level course. A similar situation will occur one semester

per academic year due to the same overload. Temporary fixes are insufficient, and offering frequent independent studies is also not a valid solution, due to the additional, uncompensated workload it creates.

The 2004 self-study stated a probable need for an additional non-tenure track instructor, but instead we now find the program barely able to offer the courses it needs, let alone offer a variety of interesting topics. The restoration of one full-time tenure track professor position, in addition to the full-time non-tenure track faculty member already present, would solve these staffing problems and allow the program to recover fully to the growing presence it formerly enjoyed.

In the meantime, the program is making improvements by taking the opportunity to change many of the textbooks to better focus on oral competence. The 100 level is now using a wonderful, modern video-course that engages students with its lively and up-to-date conversational speech, and the 300-level culture course is adopting a textbook from the same creators that should also prove to engage the students and aid in promoting a focus on conversation at the higher levels. The arrangement of a study abroad agreement with a Russian university is also on the table, and should be completed within the next year or two, which will allow smaller groups to study abroad (say, 1-3), which suits this program more than would a traditional faculty-led group with a minimum of ten students. Those who wish to study abroad have been arranging their semesters abroad through various organizations and other universities up to this point.

## **Spanish**

The Spanish program is the largest program in the Department of Foreign Languages and Literatures: it comprises roughly half of the department, with eight tenured or tenure track faculty, three associate and five assistant professors on continuing non-tenure track appointment, eleven instructors on continuing appointment, a varying number of adjunct faculty, and two yearly visiting professors from Spain. It offers over two hundred courses per year and a dozen long-term and short-term study abroad programs. As of December 2012, the program had 155 majors and 429 minors.

The program of studies has been strengthened and streamlined over the last several years and now offers a flexible undergraduate major in Spanish Language, Literature, and Culture; an option for the major that includes two semesters of intensive Brazilian Portuguese; and a major in Spanish Education. The Department hired an assistant professor specialized in Latin American Culture and added three new upper-level undergraduate culture courses. The Spanish graduate program offers two options for the Masters' degree – one focusing on Literary Studies and another with a focus on Foreign Language Pedagogy. The Spanish MA program has enjoyed a record of much success in student placement, both in teaching positions at the secondary and college level as well as in top ranked doctoral programs in the US and abroad. The MA program has also been successful in recruiting and graduating qualified minority students. Professors teaching graduate courses have created an impressive array of fifteen new seminars offered in

a four-year sequence. Spanish graduate students compete to participate in an exchange program with the University of Granada, Spain, where they teach during the fall or spring semester. They also have an opportunity to participate as assistant directors in study abroad programs conducted during winter and summer sessions.

In the last three academic years, the Spanish faculty have been actively involved in the departmental assessment program, incorporating new technologies in the content delivery, and focusing on learning outcomes in the context of a common cohesive effort to respond to the current needs of our students in the increasingly globalized world.

In order to gauge student progress, the Spanish faculty developed a set of rubrics to assess students' skills and knowledge. The first two rubrics focused on literary and cultural components and are already solidly in place, while a rubric focused on specifics of language acquisition is being developed. These rubrics allow us to follow students' progress, but also provide positive feedback on our program with measurable results. The first results of the assessment process are very encouraging, as the vast majority are meeting our expectations by the time they reach the 400 level. Spanish faculty are committed to making great strides in students' oral proficiency and writing capabilities in Spanish. The faculty are experimenting with third party testing as a regular course component, which proved to be useful in the language skills assessment, and are now incorporating ACTFL standards into the assessment process. The Spanish program at UD now requires OPI testing for Spanish Education majors and all graduate students.

### **Foreign Language Education**

The Foreign Language Education Program is a strong and demanding professional program with curricula preparing teacher candidates for K-12 certification in French, German, Italian, Latin, and Spanish. The program is approved by the American Council on the Teaching of Foreign Languages (ACTFL) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Our teacher candidates complete 30 credits of language, culture, and literature courses, as well as 31 credits of professional studies. Program requirements for admission to student teaching are stringent—indeed, FLE has the most stringent and extensive requirements among the majors in our department—including GPAs of at least 3.0 in both language and pedagogy courses, an overall GPA of at least 2.75, required completion of a study abroad program in the student's major language, passing Praxis I scores, and a rating of at least Advanced Low (the nationally established standard) on ACTFL's Oral Proficiency Interview. We provide careful mentoring to our students. All FLE majors have two academic advisors—one for issues related to the language and study abroad and another for issues related to pedagogy. In addition, our teacher candidates benefit from a series of sessions offering professional orientation and experiences, including participation in the fall meeting of the Delaware Council on the Teaching of Foreign Languages, which through a special arrangement extends free membership to our students.

The Foreign Language Education (FLE) Faculty is drawn from tenured and continuing-contract professors in three language groups: French, German, and Spanish. Most have had prior experience in teaching in public and private elementary and secondary schools. The faculty's fields of expertise include Second Language Acquisition, Assessment, K-12 Foreign Language Pedagogy, FLES (Foreign Language in Elementary School), and Technology in the Foreign Language classroom. We are hoping for the restoration of a position lost due to the resignation of a CNTT assistant professor of Foreign Language Education at the end of the 2007-2008 academic year.

A grant awarded by the UD Center for Educational Effectiveness (now Center for Teaching and Assessment of Learning), along with a supplemental award from the College of Arts and Sciences, made possible the development of our Foreign Language Education ePortfolio. The ePortfolio, organized around six program goals, is designed to instill in candidates an awareness of professional development beginning with their very first language course in our department. As they make ePortfolio entries, students reflect on their learning, documenting their work and self-assessing their progress toward program goals while receiving feedback and support from FL Education faculty. The ePortfolio uses rubrics developed by the FLL Assessment Committee to measure linguistic and cultural proficiency, as well as rubrics developed by the FL Education faculty to measure pedagogical skills and professional preparedness. In response to assessment results, particular attention has been given to tracking the progress of students' oral skills, both through new course requirements and additional practice opportunities, in order to better ensure students' success on the official Oral Proficiency Interview.

A College of Arts and Sciences Teacher Education Grant in 2012 and again in 2013 has made it possible to take our student teachers to a national conference—the Northeast Conference on the Teaching of Foreign Languages (NECTFL)—in Baltimore. Valuable experiences such as this deepen our students' engagement in the compelling issues and challenges of their chosen profession and further prepare them to become leaders in their field. We are proud of, and grateful for, our College's and the University's strong commitment to teacher education.

Students graduating from the Foreign Language Education program are well prepared teachers ready to assume leadership roles in their schools. Our recent graduates are now teaching in public and private schools in the mid-Atlantic region and beyond: Delaware, New Jersey, Pennsylvania, Maryland, Virginia, New York, Connecticut, Massachusetts, and California. In addition, a number of our students have entered distinguished graduate programs at institutions such as New York University, Columbia University, Middlebury College, Pennsylvania State University, and the University of Delaware.

### **PART 3: STATEMENT OF THE PURPOSES, DEVELOPMENT AND PLANNING FOR UNDERGRADUATE EDUCATION IN THE DEPARTMENT**

#### **3.1. Overview of Undergraduate Curricula**

The Department of Foreign Languages and Literatures serves a large body of majors and minors, in addition to offering course sequences that fulfill the Arts and Sciences foreign language requirement, courses that fulfill University and College breadth requirements, courses that are integral to interdisciplinary Area Studies programs, and courses that are cross-listed with other units such as the Department of Women and Gender Studies, the Department of Linguistics, or the Comparative Literature Program. Furthermore, the Department participates fully in the University Honors Program, offering honors courses or honors sections of courses; all foreign language majors may earn Honors Degrees.

To prepare students to speak, understand, read and write the language they are studying, the Department uses proficiency-oriented communicative approaches to language learning. Undergraduate students in all foreign language courses have opportunities for study abroad. Majors and minors are urged to spend at least one semester, one winter session, or one summer session of study in a country in which the foreign language is spoken natively; students in elementary/intermediate programs are encouraged to spend a winter or summer session abroad. On campus, a state-of-the-art Foreign Language Media Center is available for student use. Undergraduate programs are coordinated by the Undergraduate Studies Committee, which oversees curricula to ensure soundness and rigor, acts on proposals for program changes and development, and organizes advisement. (See section 9.3 of this report, Standing Committees.)

#### **3.2. Majors**

The Department offers nine distinct Foreign Languages and Literatures majors and five additional majors in foreign language education; it co-sponsors two interdepartmental majors and an intercollegiate major; and it collaborates with other departments to offer five interdisciplinary Area Studies majors.

##### Foreign Languages and Literatures Majors

The Department offers the BA degree in Foreign Languages and Literatures with the following nine concentrations: Ancient Greek and Roman Studies, Chinese Studies, French Studies, German Studies, Italian Studies, Japanese Studies, Russian Studies, Spanish Studies, and Three Languages. The Honors Degree option is also available for each of these concentrations.

The Foreign Languages and Literatures concentrations in French Studies, German Studies, and Italian Studies require 30 credits in the given language, culture, and literature at the 200-level and above, together with 6 credits in related work (in the language or in related disciplines), and a Capstone course. The Spanish Studies concentration offers two options: Spanish

Language, Literature, and Culture; and Spanish Language, Literature, Culture and Intensive Portuguese. Both of these options require 27 credits in Spanish, 6 additional credits of Spanish or related work, and a Capstone course; in addition, the Intensive Portuguese option requires 6 credits of Portuguese at 200 and 300 levels. The concentrations in Chinese Studies, Japanese Studies, and Russian Studies require a minimum of 24 credits in the given language, along with 9-12 credits of related work and a Capstone course. As they pursue related work in other disciplines (e.g. Anthropology, Art History, History, Political Science, Theater), FLL majors either select courses from an approved list or secure the advance approval of their advisors. Since the curricula in these majors are similar, the catalog descriptions of the French Studies and the Japanese Studies requirements are provided as examples, in Appendix 3.1.

The concentration in Ancient Greek and Roman Studies, which differs significantly from the language concentrations just discussed, offers three options: Civilization and Culture, Ancient Greek and Latin Language and Literature, or Latin Language and Literature. Each option requires 6 credits in Ancient Greek or Latin at the 200-level and above; 9 credits of Ancient Greek and Roman authors or topics in translation; and 24 credits of related work, as specified in the option's requirements, in Greek, Latin, and disciplines ranging from art history to philosophy. The catalog description of this major is given in Appendix 3.2.

The concentration in Three Languages enables students to do significant coursework in two languages, plus fundamental coursework in a third language. Such a major is offered at very few universities, and it draws many excellent students to our department. This concentration, significantly enhanced since the last APR self-study, requires 24 credits at 200-level and above in the first language, 18 credits at 200-level and above in the second language, 6 credits at or above 200-level in the third language, and a Capstone course. The catalog description of this major is given in Appendix 3.3.

### Foreign Language Education Majors

The Department administers the BA program in Foreign Language Education leading to K-12 certification for teaching French, German, Italian, Latin, and Spanish. Students in the Foreign Language Education Program complete a full foreign language major, taking courses that prepare them in the areas of specialist development cited by the ACTFL Teacher Preparation Standards: language, linguistics, comparisons and cultures, literatures, and cross-disciplinary concepts. While specific course requirements for the majors in French, German, Italian, Latin, and Spanish Education vary from language to language, all require 30 credits of language study at the 200-level and above, along with 31 credits of professional studies. The professional studies component of the program consists of three courses in Education, four courses in foreign language pedagogy which are taught by FLL faculty, a practicum, and three clinical experiences, including student teaching (9 credits). Since the curricula for these majors are similar, the catalog description for the Spanish Education major is provided as an example, in Appendix 3.4.

The preparation of foreign language teachers involves the development of both foreign language and pedagogical knowledge and skills, a balance of theoretical training and clinical experience, and the nurturing of a reflective process that allows candidates to explore the complex relationship between student and teacher. The Foreign Language Education program is set within the framework of the Department's philosophy of teacher preparation (see Appendix 3.5), the University's conceptual framework and outcomes (see Appendix 3.6), and the ACTFL/NCATE teacher education standards.

### Interdepartmental Majors

The Department offers the BA degree jointly with the Department of History for Classics, Chinese, French, German, Japanese, Russian, and Spanish. Our Department also offers the BA degree jointly with Political Science for French, German, and Spanish. The Honors Degree option is available for both joint majors. The joint major with History requires 27 credits in History and 18 credits in the given language, while the joint major with Political Science calls for 24 credits in Political Science and 21 credits in the given language. The latter also requires students to spend a semester studying in France, Germany, or Spain. Catalog descriptions are given in Appendix 3.7.

### Intercollegiate Major

The Department collaborates with the Lerner College of Business and Economics to offer the International Business Studies major, leading to a BS degree. This major combines a business and international business curriculum with advanced foreign language courses and international studies. Students in this major must take at least 15 credits at 200-level and above in the foreign language and complete a fall or spring semester studying abroad in a country where that foreign language is spoken. The Honors Degree option is available for the IBS major.

### Interdisciplinary Majors

The Department collaborates with other departments in the College to offer three interdisciplinary majors, for which the Honors Degree option is also available.

- 1) European Studies. The BA degree in European Studies prepares undergraduates as Europeanists, giving them a focused knowledge of the history, political institutions, culture, and language of a particular European country (e.g. Italy) within a general European context. Requirements for the Continental European Studies major total 45 credits and include 12 credits of foreign language at the 200-level and above, 12 credits in History, 12 credits in Political Science, and 9 credits of related work.
- 2) Asian Studies. The BA degree in Asian Studies prepares undergraduates as Asian Studies specialists, training them in the history, political institutions, culture, and language of either China or Japan in a broader context that includes northeast, southeast, and south Asia. Requirements for the Asian Studies major total 33-36 credits, including 3 or 6



credits at 200-level or above in Japanese and/or Chinese, 21 credits of general coursework on Asia, and 9 credits of related work.

- 3) Latin American and Iberian Studies. The BA degree in Latin American and Iberian Studies prepares undergraduates as Latin American, Spanish, and Portuguese specialists. Students receive a comprehensive training in Spanish language and literature as well as Latin American and Peninsular history, politics, geography, anthropology, and Portuguese language. Requirements for the Latin American and Iberian Studies major total 36 credits, including at least 9 credits in Spanish at the 200-level and above, and 27 credits in general coursework with regional or topical focus.

Majors in all three programs are strongly encouraged to study abroad. Catalog descriptions of these interdisciplinary programs are supplied in Appendix 3.8.

### **3.3. Minors**

Minors are currently offered in Chinese, French, German, Italian, Japanese, Russian, and Spanish, as well as in Ancient Greek and Roman Studies, French Studies, German Studies, and Spanish Studies.

The minors in French, German, Italian, Russian, and Spanish require a minimum of 18-21 credits at the 200-level or above. The minors in Chinese and Japanese require 18 credits, including 15 credits at the 200-level or above. The Ancient Greek and Roman Studies minor requires 6 credits in Latin and/or Greek at 200-level or above, 6 credits of FLLT coursework focusing on the literature and/or culture of ancient Greece and Rome, and 6 credits in related disciplines. The minors in French Studies, German Studies, and Spanish Studies require participation in a Department-sponsored semester abroad program. Course/credit requirements for all minor programs are given in Appendix 3.9.

#### Intercollegiate Minor

The Department collaborates with the Lerner College of Business and Economics to offer the International Business Minor with Language (a 24-credit minor for students in the College of Business and Economics, except Economics majors) and the International Business Studies Minor (a 21-credit minor for Economics majors and students outside the College of Business and Economics). Both minors require a minimum of 6 credits at 200-level or above in the foreign language (Arabic, Chinese, French, German, Italian, Japanese, Russian, or Spanish). Catalog descriptions are provided in Appendix 3.10.

#### Interdisciplinary Minors

The Department collaborates with other departments in the College to offer interdisciplinary minors in African Studies, Asian Studies, Islamic Studies, Jewish Studies, and Latin American and Iberian Studies. All of these minors either require completion of an intermediate-level language course (107), offer the “minor with language” option, or include FLLT among the disciplines

from which students may choose to fulfill requirements for the minor. Catalog descriptions are provided in Appendix 3.11.

### **3.4. Department's Role in Meeting University Curricular Needs**

#### University Requirements

University admission requirements include three years of study in the same foreign language in grades 9-12 (four years are strongly recommended). Candidates for the Bachelor of Arts degree and many Bachelor of Science degrees must demonstrate intermediate-level proficiency in a foreign language. This requirement can be met in one of two ways: 1) Completion of the intermediate level course (107 or 112) in the language; or 2) Successful completion of an exemption examination by students who have completed four or more years of high school work in a single foreign language. As a result of this admission requirement, many students start at the second- or third-semester level. In less commonly taught languages, students typically begin at the first-semester level.

Students must also complete a total of twelve credits of University Breadth requirements, with three credits each in Creative Arts and Humanities (Group A), History and Cultural Change (Group B), Social and Behavioral Sciences (Group C), and Mathematics, Natural Sciences, and Technology (Group D); as well as three credits of coursework stressing multicultural, ethnic, and/or gender-related content. The Department of Foreign Languages and Literatures currently offers forty-one courses to help students meet breadth requirements and twenty-one courses to help students fulfill the multicultural requirement. See Appendix 3.12 for a list of Departmental courses satisfying these requirements.

#### College of Arts and Sciences Requirements

Students in the College of Arts and Sciences must satisfy 0-12 credits of foreign language coursework (with a minimum grade of D-). The number of credits needed and initial placement depend on the number of years of high school study of the language. The Department offers the following languages to support this requirement: Ancient Greek, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Students often choose to satisfy this requirement through the Department's many study abroad programs.

Beginning and intermediate level courses are offered during winter and/or summer session programs in Argentina, Brazil, Chile, China, Costa Rica, France, Germany, Greece, Italy, Japan, Martinique, Mexico, Panama, Spain, and Tunisia.

Students must also fulfill College Breadth requirements in Creative Arts and Humanities (Group A), History and Cultural Change (Group B), Social and Behavioral Sciences (Group C), and Mathematics, Natural Sciences, and Technology (Group D). The Department currently offers 50 courses that enable students to satisfy these requirements, with another 17 courses recently

approved for Group B status. See Appendix 3.13 for the list of Departmental courses satisfying the College Breadth requirements.

Additionally, students must satisfy a second writing requirement involving significant writing experience, including two papers with a combined minimum of 3,000 words, to be submitted for extended faculty critique of both composition and content. The Department regularly offers eight courses to help students meet this requirement (see Appendix 3.14).

The Department also offers courses required for majors and minors in other programs, such as Comparative Literature and the Interdisciplinary Area Studies programs mentioned above, as well as courses required for the BA in Political Science/Foreign Language and History/Foreign Language.

### University Honors Program

Honors classes occur in three forms: 1) Colloquia designed specifically for Honors students; 2) “free-standing” Honors sections of regularly scheduled courses; and 3) “add-on” sections that allow students to take regular courses for Honors credit.

Our Department offers FLLT 360, a specially designed Honors colloquium, each semester, in addition to free-standing Honors sections for SPAN 200 and SPAN 201. Every semester we also offer add-on sections in courses at 200, 300, and 400 levels, in which professors enhance existing course material to accommodate students wishing to earn Honors credit and/or to fulfill Honors Degree requirements. In the 2011-2012 academic year there were 85 such Honors sections, in Arabic, Chinese, French, Greek, Italian, Japanese, Latin, Russian, and Spanish.

The Honors Degree option is available for all majors offered by the Department.

### Certificate Programs

The Foreign Language Certificate Program and the Honors Foreign Language Certificate Program are intended to enhance the international dimension of the Baccalaureate program for students in majors other than foreign languages by providing them with some first-hand knowledge of a foreign language and a foreign culture. To earn a BA with a Foreign Language Certificate in Brazilian Portuguese, Chinese, French, German, Italian, Japanese, or Spanish, a student must complete four courses at the 200 and 300 levels. Two courses are taken during Departmental study abroad sessions, and two are taken on campus. Since the curricula for these programs are similar, the catalog description of the German Certificate requirements are provided as an example in Appendix 3.15.

### Cross-Listed Courses

The interdisciplinary nature of many of our courses enables them to be cross-listed with Comparative Literature (CMLT), Education (EDUC), Linguistics (LING), History (HIST), Women

and Gender Studies (WOMS), as well as area studies programs such as Latin American and Iberian Studies (LAMS) and Jewish Studies (JWST).

### 3.5. Departmental Statistical Profile

Total Number of Majors (2011-2012):

<b>Concentration</b>	<b>Number of Majors (2011 - 2012)</b>
Chinese Studies	16
French Studies	19
French Education	6
French/Political Science	3
German Studies	6
German Education	0
German/Political Science	0
Italian Studies	7
Italian Education	3
Japanese Studies	11
Russian Studies	10
Spanish Studies	123
Spanish Education	37
Spanish/Political Science	8
Three Languages	81
History/Foreign Languages	5

Ancient Greek and Roman Studies (includes Classics and Latin)	11
<b>TOTAL</b>	<b>346</b>

Total Number of Minors (2011-2012):

<b>Field</b>	<b>Number of Minors (2011 – 2012)</b>
Ancient Greek & Roman Studies (includes Classics & Latin):	14
Chinese	20
French	71
German	25
Italian	51
Japanese	42
Russian	10
Spanish	438
<b>TOTAL</b>	<b>671</b>

BA Degrees Granted by the Department of Foreign Languages and Literatures  
(2007-2008 through 2011-2012)

2007- 2008	2008- 2009	2009-2010	2010-2011	2011- 2012
108	107	61	87	87

Course Enrollments

Total Enrollment in all FLL courses, 2011-2012:

Fall 2011:	4769
Winter 2012:	792
Spring 2012:	4153
Summer 2012:	243
Total:	9957

Course-by-course enrollments for 2011-2012 are provided in Appendix 3.16.

### 3.6. Study Abroad

In 1923 the University of Delaware established the nation's first program abroad, a Junior Year in Paris. Today, the Department sponsors or co-sponsors over twenty study abroad programs.

Winter session offerings include programs in Argentina, Brazil, Chile, China, Costa Rica, France (Caen), Germany, Greece, Italy (Siena), Martinique, Mexico, Panama, Spain (Granada) and Tunisia. Summer programs are offered in France (Paris), Italy (Naples), Japan (Kobe), and Spain (Granada and Salamanca). A sample winter session program brochure is provided in Appendix 3.17.

Five-week winter and summer session programs abroad are tailored to students at the elementary, intermediate, and advanced-intermediate levels. Students with this experience then often opt to study abroad for a full semester, and in a few cases, take advantage of an academic year abroad.

The Department sponsors fall semester programs in Argentina, France, Germany, Japan, and Spain, spring semester programs in Italy, Japan, and Spain. All our majors and minors are encouraged to avail themselves of these study abroad opportunities. See a sample program brochure in Appendix 3.18.

In 2011-2012, the Department sponsored 21 study abroad programs in which 397 students participated. A total of 20 FLL faculty members served as Program Directors, Co-directors, and Assistants. Every member of our faculty is dedicated to fostering these programs through recruitment, interviewing, and advising. For statistics on our study abroad programs see Appendix 3.19.

### 3.7. FLL Learning Outcomes and Assessment

Student learning outcomes for Foreign Language majors, along with a plan for assessment, were developed by the FLL Assessment Committee and endorsed by Department faculty. The FLL goals are presented on our Department's website, as follows:

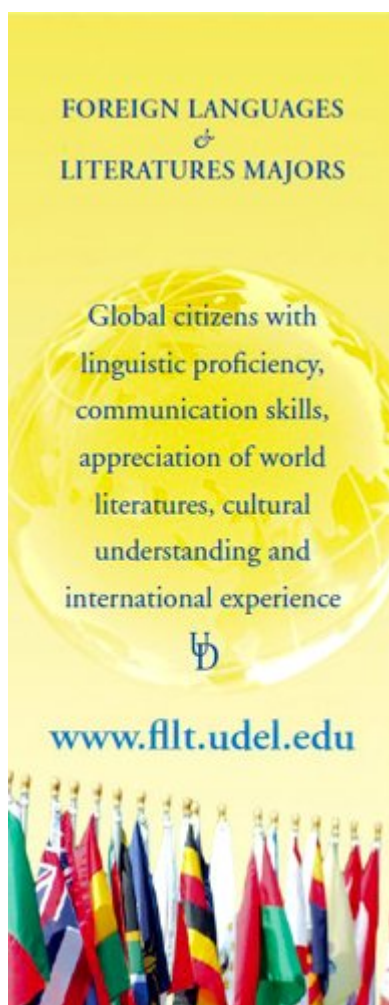
1. **Linguistic Proficiency / Communication Skills in the target language**  
Students will function in the target language (speaking, writing, listening, and reading).
2. **Cultural Understanding / International Experience**
  - a. Students will demonstrate understanding of cultural practices, products, and perspectives in the target culture(s).
  - b. Students will experience the target culture firsthand and reflect on their experience, thus gaining new perspectives on their own culture as well.
3. **Appreciation of World Literatures**  
Students will analyze and interpret literature in the target language.

These FLL goals are aligned with the University's ten General Education Goals, as follows:

<b>FLL LEARNING GOALS</b>	<b>GENERAL EDUCATION GOALS</b>
<p style="text-align: center;"><b>Linguistic Proficiency</b></p> <p>1. Students will function in the target language (speaking, writing, listening, and reading).</p>	<p>1. Attain effective skills in oral and written communication; use of information technology.</p> <p>3. Be able to work and learn both independently and collaboratively.</p>
<p style="text-align: center;"><b>Cultural Understanding</b></p> <p>2. a. Students will demonstrate understanding of cultural practices, products and perspectives in the target culture(s).</p> <p>2. b. Students will experience the target culture firsthand and reflect on their experience, thus gaining new perspectives on their own culture as well.</p>	<p>10. Develop an international perspective</p> <p>8. Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression</p> <p>7. Develop the ability to integrate academic knowledge with experiences that extend classroom boundaries</p> <p>9. Understand US society including the significance of its cultural diversity</p>
<p style="text-align: center;"><b>Appreciation of World Literatures</b></p> <p>3. Students will analyze and interpret literature in the target language.</p>	<p>5. Understand diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences</p> <p>2. Learn to think critically to solve problems</p> <p>4. Engage questions of ethics and recognize responsibilities to self, community, and society at large</p> <p>6. Develop intellectual curiosity,</p>

	confidence, and engagement that will lead to lifelong learning
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In addition, a description of the successful achievement of the FLL goals is given on the Foreign Languages and Literatures bookmark:



During the 2009-2010 academic year, FLL faculty were asked to post their course syllabi on the departmental website and to fill out an online survey indicating how their course objectives aligned with the departmental goals. Using the information collected, each language faculty constructed its own curriculum map, which formed the basis of its assessment report for 2010. A sample report and curriculum map are provided in Appendix 3.20.

Each language faculty is responsible for assessing its majors' success in achieving the FLL outcomes. This assessment is accomplished through the use of three rubrics developed by the



FLL Assessment Committee: an Oral Rubric, a Literature/Writing Rubric, and a Culture Rubric (see Appendix 3.21). Each language section applies these rubrics at the 200, 300, and 400 levels; the data, collected electronically, is subsequently analyzed by the language faculty at one of its monthly meetings. Results are discussed and plans are made for curricular improvements as needed. A sample report, illustrating analysis of data and utilization of results for curricular changes is found in Appendix 3.22.

### **3.8. Information about Student Quality and Achievements**

The quality of our students is demonstrated not only in the positive learning outcomes attested by our departmental assessments, but also in our students' outstanding performance in the research they conduct, the prizes and awards they garner, the advanced degrees they go on to pursue, and the successful careers they achieve.

#### Undergraduate Research

The Department's collaboration with the Honors Program also includes encouraging and supervising student research projects. Our students undertake a rich variety of projects and theses, which have recently included: Maria Ayllon's "Service Learning: Impact on Students' Cultural Awareness"; Rosie Seagraves's "Gendered Elements of the Spanish Honor Code in Golden Age Drama"; Shannon Marshall's "Turismo Alternativo en un pueblo magico: los efectos positivos y negativos del turismo en una comunidad indígena (Alternative Tourism in a Magic Town: the Positive and Negative Effects of Tourism in Cuetzalan, an indigenous community"; Jessica Marshall's "La cuestión indígena: La relación entre Cuetzalan y el gobierno federal de México (The Indigenous Issue: The Relationship Between Cuetzalan and the Mexican Federal Government)"; Maria Marquez's "Second Language Acquisition Barriers: Considering Lexicalization Barriers." Undergraduate researchers have presented papers at the Undergraduate Research Symposium on campus; some have also made presentations at other conferences.

Many FLLT courses carry a major research component. Faculty engage in one-on-one supervision for undergraduate research theses in independent study courses as well as research capstone courses. For example, capstone theses in Japanese include Brian Minch's 'Collectivism and Individualism in Japanese Society' and Nadine Patrick's 'The Role of Amae in the Fukushima Disaster'. Undergraduate students in Japanese have also presented papers at the Geis Student Research on Women conference, and will present a panel at the Mid-Atlantic Region Association of Asian Studies in 2013. Two undergraduate TAs who worked with our Foreign Language Education ePortfolio team made presentations of their work in a session at the 2012 national conference of ACTFL (American Council on the Teaching of Foreign Languages).

#### Student Prizes and Awards

The Department recognizes distinguished students through annual awards for excellence in each of the language areas. National Honor Societies in Classics, French, German, Japanese,

Russian, and Spanish induct meritorious students each year. Each language faculty also bestows individual awards, including the Theodore E. D. Braun French Undergraduate Student Award, the Janet Murdock Prize and the Sigma Delta Pi Book Award in Spanish, the Eugenia Slavov Memorial Scholarships in Russian and Italian, the Robert J. DiPietro Award in Italian, Sepp Hilsenrad and Marion E. Wiley Memorial Awards in German, the Sayo Kato Yotsukura Memorial Award in Japanese, and many others. The Foreign Language Education Program presents the Outstanding Student Teacher in Foreign Languages award.

Each year, FLL students are recognized by the University as they are named to prestigious honor societies such as Phi Beta Kappa and Phi Kappa Phi. Our students have won numerous extradepartmental awards, including Fulbright grants, Chinese Embassy Scholarship Awards, Confucius Institute Scholarship Awards, an International Rotary Scholarship, USTA Scholarships from the Austrian-American Educational Commission, and Middle Atlantic Council on Latin American Studies (MACLAS) Awards.

### Pursuit of Advanced Degrees

Outstanding FLL students often decide to pursue advanced degrees. We are pleased to note that they have been accepted into graduate programs at institutions such as: U Penn, U Mass, American U, Indiana U, Purdue, UC-Berkeley, Stanford, U Maryland, NYU, Columbia, CUNY, Penn State, Rutgers, Fairleigh Dickinson U, Fordham U, Bryn Mawr College, Middlebury College, Boston College, Johns Hopkins School of Advanced International Studies, and Harvard Law, as well as Sophia University (Tokyo), the University of Leicester (England), and the ECE (Ecole de Commerce, Lyon).

### Career Placement

Many FLL majors are now teachers in public and private schools in Delaware and the surrounding states, contributing importantly to the reputation Delaware foreign language programs enjoy in our region and nationwide. The excellent preparation of our Foreign Language Education majors is well-known; school districts from nearby states often contact us to solicit applications from our graduating students. We are pleased to note that one of our Italian Education graduates was named Teacher of the Year by the National Italian American Foundation in 2011. A number of FLL students have also gone on to teach English under the auspices of the Japanese government's Japan Exchange and Teaching (JET) program.

FLL students put their knowledge and skills to good use in a broad spectrum of other careers. These include positions in the foreign service, in foreign banks, in translation companies, commercial airlines, and libraries; graduates are employed in the public and private sectors in careers in such venues as the French Embassy in Washington, DC, and in companies such as DuPont, Phillips-Van Heusen, and Corning.

### **3.9. Advisement**

The Department offers advisement services to undergraduate students through faculty advisors, who counsel and mentor their advisees both in face-to-face meetings and via e-mail. At this time there are 25 faculty members serving as advisors for FLL majors, as well as 5 advisors assigned specifically to counsel FLL minors.

To ensure adequate student follow-up, faculty advisors hold an annual meeting with their advisees during the spring semester to review their progress towards graduation. This advisement process is now coordinated with the Undergraduate Academic Services of the College of Arts and Sciences, through the on-line advisement database better known as "Advisor Notes."

## **PART 4: STATEMENT OF THE PURPOSES, DEVELOPMENT AND PLANNING FOR GRADUATE STUDENTS**

### **4.1. Overview**

The Department of Foreign Languages and Literatures offers a Master of Arts Program with two concentrations, the Master of Arts in Foreign Languages and Literatures (MAFL) and the Master of Arts in Foreign Languages and Pedagogy (MAFLP). Our program provides students in both concentrations with the opportunity for professional growth in the areas of language proficiency, literature, culture, and pedagogy. Our unique program gives students the chance to explore and define their academic and career interests before pursuing a teaching career at the secondary level or embarking on a PhD program in either literature or second language acquisition. Ours is one of the few Master's programs in Foreign Languages in the US that offer students a major/minor option, with the possibility of pursuing studies in two languages—a significant advantage in today's competitive job market. Students who choose the single major (30 credits) and the major/minor option (36 credits) typically complete the MA program in four semesters. Those who elect the double major (42 credits) have an additional semester to complete their requirements. Minor fields include French, German, Spanish, Italian, Latin, Russian, Women and Gender Studies, and Applied Linguistics.

### **4.2. Curriculum and Size of Program**

Students in our MAFL (literature/culture) concentration take a minimum of eight courses in the target literature and/or culture. Our MAFLP (pedagogy) concentration is suitable both for those new to the field and for practicing teachers. It includes coursework in foreign language teaching methodology, syllabus design, second language testing, and technology-assisted learning, along with at least five courses in the target literature and culture. MAFLP candidates who elect our Teacher Certification Option (33 credits) complete all state-mandated teacher education coursework, plus a fifth semester devoted to supervised student teaching in a local school. The number of students electing each concentration fluctuates from year to year, but it is usually close to evenly divided. In 2012-2013, we had thirteen MAFLP students and seventeen MAFL students. Students are permitted to petition to switch concentrations. Typically, we have one or two MAFLP students per year who choose the teacher certification track.

### **4.3. Graduate Teaching Assistants**

Nearly all of our graduate students teach beginning foreign language classes in our department (SPAN, FREN or GRMN 105, 106 or 107), under close supervision by senior faculty members with proven pedagogical expertise. Most of the students team-teach courses with these experienced instructors, and even those who are given their own section to teach attend weekly meetings with their course coordinators and team teachers. In addition, all new teaching assistants attend a mandatory week-long departmental orientation in August, shortly before classes begin; at some of the orientation sessions, they are joined by the returning

teaching assistants. An introductory course in Language Teaching Methodology, FLLT 623, is required of all students serving as teaching assistants in our department.

#### **4.4. Funding of Students**

Graduate assistantships are awarded on a competitive basis: currently, 48 semesters of support are awarded each academic year, and they are distributed among the top applicants in the three languages. (One of our students receives her stipend from the College of Business and Economics, where she serves as an International Student Advisor). Graduate Assistants receive a full tuition scholarship, plus a monthly stipend for living expenses (the stipend amounts to \$16,500 per academic year; it will rise to \$16,650 in 2013-2014). They serve as teaching and/or research assistants; their workload can also include assignments in the Foreign Language Media Center or in our Foreign Language Writing Assistance Center. The Department also awards on a competitive basis a small number of Tuition Scholarships, which cover up to 100% of tuition costs. These typically are reserved for excellent students who are in-service teachers, or for certification-track MAFLP candidates who are completing their semester of student teaching.

#### **4.5. Study Abroad Opportunities**

Our Department has exchange programs with the Universities of Caen and Granada. One MA student per year is selected to spend a semester in Spain, while a second student is chosen to spend a full academic year in France; both exchange students teach English courses at the foreign sites. They may also take some courses towards the completion of their MA degree. The students who participate in the exchanges (who must be native speakers of English) all return to the US with enhanced cultural competence and increased proficiency in the target language.

When FLL-sponsored undergraduate winter session study abroad programs have high enrollments, our MA candidates are sometimes invited to accompany the group and serve as teaching assistants. In this way, some of our graduate students have had the opportunity to spend a month in Martinique or Spain, for example.

#### **4.6. Advisement and Mentoring**

Our graduate students benefit from small class size, close mentoring and individual attention from faculty. The students remark that they appreciate the supportive environment of our department. Our advisors, all tenured faculty members with strong publication records in top-tier peer-reviewed journals and university presses, provide academic and career advisement. MAFLP students have two advisors, one in literature/culture and one in pedagogy. We encourage our students to present their work at conferences, and we make them aware of funding opportunities for conference participation and summer research. This semester, five of our MA candidates have been invited to present papers at national professional conferences, and they have received funding for travel support from the UD Office of Graduate and Professional Studies, with matching funds from the Department.

We hold a workshop each fall for MA students contemplating applying to doctoral programs. Many of our graduates decide to pursue doctoral degrees: the MAFLP prepares students for PhD-level work in Spanish, French, German, or comparative literature, while the MAFLP prepares them for doctoral programs in the field of Applied Linguistics.

Before beginning the program, all new teaching assistants attend a three-day workshop to introduce them to the Department. They receive further instruction and mentoring in the methods course that almost all students take in their first semester (FLLT 623), and through the advice and guidance that they receive from their team-teachers, all experienced senior instructors.

All full-time graduate students are automatically members of the Foreign Languages and Literatures Association of Graduate Students (FLLAGS). The purpose of this organization is threefold: to build a sense of community among the Department's graduate students; to provide a forum for open discussion designed to improve the students' experience within the Department; and to serve as a vehicle for action in the interests of the Department's graduate students. Officers are elected at the beginning of each academic year with the exception of the chairperson, who is elected each spring. The chairperson of FLLAGS is also automatically appointed to the Graduate Studies Committee.

#### **4.7. Career Placement**

Our graduates have done exceptionally well in the job market. Most enter the teaching profession either directly after the MA, or after subsequent completion of a doctoral degree. Our MA graduates have been accepted into some of the nation's most prestigious doctoral programs (Yale University, the University of Pennsylvania, the University of California at Berkeley, the University of Virginia, Georgetown, Duke, Washington and Indiana Universities, and the University of Maryland, to name some recent examples) and have gone on to accept tenure-track positions at distinguished institutions that include the University of Pennsylvania, the University of California at Berkeley, and Princeton University. Many others choose to teach at the high school or middle school level. Regionally, our graduates are in great demand: the rigor of our pedagogical training is well known, and our graduates are uniformly successful in obtaining employment as language teachers. A smaller number go into the fields of educational consulting, international education and study abroad, student services, translation, and business. In a recent alumni survey, 92 % of the respondents said that our program was either "very effective" (63%) or "somewhat effective" (29%) in helping them gain the knowledge, skills, and abilities for professionals in their current field. Ninety-two percent of respondents indicated that they were currently employed, with an additional 6% of respondents indicating that they were unemployed but not seeking work.

#### **4.8. Diversity**

Our graduate program embraces diversity. As noted in Part 10 of this document, the department includes scholars and graduate students from the United States, Latin America,

Europe, Africa and Australasia. Our department's special relationship with the Université Antilles-Guyane has resulted in our training and graduating at least half a dozen MA students from Martinique, Guadeloupe and Dominica in the past five years. Furthermore, in recent years we have applied for and obtained three University-funded competitive Graduate Fellowships for minority (Latina) applicants. We regularly reach out to prospective students from underrepresented groups through recruitment via the McNair Scholars Graduate Fair and the National Names Exchange.

#### **4.9. Assessment**

We undertook a major Graduate Assessment effort in 2010 (the report can be found in Appendix 4.1). Our direct assessment measures were the MA Comprehensive Exams in French and Spanish; in German, a Graduate Writing Rubric was piloted to assess the term research papers of our MA candidates. The indirect measure used for the report was a Satisfaction Survey completed by all enrolled MA students (the results are included in the Assessment Report). While the results were on the whole positive and encouraging, we used these assessment measures to formulate a number of program improvement initiatives. We are happy to say that we have addressed (and either partially or fully resolved) every one of these issues, and that since the time of the Graduate Assessment, our efforts to implement program innovations and improvement have been energetic and unremitting. We have streamlined and clarified our online information for students (we still hope to undertake a department-wide website update). We eliminated a "fast-track" teaching certification option which had proved impractical. We committed to giving our MA students advance notice of course schedules, to help them plan their comprehensive exam preparation. Also in response to student demand, the Spanish faculty introduced a course in literary theory applied to canonical Spanish-language works; they have furthermore added a course on the Spanish Civil War in literature and film, as well as a course on the Spanish writer Carmen Martín Gaité. The Spanish MA examination was revised to give students greater latitude for concentrating on their areas of interest while also achieving breadth of knowledge. The French faculty devised an MA exam tracking tool to permit them to quantify exam results and to compare them from year to year. The German faculty revised its MA reading list to allow for greater flexibility and choice and to strengthen the selection of contemporary texts. The FLL Graduate Studies Committee has turned the Student Satisfaction Survey into an annual assessment, and we undertook in 2011-2012 two additional surveys: one to measure the satisfaction and career outcomes of our alumni from 2001-2010, and another to gauge the educational and professional needs of Delaware public school world language teachers, whom we would like to attract in greater numbers to our programs.

#### **4.10. Plans for the Future**

We are proud of our successes, but recognize that much work lies ahead. One of our priorities is enhancing the target language proficiency of MA students who are non-native speakers. In 2011 we received funding from the UD Offices of Educational Assessment and Graduate Education to assess our MA students' target language proficiency using the ACTFL Oral

Proficiency Interview. At that time we determined that virtually all of our students were at the Advanced Low level or above; some achieved Advanced Mid and Advanced High ratings. We would like to see more of our students achieve these higher ratings. To this end, we have implemented non-credit advanced writing and grammar courses for German and French MA candidates. All German non-native speakers take the German course; French students may be required to take the course if, after their first semester, faculty members identify a need for further writing and grammar practice. Thanks to a 2011 Graduate Innovation and Improvement Grant, awarded by the UD Office of Graduate and Professional Education, ten FLL faculty members participated in a weeklong OPI training session. Since that time, we have begun to use the OPI not only as a way to assess our students' progress, but also as an admissions tool, to be sure that applicants have the necessary oral proficiency in the target language to succeed in our program.

In 2008, our graduate program won a \$50,000 three-year Graduate Education Improvement Grant from the UD Graduate Office, to provide summer study opportunities for our MA students, including study abroad. With the grants we provided on a competitive basis (which generally ranged from \$2500-\$4000), our students were able to undertake study and service learning projects of their own design, that complemented and enriched their on-campus learning experiences. Once the grant ended, in 2010, we were unable to continue that beneficial program due to a major cut in our support budget. We are attempting at present to identify external funding sources for graduate research and study abroad.

Also in 2010, we lost to retirement a distinguished specialist in 19<sup>th</sup>-century French studies. Replacing this faculty member is a top priority for our graduate program. We would like to conduct a search for a scholar with interdisciplinary expertise (the person who retired specialized in literature and medicine, as well as literature and film) and to increase our interdisciplinary initiatives across the languages and across the College of Arts and Sciences. We added to our MA program a minor option in Women and Gender Studies in 2012, and we look forward to developing additional interdisciplinary offerings for our graduate students.

The 2010 Graduate Assessment Report is included as Appendix 4.1, while an adaptation of the same, recently written by Jorge Cubillos to include MAFLP program information, is included as Appendix 4.2.



## **PART 5: STAFFING OF THE DEPARTMENT**

### **5.1. Demographics**

The Department of Foreign Languages and Literatures is comprised of fifty-one full-time and twelve part-time faculty members on at least a one-year contract, and five staff members. This group includes forty-nine females and nineteen males. Forty of the full-time, six part-time faculty and four staff are Caucasian, two faculty and one staff are African-American, five full-time and three part-time faculty are Latino and four full-time and three part-time faculty are Asian. Counting the department chairperson, there are six full professors (three hold named professorships), nineteen associate professors, thirteen full-time and two part-time assistant professors (four of whom are tenure eligible), thirteen full-time and ten part-time non-tenure-track instructors, two professional staff and three salaried staff. Nine department members are between the age of thirty and thirty-nine, twenty are between the age of forty and forty-nine, twenty-seven are between the age of fifty and fifty-nine and twelve are between the age of sixty and sixty-nine. In general, the tenured and tenure-track faculty teach a three-two (or two-three) course load each academic year, while non-tenure-track faculty generally teach a four-four course load (see Section 7.3 for the FLL Workload Policy).

### **5.2. Use of supplemental faculty and/or TAs**

To meet the teaching needs of this large department, approximately ten supplemental (adjunct) faculty members are hired each fall semester and approximately nine are hired each spring. Elementary and intermediate (100-level) language courses are team-taught by these supplemental (adjunct) faculty members, who are normally partnered with instructors or graduate teaching assistants.

Graduate teaching assistants team-teach 100-level courses in French, German, and Spanish. These students receive training in FLLT 623-Theoretical and Practical Issues in Foreign Language Teaching (a required course) and are also supervised by the instructors who are their teaching partners, by the course coordinator and by the specific language's sequence supervisor (see Section 4.3).

In fall semester 2012, a total of 565 hours of 100-level instruction were offered in Arabic, Chinese, French, Greek, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish. Of those hours, 97 (approx. 17%) were taught by graduate teaching assistants; 71 (approx. 13%) were taught by supplemental faculty; 122 (approx. 22%) were taught by non-tenure-track faculty on temporary appointments.

### **5.3. Faculty and Staff Development and Training**

Our faculty and staff benefit from workshops offered by our Foreign Language Media Center, as well as from training sessions offered by IT's LearnIt@UD. These sessions are offered on a

regular basis, which allows faculty and staff members to choose a session that is compatible to their schedule.

Through seminars and workshops, the Center for Teaching & Assessment of Learning (CTAL) offers a variety of services to help faculty improve their teaching skills. They also offer multi-day pedagogical training sessions for new graduate teaching assistants. The CTAL will also customize training sessions to meet the needs of specific departments.

The Office of Human Resources' Employee Education and Development unit (EED) offers skill and career development programs to professional and salaried staff members. This office also counsels staff members on resume preparation and career changes to better use their skills.

#### **5.4. Faculty**

##### **Tenured Faculty:**

###### Professors:

Richard A. Zipser, PhD (Johns Hopkins), Chair and Professor: German.

Joan L. Brown, PhD (Pennsylvania), Elias Ahuja Professor: Spanish.

R. Gary Ferguson, PhD (Durham, England), Elias Ahjua Professor: French.

Annette L. Giesecke, PhD (Harvard), Professor: Ancient Greek and Roman Studies.

Monika Shafi, PhD (Maryland), Elias Ahuja Professor: German and Chair, Women and Gender Studies.

Bruno Thibault, PhD (Paris X) and PhD (Maryland), Professor: French.

###### Associate Professors:

Ali Alalou, PhD (California, Davis), Associate Professor: French.

Jianguo Chen, PhD (California, Davis), Associate Professor: Chinese.

Jorge H. Cubillos, PhD (Penn State), Associate Professor: Spanish.

Cristina Guardiola-Griffiths, PhD (California, Berkeley), Associate Professor: Spanish.

Rachael Hutchinson, DPhil (Oxford, England), Associate Professor: Japanese.

Gladys M. Ilarregui, PhD (Catholic University), Associate Professor: Spanish.

Nancy Nobile, PhD (Johns Hopkins), Associate Professor: German.

Meredith K. Ray, PhD (Chicago), Associate Professor: Italian.

Bonnie A. Robb, PhD (Bryn Mawr), Associate Chair and Associate Professor: French.

Laura A. Salsini, PhD (Indiana), Associate Professor: Italian.

Edgard W. Sankara, PhD (Texas, Austin), Associate Professor: French.

Cynthia Schmidt-Cruz, PhD (Wisconsin), Associate Professor: Spanish.

Alexander R. Selimov, PhD (Pennsylvania), Associate Professor: Spanish.

Deborah B. Steinberger, PhD (New York), Associate Professor: French and Comparative Literature.

**Tenure Eligible Faculty:**

Jesús Botello, PhD (Chicago), Assistant Professor: Spanish.  
 Ikram Masmoudi, PhD (Stendhal Grenoble I), Assistant Professor: Arabic.  
 Phillip Penix-Tadsen, PhD (Columbia) Assistant Professor: Spanish.  
 Haihong Yang, PhD (Iowa), Assistant Professor: Chinese.

**Continuing Non-Tenure Track Faculty:** (full-time)**Associate Professors:**

Persephone Braham, PhD (Pennsylvania), Associate Professor: Spanish  
 Hans-Jörg Busch, PhD (Leipzig), Associate Professor: Spanish.  
 Susan M. McKenna, PhD (Indiana), Associate Professor: Spanish.  
 Giorgio Melloni, PhD (Brown), Associate Professor: Italian.  
 Riccarda Saggese, PhD (Johns Hopkins), Associate Professor: Italian.

**Assistant Professors:**

Iris Busch, PhD (Leipzig), Assistant Professor: German and Spanish.  
 Lee T. Glen, PhD (Pennsylvania), Assistant Professor: Spanish.  
 Eynat Gutman, PhD (Delaware), Assistant Professor: Hebrew.  
 Cynthia Lees, PhD (Florida), Assistant Professor: French.  
 America Martinez, PhD (Illinois, Urbana-Champaign), Assistant Professor: Spanish.  
 Meghan McInnis-Domínguez, PhD (Pennsylvania), Assistant Professor: Spanish.  
 Mark Miller, PhD (Delaware), Assistant Professor: Japanese.  
 Asima F. X. Saad Maura, PhD (Pennsylvania), Assistant Professor: Spanish.

**Instructors:**

Ruth J. Bell, MA (Marquette), Instructor: Spanish.  
 Judy A. Celli, MA (Delaware), Instructor: French.  
 Donna Coulet du Gard, MA (Delaware), Instructor: French.  
 Carmen Finnicum, MA (Delaware), Instructor: Spanish.  
 Fatima Haq, MA (Delaware), Instructor: Spanish.  
 Stacey L. Hendrix, MA (Colorado State), Instructor: Spanish.  
 Chika Inoue, MA (Pennsylvania), Instructor: Japanese.  
 Crista J. Johnson, MA (Delaware), Instructor: Spanish.  
 Dora L. Marin, MA (Delaware), Instructor: Spanish.  
 Khalil Masmoudi, MA (Tunis, Tunisia), Instructor: Arabic.  
 Krystyna P. Musik, MA (Houston) and MA (Delaware), Instructor: Spanish.  
 Flora M. Poindexter, MA (Delaware), Instructor: French.  
 Elizabeth K. Thibault, MA (Maryland), Instructor: German.

**Continuing Non-Tenure Track Faculty:** (part-time)

Zhiyin Renee Dong, MBA (Auburn), Instructor: Chinese.  
 Chung-min Maria Tu, PhD (Georgia), Assistant Professor: Chinese.

**Temporary Faculty:** (full-time)

Julia Hulings, PhD (Bryn Mawr), Assistant Professor: Russian.

**Temporary Faculty:** (part-time)

Robert Corradetti, MA (West Chester), Instructor: Spanish.

Alberto Delgado, MA (Delaware), Instructor: Spanish.

Giuseppina Fazzone, MA (Delaware), Instructor: Italian.

Doris Manzano, MA (Delaware), Instructor: Spanish.

Basia Moltchanov, MA (Wilmington), Instructor: Spanish.

Roberta Morrione, MA (Milan, Italy), Instructor: Italian.

Ester Riehl, PhD (Ohio State), Assistant Professor: German.

Aurelia Rio, MA (Delaware), Instructor: Spanish.

Mutsuko Sato, MA (Delaware), Instructor: Japanese.

Lynn Sawlivich, PhD (Harvard), Assistant Professor: Ancient Greek and Roman Studies.

**Visiting Scholar:**

Angel Esteban, PhD (Granada), Visiting Professor: Spanish

Eduardo Segura Rodriguez (Granada), Visiting Professor: Spanish

**Professional Staff:**

Dorothy A. Galloway, Business Administrator I.

Thomas V. McCone, PhD (Delaware), Director, FL Media Center, and  
Assistant Professor: Spanish.

**Salaried Staff:**

Deandra L. Batts, Administrative Assistant II

Maria D. Gilson, Administrative Assistant II

Diane W. Parke, Administrative Assistant II

**Supplemental (Adjunct) Faculty:**

Natallia Cherashneva, MA (Delaware), Russian:

Odette Kugler, MA (Middlebury), French.

Loretta Lantolf, MA (Penn State), Spanish.

Vicenza Pastecchi Cockshutt, BA (Rome, Italy), Italian.

William Paulino, MA (Delaware), Spanish.

Karen Quandt, PhD (Princeton), French:

Robert H. Richards, III, LL.D (Harvard School of Law), Ancient Greek and Roman Studies.

Eric VanLuvanee, MA (Massachusetts, Lowell), Japanese.

Jennifer Waldburger Máthé, MA (Middlebury) and MEd (Pennsylvania), Italian.

## 5.5. Brief Biographies

### *Tenured Faculty*

#### Professors:

#### **Richard A. Zipser, (zipser@udel.edu)**

Richard Zipser, Professor of German, received his PhD from Johns Hopkins University in 1972. From 1969-1986 he taught at Oberlin College, where he chaired the Department of German and Russian from 1982-1986. He joined the UD faculty in 1986, as Chair of the Department of Foreign Languages and Literatures, a position he still holds. From 1985-1987 he was a member of the ADFL Executive Committee, serving as its President in 1987. During 1989-1990 he was Acting Associate Provost for International Programs at Delaware, while continuing to chair the FLL Department on a part-time basis. Throughout his career at Oberlin and Delaware, he has been a strong advocate of international and study abroad programs. His book publications include *Fragebogen: Zensur. Zur Literatur vor und nach dem Ende der DDR* and *DDR-Literatur im Tauwetter: Wandel–Wunsch–Wirklichkeit* (co-editor). His documentary memoir, *Von Oberlin nach Ostberlin: Als Amerikaner unterwegs in der DDR-Literaturszene* will be published in April 2013.

#### **Joan L. Brown, (jlbrown@udel.edu)**

Joan L. Brown, Elias Ahuja Chair of Spanish, received her PhD from the University of Pennsylvania in 1976 and has taught at UD since 1977. Her fields of research are contemporary Spanish literature and culture, the Hispanic literary canon, literature by women, and oral language acquisition. Current projects are an edited MLA volume in production, a scholarly book in development, and a fourth edition of a Spanish conversation textbook in development. She teaches courses from the 200 level through the 800 level. She serves as Chair of the departmental committee on promotion to professor and as a member of the University of Delaware Press board of editors; recent national service includes journal, book and promotion reviews and AATSP liaison to the MLA.

#### **R. Gary Ferguson, (ferguson@udel.edu)**

Gary Ferguson, Elias Ahuja Professor of French, received his PhD from the University of Durham (UK) in 1989 and has taught at UD since 1989. His fields of research are medieval and early modern French literature and culture, in particular the history of religion, women's writing, and gender and queer studies. His most recent book is *Queer (Re)Readings in the French Renaissance: Homosexuality, Gender, Culture* and his current projects include a study of stories of same-sex marriage in early modern Europe. He teaches courses in literature, civilization, composition, and advanced grammar. He currently serves on the board of editors of UD Press and as the Vice-President of the Société française d'étude du seizième siècle.

#### **Annette L. Giesecke, (alg@udel.edu)**

Annette Giesecke, Professor of Ancient Greek and Roman Studies, received her PhD from Harvard University in 1992 and has taught at UD since 1998. Her fields of research are: ancient

attitudes towards the natural environment, the gardens of Greece and Rome, utopianism in the Classical world, epic poetry, and Greek tragedy. Her publications include *The Epic City: Urbanism, Utopia, and the Garden in Ancient Greece and Rome* and (as editor and contributor) with Naomi Jacobs, *EARTH PERFECT? Nature, Utopia, and the Garden*. Current projects are *The Mythology of Plants: Botanical Myth in Ancient Greece and Rome*. She teaches courses in ancient Greek and Latin language and literature as well as Classical civilization. From 2004 she has served as Chair of Undergraduate Studies and Chair of the Ancient Greek and Roman Studies Faculty, and since 2011 has been a member of the Steering Committee of the Society for Utopian Studies.

**Monika Shafi, (mshafi@udel.edu)**

Monika Shafi, Elias Ahuja Professor of German, received her PhD from the University of Maryland in 1986 and has taught at UD since 1986. Her fields of research are German Literature of the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century. Her most recent publications include a monograph entitled *Housebound: Selfhood and Domestic Space in Contemporary German Fiction*, as well as articles in peer-reviewed journals and edited collections. Current projects include an invited submission to an edited collection on masculinity as well as research on issues of aging and also on the representation of work in contemporary German literature. She teaches courses in German literature at the 400/600 level as well as graduate courses. Currently, she is in her second 5-year term as Chair of the Department of Women and Gender Studies.

**Bruno Thibault, (thibault@udel.edu)**

Bruno Thibault, Professor of French, received two PhDs from the University of Paris-Ouest and the University of Maryland in 1984 and in 1986. He has taught at UD since 1987. His fields of research are contemporary French literature, civilization and film. His publications include *J.M.G. Le Clézio et la métaphore exotique* (2009) and *Danièle Sallenave et le don des morts* (2004). His current research includes two book-length projects on contemporary French literature. He serves as editor-in-chief of “Les Cahiers Le Clézio” and as review editor for “Nouvelles Etudes Francophones”.

**Associate Professors:**

**Ali Alalou (alalou@udel.edu)**

Ali Alalou, Associate Professor of French and FL Pedagogy, received his PhD from the University of California, Davis in 1996 and has taught at UD since 2000. His fields of research are French linguistics, pedagogy, sociolinguistics, and Afro-Asiatic linguistics. His publications include articles on pedagogy, Francophonie, and Afro-Asiatic linguistics. His forthcoming second year textbook is entitled *Portail de la Francophonie*. He also co-published *The Butter Man*, a children’s book. His current research projects include studies of language conflicts and language planning in Francophone North Africa. Professor Alalou teaches courses in French linguistics and methods of foreign languages. Currently he serves the Department as the Sequence Supervisor of French language courses, Chair of the French Faculty, and member of the Undergraduate Studies Committee and the Foreign Language Education Advisory Committee.

Professor Alalou is board member of both DeCTFL and World Language Teacher Leader Network of Delaware.

**Jianguo Chen (chenjia@udel.edu)**

Jianguo Chen, Associate Professor of Chinese, received his PhD from the University of California, Davis in 1995 and has taught at UD since 2002. His fields of research are: 20<sup>th</sup> century Chinese literature, contemporary Chinese writers, Chinese cultural and film studies, and comparative literary studies with focus on critical theory. His publications include *The Aesthetics of the Beyond: Phantasm, Nostalgia, and the Literary Practice in Contemporary China*. He serves as Chair of the Chinese Faculty and co-director of the Confucius Institute.

**Jorge H. Cubillos (cubillos@udel.edu)**

Jorge H. Cubillos, Associate Professor of Spanish and Foreign Language Pedagogy, received his PhD from The Pennsylvania State University in 1992 and has taught at UD since 1992. His fields of research are foreign language assessment, applications of technology to the teaching and learning of foreign languages, and study abroad. His publications include *Temas* (textbook for Introductory Spanish), *Siempre Adelante* (textbook for Intermediate Spanish), and *Spain in Perspective* (textbook for culture courses taught abroad). Current projects are *Charlemos* (textbook for advanced conversation) and research on hybrid instructional models (combining face-to-face with online delivery). He teaches courses in Foreign Language Pedagogy and Spanish; he serves as Sequence Supervisor for Spanish, as Faculty Senator at the College of Arts and Sciences Faculty Senate, and he served for four years on the Board of Directors of NECTFL (The Northeast Conference on the Teaching of Foreign Languages).

**Cristina Guardiola-Griffiths (cmgm@udel.edu)**

Cristina Guardiola-Griffiths, Associate Professor of Spanish, received her PhD from the University of California, Berkeley in 2002, and has taught at UD since 2001. Her fields of research are medieval and early modern Spain. She has published *Legitimizing the queen: propaganda and ideology in the reign of Isabel I of Castile*, and contributed to numerous peer-reviewed publications. She is currently translating the 15<sup>th</sup> century narrative, *Grisel y Mirabella*, and is writing on medicinal cosmetics in medieval early modern Iberia. She teaches language, literature, conversation, and culture. Currently, she serves as guest editor for a critical cluster for the Iberian medieval journal *La corónica*.

**Rachael Hutchinson (rhutch@udel.edu)**

Rachael Hutchinson, Associate Professor of Japanese, received her DPhil from the University of Oxford in 2000 and has taught at UD since 2007. Her fields of research are Japanese literature, film, manga and videogames. Her publications include *Nagai Kafū's Occidentalism: Defining the Japanese Self* (author), *Representing the Other in Modern Japanese Literature* (co-editor), and articles on Kurosawa Akira, Tezuka Osamu, and Namco Bandai. Current projects include *Negotiating Censorship in Modern Japan* (editor). She teaches courses in Japanese language, translation, literature, film and visual culture. Currently, she serves as Chair of the Japanese Faculty.

**Gladys M. Ilarregui (gladys@udel.edu)**

Gladys Ilarregui, Associate Professor of Spanish, received her PhD from the Catholic University of America in 1995 and has taught at UD since 2001. Her fields of research include: women in colonial Latin America, human rights and Latin American literature, Latin American literature in the political context, Latin American poetry, and early writers of the New World. She teaches courses from the 200 level to the 800 level on colonial Latin America, as well as Latin American Interdisciplinary courses. She is Spanish faculty representative on the Graduate Studies Committee and serves on committees for Latin American Studies, Global Studies, and the Nucleus Program.

**Nancy Nobile (nobile@udel.edu)**

Nancy Nobile, Associate Professor of German, received her PhD from Johns Hopkins in 1993 and has taught at UD since 1992. Her fields of research are 19<sup>th</sup> century German literature, as well as contemporary German fiction. Her publications include *The School of Days: Heinrich von Kleist and the Traumas of Education*, articles on Kleist, Rousseau, and on the contemporary writers Jenny Erpenbeck and Judith Hermann. She is currently writing about the role of formal structure in Kleist's dramas. Dr. Nobile teaches courses in German literature and culture at the 200 through the 800 levels. She has served as Chair of the German Faculty since 2008.

**Meredith Ray (mkray@udel.edu)**

Meredith Ray, Associate Professor of Italian, received her PhD from the University of Chicago in 2002 and has taught at UD since 2003. Her fields of research are early modern Italian literature, early modern science, and gender studies. Her publications include *Writing Gender in Women's Letter Collections of the Italian Renaissance*. Current projects are *Women, Scientific Culture, and Literary Discourse in Early Modern Italy*. She teaches courses in Italian language, Medieval and Renaissance literature and culture, and contemporary fiction. Currently she serves as Chair of the Italian Faculty and is a member of the FLL Undergraduate Studies and Executive Committees and the College of Arts and Sciences Committee on Arts and Public Events (CAPE). Outside the university she serves on the Executive Committee of the Society for the Study of Early Modern Women (SSEMW) and is the Italian Track Director for the Sixteenth Century Studies Society and Conference (SCSC).

**Bonnie A. Robb (brobb@udel.edu)**

Bonnie Arden Robb, Associate Professor of French, received her PhD from Bryn Mawr College in 1985. Her fields of research are French literature of the eighteenth century, with special emphasis on women writers, and pedagogy. Her publications include *Félicité de Genlis: Motherhood in the Margins* and articles on the works of Diderot, Graffigny, and Genlis, as well as on foreign language pedagogy. She is currently at work on a study of religious apology in the eighteenth century. She teaches courses in French literature, especially literature of the Enlightenment, as well as courses in foreign language teaching methods and in French for business. She serves as Associate Chair of the Department and as Coordinator of Foreign Language Teacher Education.



**Laura A. Salsini (lsalsini@udel.edu)**

Laura Salsini, Associate Professor of Italian, received her PhD from Indiana University in 1995 and has taught at UD since 1997. Her fields of research are nineteenth- and twentieth-century Italian literature. Her publications include *Addressing the Letter: Italian Women Writers' Epistolary Fiction*. Current projects are two books: *A Female Voice: Italian Women Writers Narrate Their Lives*, and *Fare l'italiana: Female Identity in Italian Literature and Cinema*. She teaches courses in language, literature, and conversation. She has served as Chair of the Italian Faculty, and on many committees and peer reviews.

**Edgard Sankara (esankara@udel.edu)**

Edgard Sankara, Associate Professor of French/Francophone studies, received his PhD from the University of Texas-Austin in 2002 and has taught at UD since 2005. His fields of research are autobiography, colonialism, reception studies, and postcolonial studies including Sub-Saharan (Francophone) Africa as well as the French Caribbean. Recent publications include *Postcolonial Francophone Autobiographies: From Africa to the Antilles*. He has served as Chair of the French Faculty.

**Cynthia Schmidt-Cruz (csc@udel.edu)**

Cynthia Schmidt-Cruz, Associate Professor of Spanish, Portuguese, and Latin American and Iberian Studies, received her PhD from the University of Wisconsin-Madison in 1981 and has taught at UD since 1993. Her field of research is contemporary Latin American narrative and culture, in particular short story, literature of exile, and crime fiction. Her publications include the monograph *Mothers, Lovers, and Others: The Short Stories of Julio Cortázar* and the edited book *Crisis in Buenos Aires: Women Bearing Witness*. Her current project deals with contemporary Argentine crime fiction. She teaches courses in Latin American literature and civilization, Portuguese language, and Brazilian culture. From 2010-2011 she served as Acting Chair of the Department of Foreign Languages and Literatures, from 2007-2010 as Director of Programs for Undergraduate Enrichment, and from 2003-2006 as Director of the Latin American Studies Program.

**Alexander R. Selimov (ale@udel.edu)**

Alexander Selimov, Associate Professor of Spanish, received his PhD from the University of Pennsylvania in 1996 and has taught at UD since 1991. His fields of research are Spanish and Latin American literature and culture of the 18th and 19th and 20th centuries, cultural studies, and literary theory. His publications include a book on 19<sup>th</sup>-century Spanish theater and articles on 19th-century Cuban poetry and the Mexican romantic novel. He teaches courses in Spanish and Latin American literature and culture, Russian literature, culture and cinema, literary theory, and discourse analysis. He serves as President of the College of Arts and Sciences Faculty Senate and Chair of Spanish Faculty.

**Deborah Steinberger (steind@udel.edu)**

Deborah Steinberger, Associate Professor of French and Comparative Literature, received her PhD from New York University in 1994 and has taught at UD since 1994. Her field of research is seventeenth-century French literature; areas of special interest within this field are theater,

journalism, and writing by women. Her publications include critical editions of dramatic and epistolary works by Françoise Pascal, articles on the *Mercure Galant* (an early French newspaper) and a book chapter on teaching writing by early modern women. Current projects are a book on the *Mercure Galant* and an article about Huguenot conversion narratives. She teaches courses in French literature, conversation, composition, and a French acting workshop. Currently she serves as the department's Director of Graduate Studies.

***Tenure Eligible Faculty:***

**Jesús Botello (jbotello@udel.edu)**

Jesús Botello, Assistant Professor of Spanish, received his PhD from the University of Chicago in 2011 and has taught at UD since 2012. His fields of research are: Spanish Golden Age prose, intersections between literature and politics, the Spanish Habsburgs, theories of orality and writing, and military history. His publications include "Cervantes, Felipe II y la tecnología de la escritura" and "Barataria, un cruce de caminos: entre la oralidad y la escritura." Current projects focus on a study of material culture in Cervantes' works. He teaches courses in Medieval and Golden Age literature.

**Ikram Masmoudi (masmoudi@udel.edu)**

Ikram Masmoudi, Assistant Professor of Arabic, received her PhD from the Université Stendhal Grenoble III in 1996 and has taught at UD since 2008. Her fields of research are Arabic language and literature. Her publications include a translation of the Iraqi novel *Beyond Love* by Hadiya Hussein, as well as articles on migration in the works of Haqqi and Salih, and on women in Iraqi literature. Her current project is a book-length study in which she explores realities of war and occupation in Iraqi fiction. She teaches courses in Arabic language, literature, and conversation. Currently she serves as Chair of the Arabic Faculty.

**Phillip Penix-Tadsen (ptpt@udel.edu)**

Phillip Penix-Tadsen, Assistant Professor of Spanish, received his PhD from Columbia University in 2009 and has taught at UD since fall 2010. His field of research is contemporary Latin American cultural studies. He has published work in journals including *Latin American Research Review* and *Ciberletras*. His current project is a book-length study of the simulation of Latin American culture in popular video games. He teaches courses in Latin American cultural studies and literature, as well as Spanish language courses. Among other service commitments, he currently serves as University Faculty Senator for the Department and Transfer-of-Credit Officer for the Spanish section.

**Haihong Yang (hyang@udel.edu)**

Haihong Yang, Assistant Professor of Chinese, received her PhD from University of Iowa in 2010 and has taught at UD since 2011. Her fields of research are pre-modern Chinese women's literature and culture, comparative studies of Chinese and British women's literature, and gender studies. Her publications include a research article and several translated works. She teaches courses in Chinese language, literature and civilization.

***Continuing Non-Tenure Track Faculty:***

**Associate Professors:**

**Persephone Braham (braham@udel.edu)**

Persephone Braham, Associate Professor of Spanish and Latin American and Iberian Studies, received her PhD from the University of Pennsylvania. She teaches Latin American literatures and cultures and has also served as faculty director of the Latin American & Iberian Studies Program (2009-2012). She is the author of *Crimes Against the State, Crimes Against Persons: Detective Fiction in Cuba and Mexico*. She has published numerous articles on Latin American and Caribbean literature, and her current book project is *From Amazons to Zombies: Monsters in Latin America*. She teaches upper-level courses on Hispanic literatures and cultures with an emphasis on gender and cultural studies, media, and Caribbean literatures and cultures.

**Hans-Jörg Busch (leipzig@udel.edu)**

Hans-Jörg Busch, Associate Professor of Spanish, received his PhD from the University of Leipzig (Germany) in 1985 and has taught at UD since 1991. His fields of research are Spanish grammar and language teaching. His publications include an Advanced Spanish textbook entitled *Depende* and a Phonetics and Phonology textbook. Both books are used at the University of Delaware and in other universities and colleges. He has also published various articles about Spanish grammar and language teaching in the US and abroad. Current projects include a comprehensive monographic book about the Spanish subjunctive. He teaches courses in advanced Spanish language and phonetics/phonology. Currently he serves as Scheduling Officer of the Department. He also served many years as Senator of the College of Arts and Sciences and the University Faculty Senate. Currently he is an officer of the UD Faculty Senate and member of its Executive Committee. He is an active member of the AATSP and presents regularly at national conferences.

**Susan McKenna (smckenna@udel.edu)**

Susan McKenna, Associate Professor of Spanish, received her PhD from Indiana University in 1996 and has taught at UD since 1993. Her fields of research are nineteenth-century Spanish narrative and the Spanish Civil War. Her publications include *Crafting the Female Subject: Narrative Innovation in the Short Fiction of Emilia Pardo Bazán*. Current projects are an examination of the journals and private letters of American playwright Barrie Stavis and his relationship to the Spanish Civil War and a transnational reading of the Galdós novel *Misericordia*. She teaches courses in language, literature and culture. From 2008 to the present she has served on the College of Arts and Sciences Educational Affairs Committee.

**Giorgio Melloni (mellonig@udel.edu)**

Giorgio Melloni, Associate Professor of Italian, received his PhD from Brown University in 1998 and has taught at UD since fall 2010. His fields of research are 19<sup>th</sup> and 20<sup>th</sup> century Italian and European literature and the Italian cinema. He has published in such journals as *Strumenti*

*critici, Lingua e Stile, Il Lettore di Provincia, Bollettino'900, La questione romantica, Intersezioni, Italica, and Rivista di studi italiani.* Current projects include a book on Federigo Tozzi and a book on Alessandro Manzoni. He teaches courses in Italian language, literature, conversation, composition, civilization, and cinema. In 2011-2012, he served as faculty advisor to Italian minors and in 2010-2011 he was transfer-of-credit officer for the Italian Program.

**Riccarda Saggese (rsaggese@udel.edu)**

Riccarda Saggese, Associate Professor of Italian, received her “laurea” in Philosophy from the University of Naples in 1973 and her PhD in Italian Literature from Johns Hopkins in 2000 and has taught at UD since 1992. Her fields of research and publication are medieval history, nineteenth-century and contemporary Italian literature, and language pedagogy. Her current project is a textbook for beginner-intermediate students of Italian. Her publications include the book *Momenti medievali*, the textbook *Easy Italian Reader*, the Testing Program and Companion Website for the textbook *Percorsi*, and the *Big Green Book of Italian Verbs* (with Katrien Christie); she also developed a reading assistant program for Italian 205. She teaches Italian language and literature courses at all levels and has served as director and co-director of the winter session program in Siena for many years and in Naples for two years. She mentors the “Circolo Italiano,” advises majors and oversees the Italian tutoring service. She is also a supervisor of the Italian 100-level sequence, a course coordinator, a grade book manager and a transfer credit officer.

**Assistant Professors:**

**Iris Busch (beuren@udel.edu)**

Iris Busch, Assistant Professor of German and Foreign Language Pedagogy, received her PhD from the Universität Leipzig/Germany in 1995 and has taught at UD since 1991. Her fields of research are semantics and foreign language acquisition at the elementary and middle school levels. Her publications include three thematic units for the middle school curriculum, and various articles in national publications for foreign language pedagogy (*Die Unterrichtspraxis* and *Learning Languages*). Current projects are a fourth thematic unit for German and the redesign of an existing unit for elementary Spanish. She teaches courses in elementary, intermediate and advanced German, Foreign Language Pedagogy and elementary Spanish. From 2004-2012 she has been serving on the Assessment Committee, the FLEAC Committee, the Executive Committee, the German-American Federation Committee of the department and in the *Kinder lernen Deutsch* Steering Committee of the AATG. She is the Delaware representative of the National Network for Early Language Learning (NNELL).

**Lee Glen (lglen@udel.edu)**

Lee Taylor Glen, Assistant Professor of Spanish, received her PhD from the University of Pennsylvania in 1990 and has taught at UD since 1995. Her fields of research are 19<sup>th</sup> and 20<sup>th</sup> century Spanish Peninsular Literature and Comparative Literature, and Pedagogy. She teaches courses in language, literature, and composition. From 2001-2004 and from 2008-2010 she served as a University Supervisor for student teachers in the Foreign Language Education program. She also served as one of the first faculty mentors in the McNair Scholars Program.

**Eynat Gutman (eynat@udel.edu)**

Eynat Gutman, Assistant Professor of Hebrew, received her PhD in Linguistics from the University of Delaware in 1999 and has taught at UD since 2001. Her fields of interest and research include language pedagogy and Israeli film. She has published in the area of comparative linguistics. She teaches courses in Hebrew language, as well as Israeli culture. Currently, she serves on the FLL Undergraduate Studies Committee, the Jewish Studies Executive Committee, and the Arts and Sciences Faculty Senate.

**Cynthia Lees (clees@udel.edu)**

Cynthia Lees, Assistant Professor of French and Foreign Language Education, received her PhD from the University of Florida in 2006 and has taught at UD since fall 2006. Her fields of research and publication are North American French literature and the literature of Atlantic Canada. Current projects include a book on Francophone literature of New England. She teaches courses in language, literature, conversation, composition, and pedagogy. She is serving until 2014 as a Senator in the College of Arts and Sciences Faculty Senate.

**América Martínez (aml@udel.edu)**

América Martínez, Assistant Professor of Spanish and Latin American Studies, received her PhD in Comparative Literature (English, French, Spanish) from the University of Illinois at Urbana-Champaign in 1976 and has taught at UD since 1990. Her publications include a companion workbook to the Spanish language textbook, *Siempre adelante*; a translation of a book of poems, *The Glass Book*; and interviews and a book review. She is co-founder, managing editor and web master of the biannual professional journal Delaware Review of Latin American Studies which has been publishing articles on all aspects of Latin American society, culture and history since December 1999. She teaches courses in Spanish literature, conversation, and culture and civilization. She has been the Spanish Minor Advisor since August 2006.

**Meghan McInnis-Dominguez (mmd@udel.edu)**

Meghan McInnis-Dominguez, Assistant Professor of Spanish, received her PhD from the University of Pennsylvania in 2006 and has taught at UD since 2006. Her fields of research are Medicine and Literature, Early Modern Spanish novel, and Colonial Historiographic texts. In addition to articles in those areas, she is currently at work on a book-length project on the healer figure in Early Modern and Colonial Spanish texts. She teaches courses in Spanish language, literature, culture, and composition. Currently she serves as the editor of the department's newsletter, *the Polyglot*.

**Mark Miller (markm@udel.edu)**

Mark Miller, Assistant Professor of Japanese, received his PhD from the University of Delaware in 1992 and has taught at UD since 1986. His fields of research are methods of teaching second languages and the measurement of oral proficiency. He teaches courses in Japanese language and culture. Currently, he serves on the assessment committee for the department. He is also the transfer-of-credit officer, tutoring supervisor, minor advisor, and 100-level sequence supervisor for Japanese. He has directed six study abroad programs to Kobe, Japan since 2004.

**Asima F. X. Saad Maura (asaadmau@udel.edu)**

Asima F. X. Saad Maura, Assistant Professor of Spanish, received her PhD from the University of Pennsylvania in 1999, and has taught at UD since 2008. Her research interests include Transatlantic Studies (16<sup>th</sup> century to present), all levels of Spanish Grammar and Composition, and Spanish for Heritage Speakers. She has published three critical editions as well as a number of journal articles and reviews. At present she is preparing an anthology of literary representations of New York written by Spanish, Latin American and Caribbean authors, and another of materials from the Latin American Pre-Colonial & Colonial Periods to the late 19th century including literary representations by 20<sup>th</sup> and 21<sup>st</sup> century writers. She recently received a grant from UD's Information Technology-Academic Technology Services to develop a series of short audiovisual grammar lectures (Clasecitas), an idea she presented at ATS's 2012 Summer Faculty Institute. She teaches all levels of literature and grammar courses, serves as student adviser, and is an active member of the editorial board of the Delaware Review of Latin American Studies, UD's refereed scholarly journal.

**Maria Chungmin Tu (mariatu@udel.edu)**

Maria Chungmin Tu, Assistant Professor of Chinese, received her PhD from University of Georgia in 1997 and has taught at UD since 2003. Her fields of research are comparative literature, comparative philosophy, Chinese pedagogy, Chinese philosophy, modern Chinese women's literature, and literary criticism. Current research projects include the translation of a full-length book entitled *A Journey Beyond Death: Dialogues between a Contemporary Zen Master and His Disciples*, and the revision of a book manuscript: *Beautiful Waves: Chinese Philosophy and Gilles Deleuze*. She teaches courses in Chinese literature, conversation, calligraphy, and language.

**Instructors:****Ruth Bell (rbell@udel.edu)**

Ruth Bell, Instructor of Spanish, received her MA from Marquette University in 1977 and has taught at UD since September 1987. In addition to teaching elementary and intermediate Spanish, she has served as the Spanish 106 Course Coordinator from 2000-2004 and from 2007 to the present.

**Judy Celli (celli@udel.edu)**

Judy A. Celli, Instructor of French, received her MA from the University of Delaware in 1986 and has taught at UD since 1987. Her publications include *An Anthology of Nineteenth-Century French Short Fiction*. She teaches courses in French language. Currently she serves as Course Coordinator for French 107 and moderator of the university chapter of the French Honor Society, Pi Delta Phi.

**Donna Coulet du Gard ([dcdugard@udel.edu](mailto:dcdugard@udel.edu))**

Donna Coulet du Gard, Instructor of French, received her MA from the University of Delaware in 1989. She teaches 100- and 200-level French courses and serves as Course Coordinator for French 106. In addition, she is the faculty advisor to the French Club.

**Renée Zhiyin Dong ([rdong@udel.edu](mailto:rdong@udel.edu))**

Renée Zhiyin Dong, Instructor of Chinese, received her MA from the University of Delaware in 2009 and her MBA from Auburn University in 2000. She has taught at UD since 2001. Her fields of research are psycholinguistics, second language acquisition, and language pedagogy. Her current projects include her dissertation on real-time second language processing of syntax. She teaches courses in Chinese language and serves as the placement advisor for Chinese students in the department.

**Carmen Finnicum ([camy@udel.edu](mailto:camy@udel.edu))**

Carmen Finnicum, Instructor of Spanish, received her MA from the University of Delaware in 1992 and has taught at UD since 1992. She teaches courses in Spanish language, conversation, grammar and composition. From 2003-2009, she served as Spanish Teaching Assistant Observer. In addition, she has directed or co-directed six study abroad programs to Spain, Costa Rica, Chile and Panama.

**Fatima Haq ([fatima@udel.edu](mailto:fatima@udel.edu))**

Fatima Haq, Instructor of Spanish, received her MA from the University of Delaware in 1998 and has taught at UD since 1998. She teaches courses in Spanish grammar, language, and composition.

**Stacey Hendrix ([staceym@udel.edu](mailto:staceym@udel.edu))**

Stacey Hendrix, Instructor of Spanish, received her MA from Colorado State University in 1997 and has taught at UD since 1998. Her fields of interest include multicultural awareness in educational settings and interdisciplinary instruction. She teaches Spanish 100-level Spanish courses, as well as grammar and composition courses at the 200 level. She has served as New Student Orientation advisor to incoming FL majors for the University Honors Program and as faculty presenter for the Governor's School for Excellence annually.

**Chika Inoue ([cinoue@udel.edu](mailto:cinoue@udel.edu))**

Chika Inoue, Instructor of Japanese, received her Certificate of Advanced Studies (ABD) from University of Pennsylvania in 1998 and has taught at UD since 2002. Her fields of research are second language acquisition and sociolinguistics. Current projects are achieving Masters Level in calligraphy and the translation of calligraphy textbooks for classroom use. She teaches courses in language, grammar and composition, conversation, and Japanese calligraphy. Currently, she is placement officer for Japanese and serves on the selection committee for study abroad programs.

**Crista Johnson (cristaj@udel.edu)**

Crista Johnson, Instructor of Spanish, received her MA from the University of Delaware in 1988 and has taught at UD since 1988. She teaches courses in Spanish language, grammar, and composition and serves as FLL Placement Advisor and SPAN105 Course Coordinator.

**Dora Marin (dmarin@udel.edu)**

Dora L. Marin, Instructor of Spanish, received her MA from Universidad Surcolombiana, Colombia, in 2000 and from University of Delaware in 2004, and has taught at UD since 2005. She teaches courses in Spanish language at the 100 and 200 levels. Currently, she serves as the SPAN107 Course Coordinator, and as the Spanish Teaching Assistant Observer.

**Khalil Masmoudi (khalilm@udel.edu)**

Khalil Masmoudi, Instructor of Arabic, received his MA from the University of Sfax, Tunis, and has taught at UD since 2006. He teaches courses in Arabic language and culture, and serves as director of the Tunisia study abroad program.

**Krystyna P. Musik (krystyna@udel.edu)**

Krystyna Musik, Instructor of Spanish, received her MA in Latin American Literature from the University of Houston in 1975 and a second MA in English as a Second Language from the University of Delaware in 1996; she has taught at the University of Delaware since 1984. She teaches SPAN 105, SPAN 106, SPAN 107, and SPAN 205 (conversation), as well SPAN 307 (culture) and SPAN 306 (conversation) for study abroad. She has directed a study abroad program every year since 2003.

**Flora Poindexter (florap@udel.edu)**

Flora Poindexter, Instructor of French, received her undergraduate degree from the University of Paris VIII and her MA from UD. She teaches French classes at the 100 and 200 levels. She frequently directs the winter session program in Martinique, which she helped design. Committed to promoting diversity at UD, she is a member of the FLL Minority Affairs Committee. She has been tutoring coordinator for French for many years, guest speaker in several schools, and organized a French Club for children ages eleven to fourteen at the Newark Center for Creative Learning.

**Lisa Thibault (lisat@udel.edu)**

Lisa Thibault, Instructor of German, received her MA from the University of Maryland in 1977 and has taught at UD since 1987. She teaches courses in German language, conversation and culture. She occasionally teaches courses in French language, conversation and culture. Currently she serves as Sequence Supervisor of the 100-level German courses and as Coordinator of German 105, 106, and 107. She also serves as electronic gradebook manager for all three 100-level German courses. She supervises the teaching assistants.



***Temporary Faculty (full-time):*****HULINGS, Julia (hulings@udel.edu)**

Julia Hulings, Assistant Professor of Russian, received her PhD from Bryn Mawr College in 2002 and has taught at UD since 2001. Her fields of research include the late 19<sup>th</sup> century and early 20<sup>th</sup> century short story, particularly within the movements of Realism and Naturalism, and the culture of the Russian peasant before and after the abolition of serfdom. She teaches courses in language, literature, and culture at all levels. She currently serves as adviser to the university Russian Club and to the local chapter of Dobro Slovo, the National Slavic Honor Society, as well as serving on the Undergraduate Studies Committee.

***Temporary Faculty (part-time):*****Robert Corradetti (robertoc@udel.edu)**

Robert Corradetti, Instructor of Spanish, received his MA from West Chester University in 1979 and has earned many graduate level credits from the University of Delaware. He has taught at UD since 2006. His field of research is Spanish language instruction. He teaches courses in language and conversation. In 2010 he chaired the Committee to Promote Foreign Language Study Abroad Programs and from 2008 to 2012 he has organized sessions to teach interview preparedness to student teachers of foreign languages.

**Alberto Delgado (adelgado@udel.edu)**

Rafael Alberto Delgado, Instructor of Spanish, received his MA from the University of Delaware in 2005 and has taught at UD since 2005. He teaches courses in Spanish language. Since 2011 he has served as coordinator of the summer study abroad program in Granada, Spain.

**Giuseppina Fazzone (geppina@udel.edu)**

Giuseppina Fazzone, Instructor of Italian, received her MA from the University of Delaware in 1996 and has taught at UD since 1993. She teaches courses in Italian language and culture both at UD and in Italy. Since 2003 she has served as Course Coordinator of Italian 105. She is the organizer of the Italian Honors Day Ceremony and has served as director of many study abroad programs to Italy.

**Doris Manzano (mbigurra@udel.edu)**

Doris Manzano, Instructor of Spanish, received her MA from the University of Delaware and has taught at UD since 2007. She has served as director or co-director of numerous study abroad programs, developing Websites for each country visited.

**Basia Moltchanov (basia@udel.edu)**

Basia Moltchanov, Instructor of Spanish, received her MA from Wilmington University in 2003 and has taught at UD since 2004. She serves as study abroad director for the First Year Experience study abroad programs, which are designed for freshmen only.

**Roberta Morrione (robimor@udel.edu)**

Roberta Morrione, Instructor of Italian, received her MA from Università degli Studi di Milano in 1990 and has taught at UD since 1998. She teaches 100-level courses in Italian.

**Ester Riehl (eriehl@udel.edu)**

Ester Riehl, Assistant Professor of German, received her PhD from the Ohio State University in 1997 and has taught at UD since 2001. She teaches courses in German language, literature, conversation, and composition. In 2010 and 2011 she led the Department's winter session study abroad program in Bayreuth, Germany.

**Aurelia Rio (aureliar@udel.edu)**

Aurelia Rio, Instructor of Spanish, received her MA from the University of Delaware in 2003 and has taught at UD since 2003. She teaches courses in Spanish language and conversation at the 100 and 200 levels. She is currently a PhD candidate at Temple University.

**Mutsuko Sato (msato@udel.edu)**

Mutsuko Sato, Instructor of Japanese, received her MA from the University of Delaware in 2001 and has taught at UD since 2002. In addition to teaching courses in Japanese at the 100 and 200 levels, she currently serves as director of the Department's study abroad program in Kobe, Japan.

**Lynn Sawlivich (lsaw@udel.edu)**

Lynn Sawlivich, Assistant Professor of Classics, received his PhD from Harvard University in 1991 and has taught at UD since 2009. His fields of research are pedagogy and historiography. He teaches courses in Greek and Latin language and literature. Current projects involve outreach to the state education community, including organizing the Delaware Latin Workshop. He serves as President of the Delaware Classical Association and on the Board of Directors of the Classical Association of the Atlantic States.

***Visiting Scholars:*****Ángel Esteban (aesteban@udel.edu)**

Ángel Esteban, Visiting Professor of Spanish, received his PhD from University of Granada, Spain in 1989 and has taught at UD since 2003. His fields of research are Latin American and Spanish literature. His publications include 44 books and 165 articles. Current projects are a novel and a book about globalization and technologies in current Latin American literature. He teaches courses in Spanish literature, conversation, and civilization.

**Eduardo Segura Rodriguez**

Eduardo Segura Rodriguez, Visiting Professor of Spanish, received his PhD from University of Granada, Spain. He is currently teaching three advanced Spanish courses for FLL's program in Spanish.

***Professional Staff:*****Dorie Galloway (dorie@udel.edu)**

Dorie Galloway is Assistant to the Department Chair (Business Administrator I). An employee of UD since August 1984, she came to the Department in 1987. Her primary responsibilities include monitoring the fiscal affairs of the Department, assisting the Chair with operational and administrative matters, supervising unit employees, and ensuring the implementation of personnel policies and procedures.

**Thomas McCone (tmccone@udel.edu)**

Thomas McCone, Director of the Foreign Language Media Center and part-time Assistant Professor of Spanish, received his PhD from the University of Delaware in 1994 and has taught at UD since 1985. His fields of research are second language acquisition and the use of technology in the teaching of foreign language. His publications include a workbook ancillary to the *Siempre Adelante* textbook published by Heinle and Heinle. Current projects include the use of iPad in the foreign language classroom and Web-based language instruction. He teaches courses in Spanish Conversation and in Technologically Enhanced Language Learning. Currently, he serves on the Foreign Language Pedagogy Committee and the Foreign Language Technology Committee, in addition to performing all administrative tasks related to the Foreign Language Media Center, including the management of its budget.

***Salaried Staff:*****Deandra Batts (dlbatts@udel.edu)**

Deandra L. Batts, Administrative Assistant II, began work at UD in 2008 as Senior Secretary in our Department. Her primary responsibilities include entering the schedule of courses for our department into UDSIS, coordinating FLL course evaluations, processing Change of Academic Plan forms, and assigning advisors for all majors and minors. Her other responsibilities include compiling student-friendly course descriptions, updating course requirement sheets, and assisting the Department Chair, faculty and students with administrative requests.

**Maria Gilson (mariag@udel.edu)**

Maria Gilson, Administrative Assistant II, joined the Department in 2002 after working for twelve years as a data coordinator at a private high school. Prior to that she had taken classes at Brandywine College and worked for a major corporation as an Administrative Secretary and Business Coordinator. She was promoted to Senior Secretary in the fall of 2004, then to Administrative Assistant II on July 1, 2012. Her current duties include assisting the Institute for Global Studies with FLL Study Abroad Programs, maintaining the Annual Gift Giving Report, reviewing and processing FLL Certificates, and providing Cognos Reports as needed. She also assists with Assessment reports in Sakai, orders supplies for the Department, and provides assistance to the Department Chair and Assistant to the Chair, as assigned.

**Diane W. Parke (dparke@udel.edu)**

Diane Parke, Administrative Assistant II, began work at UD in 2001 as Secretary in our Department. Since that time, she was promoted to Senior Secretary, then to Administrative Assistant II in July 2012. Her primary duties consist of assisting the Director of Graduate Studies with many aspects of student applications, admissions, funding, and contracts. Her other responsibilities include ordering course books, supervising work-study assistants, submitting bi-weekly payroll information and maintaining office equipment. Diane has volunteered as the Department's Wellness Representative for the past seven years and the United Way Campaign representative for the past several years.

***Supplemental Faculty:*****Natallia Cherashneva (Natallia@udel.edu)**

Natallia Cherashneva, Adjunct Instructor of Russian, received her MA from the University of Delaware in 2011 and has taught at UD since 2011. Her fields of research are second language acquisition and bilingualism/trilingualism. Current projects include instruction using multimedia and study of accent reduction. She teaches courses in Russian language at the 100, 200, and 300 levels.

**Anthony Ciuffetelli (ciuf@udel.edu)**

Anthony Ciuffetelli, Adjunct Instructor of Spanish, received his MA from University of Delaware in 1995 and has taught at UD since 2000. He teaches 100-level courses in Spanish language.

**Odette Kugler (okugler@udel.edu)**

Odette Kugler, Adjunct Instructor of French, received her MA from Middlebury in 1994 and has taught at UD since 1997. She taught at Wilmington Friends School from 2004-2009. At UD, she teaches 100-level French courses and has directed or co-directed several UD programs abroad to Caen and Martinique. She has supervised student teachers since 2011.

**Loretta Lantolf (lantolf@udel.edu)**

Loretta A. Lantolf, Adjunct Instructor of Spanish, received her MA from the Pennsylvania State University in 1972 and has taught at UD part-time since 1990. During her 25 years of teaching at St. Elizabeth High School she was a co-operating teacher for more than a dozen UD student teachers.

**Daniel Lees (dlees@udel.edu)**

Daniel E. Lees, Adjunct Assistant Professor of Latin, received his PhD from the Pennsylvania State University in 1970 and has taught at UD since spring 2007. His fields of research are Percy Bysshe Shelley, American Literature, and Classical Mythology. His publications include "Being Sisyphus: The Mythological Basis of Connell's 'The Most Dangerous Game,'" in *Critical Engagements: A Journal of Criticism and Theory*. He is currently working on a study of Shelley's "Mont Blanc." He teaches Latin language courses and is currently serving as a graduate student mentor.

**Jennifer Máthé (jmathe@udel.edu)**

Jennifer Waldburger Máthé, Adjunct Instructor of Italian, is ABD from University of Pennsylvania since 2002. She earned her MS from the University of Pennsylvania in 1992 and her MA from Middlebury College in 1991, and has taught at UD since 2006. She translated and edited the 2008 edition of *Exploring Italian*, published by EMC. She teaches courses in Italian language.

**Vincenza Pastecchi (vpast@udel.edu)**

Vincenza Pastecchi, Adjunct Instructor of Italian, received her Degree in Education from Istituto Magistrale G. Caetani, Rome, Italy and attended a course in testing and methodology at UD. She has taught Italian at UD since 1996 and been assistant director of many study abroad programs in Italy.é

**William Paulino (bpaulino@udel.edu)**

William Paulino, Adjunct Instructor of Spanish, received his MA from University of Delaware in 2008 and has taught at UD since 2009. His fields of research are foreign language pedagogy, Spanish literature and teaching English as a Second Language. He teaches courses in Spanish language.

**Karen Quandt (kquandt@udel.edu)**

Karen Quandt, Adjunct Assistant Professor of French, received her PhD from Princeton University in 2011 and has taught at UD since 2012. Her fields of research are 19<sup>th</sup>-century French poetry, intersections between literature and painting, landscape aesthetics, and ecocriticism. She has a forthcoming article on the problematics of text and image in Victor Hugo and Eugène Delacroix, and her current research project examines the representation of landscape in 19<sup>th</sup>-century French romantic poetry.

**Robert H. Richards III (rhriii@udel.edu)**

Robert Richards III, Adjunct Instructor of Classics, received his LLB (equivalent of the JD degree that subsequently replaced it) from Harvard Law in 1962 and has taught at UD since 2005. His fields of research are ancient Roman history and civilization.

**Eric VanLuvanee (ericv@udel.edu)**

Eric VanLuvanee, Adjunct Instructor of Japanese, received his MA from the University of Massachusetts Amherst in 2005 and has taught at UD since 2010. His MA thesis was entitled "Demystifying Creation Myths, a Translation and Analysis of Uehashi Nahoko's Seirei no Moribito." His fields of research are Japanese fantasy literature, Japanese-English translation, and adaptation of kanji into the modern Japanese language. He teaches courses in language, culture, literature, and translation. Currently he serves as co-director of the Kobe study abroad program and the Japanese faculty coordinator of the language partner program.

## **PART 6: FACULTY AND STAFF DEVELOPMENT**

### **6.1. Mentoring of Young Faculty in Research and Teaching**

Each new tenure-track faculty member is assigned a faculty mentor in the first month of his/her employment at UD. Our mentoring program, which was initiated in the early 1990s, was one of the first at UD and has been highly effective over the years. Currently, Monika Shafi serves as mentor for Ikram Masmoudi, Alexander Selimov for Phillip Penix-Tadsen, Jianguo Chen and Cynthia Schmidt-Cruz for Haihong Yang, and Joan Brown for Jesús Botello. The Chair assists in the mentoring of all untenured faculty and checks periodically with mentors and mentees to make certain the program is functioning as it should. As a result of our hiring and mentoring practices, we have had a perfect record as regards promotions to associate professor with tenure since the current Chair's arrival at UD.

### **6.2. Support for Faculty Travel to Conferences**

Despite the fact that our supplies and expenses budget has been reduced by more than \$30,000 in recent years, we consider it important to continue providing funds for professional travel. For the current fiscal year, the Chair has designated \$27,000 to be used for this purpose. Preference in the allocation of our travel support funds is given to requests from faculty members 1) who are presenting a paper at a major conference or professional meeting; 2) who have definite rather than tentative commitments—i.e., an accepted paper or an invitation to speak; 3) who are tenured or on tenure-track appointment. Faculty members who are on continuing non-tenure-track or temporary appointment are also eligible for funding. However, due to the contraction of our support budget, funding is only available for faculty who are presenting papers, not for those who are chairing sessions, participating in panel discussions or workshops, etc.

Using the above criteria, the Chair is able to fund faculty members for a portion of the cost for one conference up to a maximum of \$900. If possible, some additional reimbursement may be provided for participation in a second conference. For an international conference being held outside of North America, total reimbursement generally does not exceed \$1,200 per faculty member in the current fiscal year. The Chair encourages faculty members to apply for supplemental travel grants from other internal sources, such as the College of Arts and Sciences and the Institute for Global Studies.

### **6.3. Training Activities for Faculty and Staff**

Our faculty and staff benefit from workshops offered from time to time by our Foreign Language Media Center, as well as training sessions offered by the Research Office and by IT Support Services. These sessions are offered on a regular basis, which allows faculty and staff members to choose a session which is compatible to their schedule.

## **PART 7: RESEARCH AND SCHOLARLY PRODUCTIVITY OF THE DEPARTMENT**

### **7.1. Evidence of Faculty/Professional Staff Productivity**

Our department has a strong commitment to research and scholarly activity, evidenced by the fact that we have one named Chair in Spanish as well as two named professorships in Spanish and French. Joan Brown holds the Elias Ahuja Chair in Spanish, while the named professorships are held by Monika Shafi in German and Gary Ferguson in French. In recent years several of our faculty members have been singled out to receive the University Excellence in Teaching Award, the College of Arts and Sciences Outstanding Teacher Award, the University Advisement Award and the College of Arts and Sciences Outstanding Advisement Award.

Members of our faculty have published 72 scholarly books in the period under review, including 32 original research monographs, 21 edited collections, 15 textbooks and 3 book-length translations. The majority of these books were published with established academic presses such as the MLA Press, SUNY Press, Routledge, University of Virginia Press, Bucknell University Press, University of Toronto Press, and the University of Delaware Press, as well as Ashgate, Camden House, Rodopi, and other specialized presses such as the Center for Hellenic Studies. Faculty published 102 articles in refereed journals, 63 chapters in edited books, and numerous book reviews in prestigious journals, as well as entries in critical bibliographies, encyclopedias and other reference works. Demonstrating creative vision, faculty members have also written original volumes of poetry, co-authored a children's book, written forewords to new translations of literary works, and published many translations of short stories and poetry.

Analyzing this data, we are gratified to see that the number of book-length projects has risen dramatically since the last review, suggesting that faculty members are devoting more time and effort to major research projects. It is also noteworthy that some of the research articles were written by non-tenure track faculty, who have no scholarship component to their official workload but who strive to maintain active programs of research and publication.

Tenured and tenure-track faculty act as editors and reviewers for journals on foreign language and literature; review book manuscripts for academic presses; serve on editorial boards for both print and online journals; examine MA and PhD dissertations from other universities around the world; and publish syllabi and pedagogical articles based on their teaching experience. Non-tenure track faculty have created on-line courses for distance education programs; reviewed textbooks; moderated online scholarly journals; and published workbooks, testing manuals, translations, and articles on teaching methodology.

Our faculty members actively participate in conferences at the regional, national and international levels. We develop ties to scholars in other countries through participation in international symposia and workshops as well as through faculty exchange with the University of Granada, Spain, and Xiamen University, China. Our faculty members have held visiting positions and fellowships at universities such as Trinity College Dublin; the University of

Pennsylvania; Université Paris 13, Université Jean Monnet - Saint Étienne, and the Université Rennes 2 – Haute Bretagne. Faculty also cooperate with foreign embassies and institutions that provide training for our teachers, such as the Herder Institute in Leipzig and Xiamen University in China, as well as the Goethe Institutes and Confucius Institutes of those countries and the Chambre de Commerce et d'Industrie de Paris, France.

On campus, we are increasingly involved in interdisciplinary research groups, with particular ties to the Institute for Global Studies, the Center for Global and Area Studies, Women and Gender Studies, the Center for Material Culture Studies, the Game Studies Research Group, and the research cluster 'Hemispheric Dialogues: Interrogating Social Justice in the Americas'. Faculty have received research funding from the Interdisciplinary Humanities Research Center to establish new areas of study, most recently in Games Studies, working together with faculty from Communications and Computer Science.

The high level of faculty research is shown by the fact that tenured and tenure-track faculty have received funding from the National Endowment for the Humanities as well as the Delaware Humanities Forum, the Renaissance Society of America, the International Council of Delaware, the Folger Institute, and Houghton-Mifflin Company. Faculty have also been awarded the University of Delaware Global Partnership Award, as well as General University Research grants and ePortfolio Grants from the College of Arts and Sciences and Center for Teaching and Assessment of Learning. Faculty in our Chinese program have also attracted over \$1.5 million in federal funding to establish summer institutes and a Governor's School for Excellence in China.

Our faculty show commitment to education not just at the university level but also at the K-12 level, devoting time and energy to the NCTA (National Consortium for Teaching about Asia), taking high school students to China, running STARTALK summer programs for early language learning, volunteer teaching on foreign language and culture in regional schools, and meeting with Governor Markell to discuss a strategic plan for language instruction in elementary schools. Faculty represent the state of Delaware on the National Network for Early Language Learning and the National Consortium for Teaching about Asia, and are active members of scholarly groups such as the Delaware Council on the Teaching of Foreign Languages, the Delaware Valley Teachers of Japanese, Delaware Department of Education World Languages Task Force, and the Delaware Classical Association.

Our department has a strong investment in undergraduate research, with many FLLT courses carrying a major research component. Faculty members engage in one-on-one supervision for undergraduate research theses in independent study courses as well as research capstone courses. Undergraduate students in Japanese have presented papers at the Geis Student Research on Women conference, and will present a panel at the Mid-Atlantic Region Association of Asian Studies in 2013. The high quality of our students is shown in their acceptance into prestigious graduate programs such as the MA at Sophia University, Tokyo; the PhD at Yale, UPenn, UC Berkeley, UC Riverside, University of Virginia, and Rutgers; and postdoctoral positions at Haverford College. Some of our former students are now Assistant Professors at the Defense Language Institute Foreign Language Center at Monterey, the



University of Vermont, and the University of California Berkeley. Others are teaching in the public school system, some as part of service learning (e.g., teaching 4th and 5th grade Spanish at West Park Elementary School in Newark DE). Still others are teaching abroad, for example in the Japanese English Teachers (JET) program or the French Embassy's Teaching Assistant Program in France.

Overall, our faculty members demonstrate commitment not just to their own research and teaching, but to that of colleagues both here and abroad, as well as former and current students.

## **7.2. External Research Funding**

Sources and amount of research funding secured by our faculty members include the following:

American Association of Teachers of Spanish and Portuguese: \$500  
 Houghton-Mifflin Company: \$1,500  
 Humanities Forum: \$15,000 for African Americas Project  
 International Council of Delaware: \$5,000  
 National Endowment for the Humanities Fellowship: \$50,400  
 National Endowment for the Humanities Summer Research Stipend: \$6,000  
 Penn Humanities Forum/Mellon Regional Faculty Fellowship: \$3,000  
 Renaissance Society of America: \$2,000

Our colleague in Chinese, Jianguo Chen, deserves special mention for securing over \$1.5 million in federal funding to establish NSLIY (National Security Language Initiative for Youth) summer institutes and a Governor's School for Excellence in China, which he co-directed with Maria Tu. The funding was awarded by the US Department of State, as follows:

\$303,500 for summer institute (2012)  
 \$290,500 for summer institute (2011)  
 \$237,420 for summer institute (2010)  
 \$225,350 for summer institute (2009)  
 \$250,000 for UD Governor's School for Excellence (2008)  
 \$217,000 for UD Governor's School for Excellence (2007)

## **7.3. Faculty Workload Policy**

The policy below, approved by the Department on May 19, 2004, will next be reviewed under the new Chair in the 2013-14 academic year.

WORKLOAD POLICY, FLL  
 (Revised: May 19, 2004)

#### PRELIMINARY OBSERVATIONS

All faculty are expected to satisfy the University's general service expectations, as stipulated in the Faculty Handbook (Section IV. C.3, "Expectations of All Faculty").

Faculty Evaluation/Merit Assessment Option for Summer Work: In accordance with Section F.III.4 of the Faculty Handbook, both continuing non-tenure track and tenure-track faculty on 9-month academic appointments may request, but cannot be required, to include participation in a summer program of sponsored or unsponsored scholarship and research in the annual faculty evaluation. When it is an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program. Since all tenured and tenure-track faculty are expected to use the summer months for research, those who do not elect the "Summer Option" are not by default choosing to do less research during the summer or to de-emphasize the importance of scholarship in their overall contribution to the University.

A professor wishing to apply for the summer research option must submit a written proposal to the Chair during the annual planning meeting. The request must be documented as follows: a statement of the research and scholarship program, its expected results, and its duration. The Chair may approve or disapprove the proposal based on its content, its appropriateness for the faculty member's workload, and/or the department's needs and priorities. Those who wish to renew this option must submit a new request each year.

A professor may propose a summer research program of one, two, or three months, each of which would alter the proportions assigned to all workload components. An approved summer research program cannot influence workload assignments during the fall and spring academic semesters, and a faculty member with an approved summer program may not teach for compensation during the period of the summer research program or carry out other activities inconsistent with the approved program.

In the administration of faculty workload, the Department shall abide by the conditions established in the current AAUP Collective Bargaining Agreement and by the policies established by the Faculty Handbook approved by the University Faculty Senate. All questions about workload shall be decided with reference to those documents.

The Department may modify its Workload Policy at any time according to procedures outlined in the Faculty Handbook.

This workload policy will be provided to prospective new faculty members when an offer of appointment is made.

## TENURED AND TENURE-TRACK FACULTY

### General Statement

Although full-time tenured and tenure-track members of the faculty are required to teach only during the spring and fall semesters, the Faculty Handbook (III.A.1) makes clear that the responsibilities of these faculty members do not cease during other times of the year. In particular, it is expected that the summer months will be used “for reading, study, research and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation.”

In accordance with section III.F.3 of the Faculty Handbook, all tenured and tenure-track faculty members are “expected to make a balanced contribution to the University” in their teaching, scholarship, and service activities.

By offering students a wide range of courses, study abroad programs, and pedagogical technologies, members of the Department make vital contributions to the educational mission of the University. While all FLL members are expected to support and enhance such activities, scholarship forms an equally vital component of our and the University’s mission. As the Faculty Handbook stipulates, research and publication must be “a significant part of each faculty member’s total contribution as a member of the academic community.”

### Typical Teaching Expectations

All tenured and tenure-track faculty members are expected to advise students and to participate in other teaching-related duties such as attendance at department functions, participation in curricular planning, and student recruitment.

As stated in the 2002-2005 Collective Bargaining Agreement (Article 11.9), “12 credit-contact hours . . . per week per semester constitutes a 100% workload for the semester for the academic year. Assignment of a workload of other credit-contact hours per week . . . per semester will be prorated as a percentage of workload for the semester.” As the Faculty Handbook (III.3) states, the Department Chair will “administer” the teaching load for tenured and tenure-track faculty to stimulate their research and to help them meet scholarship and publication requirements, including the requirements for promotion and tenure.

The typical administered teaching load for tenured and tenure-track faculty is three 3-credit courses per week one semester and two 3-credit courses per week the other semester in any given academic year. Thus, these activities typically constitute 62.5% of a faculty member’s total workload. These administered loads are subject to further variations as described in the section below.

Faculty members who hold named or chaired professorships have a typical administered teaching load of 12 credit-contact hours per year, subject to the further variations described below.

### Variations from the Typical Administered Teaching Workload

#### **Extraordinary Service:**

Faculty members who serve the Department in especially demanding capacities (for example, Director of Graduate Studies) will have their administered teaching load reduced.

#### **Non-Classroom Teaching:**

In the case of independent studies, special problems, undergraduate and graduate theses, and other kinds of non-classroom teaching, the Chair will abide by the provisions set forth in the Collective Bargaining Agreement (Article 11.9 and 11.9, footnote 3).

#### **Advisement:**

As stipulated in Article 11.9, footnote 3 of the Collective Bargaining Agreement, thirty full-time undergraduate advisees are equivalent to 1/2 credit-contact hour of teaching.

#### **Emphasis on Scholarship:**

The Chair may approve a faculty member's request for a temporary reduction in teaching load and assign the appropriate administered teaching load if, in his/her judgment, it is likely that this would help the faculty member to meet a critical publication deadline or otherwise contribute in a significant way at a crucial moment of research, writing or publication.

For faculty members whose annual reviews testify to an exceptionally strong scholarly record (as evidenced by sustained high achievement in several areas such as refereed publications, external grants, prizes, journal editorship/advisory board membership, invited lectures), the Chair may approve a request to administer teaching duties to 4 courses (12 credit-contact hours) per academic year.

Faculty receiving a course reduction to assist them in their research efforts will not be permitted to do overload teaching during the fall and spring semesters.

#### **Emphasis on Teaching:**

A tenured faculty member wishing to give further emphasis to the teaching component of his/her workload may request teaching duties in excess of the typical administered load.

For tenured faculty members whose research or creative productivity has been low and who are not actively engaged in scholarship and publication, the Chair will assign one or more extra courses per semester beyond the typical administered load. The Chair has discretion in making this determination. In general, low research productivity is defined as the failure to do either of the following in any consecutive four-semester period: (a) publish (or have accepted for publication or for dissemination in some other appropriate print or electronic form) any

scholarship or relevant creative work of high merit; or (b) demonstrate active research and composition on a project of high merit.

Note: this variation of the typical administered workload may not be applied to Assistant Professors.

Ad hoc faculty review committee: In the event that the teaching or service component of a faculty member's workload is increased because of low research productivity, the faculty member may request a review of his/her research quality and productivity, and the Chair will appoint an ad hoc committee for that purpose. The composition of the review committee is as determined by the Chair and its recommendation will be advisory. Alternately, the Chair may appoint such a committee in the absence of any request from a faculty member. In all cases, the faculty member will have the opportunity to submit evidence deemed appropriate to the committee's task. The recommendation(s) of the ad hoc committee are advisory; the Chair has final responsibility for any change in a faculty member's workload.

### **Typical Research Expectations**

The production of original scholarship and its publication or presentation is an essential component of faculty workload. Faculty members must therefore disseminate, on an ongoing basis, the results of their research by writing articles, books, preparing critical editions, publishing textbooks based on pedagogical findings, giving papers at professional meetings, and/or engaging in other activities as described in the Department's promotion and tenure document.

On an academic-year basis, scholarship typically constitutes 27.5% of the administered workload. This percentage may fluctuate depending on factors such as the "Merit Assessment Option for Summer Work" or extraordinary service assignments.

### **Typical Service Expectations**

Each member of the faculty is expected to serve the Department, College, University, profession, and broader community in ways best suited to the faculty member's talents and the needs of the Department, College, and University. As noted above, all faculty are expected to satisfy the University's general service expectations, as stipulated in the Faculty Handbook (Section IV. C.3, "Expectations of All Faculty"). Additionally, tenure-track and tenured faculty may also be involved in other kinds of service to the Department, College, University, and/or profession, and/or broader community.

Such service to the Department, College, and University is usually comprised of committee, smaller administrative and/or special assignments and is expected of all faculty members as a normal part of their workload. Service to the profession may include consultation, editorial services, offices held, organizing sessions at professional meetings, etc. Following are some examples of service to the community: consultation; membership on civic committees, boards,

commissions; appearances before community groups, state, national, and international organizations, etc. Such activities typically constitute 10% of a faculty member's administered workload. The Chair will make every effort to assign service duties equitably.

### **Variation from the Typical Service Expectations**

Assistant Professors on the tenure-track: In order to help these faculty members establish their teaching and focus on research, the Chair will not assign them any major service duties during their first year on the faculty.

Note: A rare exception to this would occur when a new Assistant Professor is hired to a position requiring administrative responsibilities (e.g., Sequence Supervisor). In such a case, the Chair will make an extra effort not to assign any additional service duties.

Further, the Chair will endeavor to keep the service assignments of tenure-track Assistant Professors comparatively light during their first 4 years on the faculty.

## **NON-TENURE-TRACK FACULTY**

### **Typical Teaching Load**

For non-tenure-track faculty, workload is typically constituted as 100% teaching and teaching-related activities. Activities related to teaching consist of such assignments as student advisement, development of courses and course materials, and serving as advisor to honor societies and language clubs. The maximum teaching load shall not exceed twelve credit-contact hours per week per semester during the academic year.

### **Variations from the Typical Teaching Load**

1. Those faculty wishing to include scholarship and/or non-teaching-related service in their workload may request this of the Chair; if approved, this shall result in a reduction of the teaching load or overload compensation and, additionally, consideration in the annual evaluation. Faculty receiving a course reduction to assist them in their research efforts will not be permitted to do overload teaching during the fall and spring semesters.
2. Supervision of student teachers is a teaching activity; such supervision replaces one of the faculty member's regular courses or, alternatively, is compensated as an overload. Supervising six student teachers is considered the equivalent of teaching a 3-credit course.
3. Service beyond the general University "umbrella" of expectations is not typically expected of continuing non-tenure-track faculty; however, if/when continuing non-tenure-track faculty are assigned any additional service activities, it shall be recognized

as part of their workload according to the same formulas used to recognize the service activities of tenure-track faculty. The Chair will ensure that non-tenure-track faculty are credited at the same rate for their service contributions as the tenured and tenure-track faculty; any given service responsibility counts for the same percentage of total workload effort, whether it is being provided by a non-tenure-track faculty member or a tenured/tenure-track professor.

**Non-Classroom Teaching:** In the case of independent studies, special problems, undergraduate and graduate theses, and other kinds of non-classroom teaching, the Chair will abide by the provisions set forth in the Collective Bargaining Agreement (Article 11.9 and 11.9, footnote 3).

**Advisement:** As stipulated in Article 11.9, footnote 3 of the Collective Bargaining Agreement, thirty full-time undergraduate advisees are equivalent to 1/2 credit-contact hour of teaching.

#### **7.4. Analysis: relation between research productivity, faculty workload, teaching, and support of graduate students**

Graduate students in the Department of Foreign Languages and Literatures are an integral part of our teaching and research mission. In their role as Teaching Assistants, graduate students form a bridge between faculty and undergraduate students, team-teaching 100-level language classes under the supervision of senior faculty instructors. Teaching Assistants enable faculty to more efficiently deliver course content by managing film screenings, managing course resources through Course Reserves in the library, participating in online course delivery through Sakai (for example by responding to student blogs or managing forum discussion threads) and so on. Graduate teaching assistants are given individual support and supervision by senior faculty instructors in the department. TAs who are given the responsibility of teaching their own section attend weekly meetings with their course coordinators and team teachers. All new teaching assistants attend a mandatory week-long departmental orientation in August, while an introductory course in Language Teaching Methodology, FLLT 623, is required of all students serving as Teaching Assistants in our department.

In the role of Research Assistant, graduate students are assigned to individual faculty members who need help with major research projects. RAs may be employed for varying numbers of hours per semester depending on faculty needs. RAs enable faculty to conduct research in a more efficient manner, by undertaking database searches, helping index books, managing resources through interlibrary loan, proofreading manuscripts, checking notes and so on. In short, graduate students in the role of TA or RA help to achieve a balanced faculty workload and enrich the research productivity of the Department.

Support of graduate students may be described in terms of financial support as well as collegial support. Graduate Assistantships, awarded on a competitive basis, provide full tuition scholarship, plus a monthly stipend for living expenses. These students may serve as teaching and/or research assistants; their workload can also include assignments in the Foreign Language Media Center or in our Foreign Language Writing Assistance Center. The Department

also awards a small number of Tuition Scholarships, which cover up to 100% of tuition costs. Our graduate students are invited to attend all faculty research presentations as well as receptions for visiting scholars and distinguished speakers. We consider our graduate students a vital part of our collegial mission to learn from one another, and welcome their insightful remarks on these occasions. Our graduate students benefit from small class size, close mentoring and individual attention from faculty; we also offer a workshop each fall for MA students contemplating applying to doctoral programs. Further, all full-time graduate students are automatically members of the Foreign Languages and Literatures Association of Graduate Students (FLLAGS), the chairperson of which is automatically appointed to the Graduate Studies Committee.

For more on graduate student support see Part 4 of this report.

## 7.5. Faculty Promotion and Tenure Policy

From April 18, 2007.

UNIVERSITY OF DELAWARE

# Department of Foreign Languages and Literatures Departmental Policies on Promotion

The Faculty Handbook (<http://www.udel.edu/provost/fachb/IV-D-promtenure.html>) contains the University requirements for promotion and tenure. This document provides the definitions and mechanisms necessary to implement the University document for this department.

## I. REQUIREMENTS FOR PROMOTION\*

Faculty must strive for excellence in the areas of teaching, scholarship and service. Promotion to any rank requires evidence that significant achievements have been made and will continue to be made. High quality performance in the areas of teaching and scholarship is of special importance.

### ***A. Promotion to Associate Professor with Tenure; Tenure only after Initial Appointment as Associate Professor; and Promotion to Associate Professor without Tenure (i.e., Continuing Non-Tenure-Track Faculty [CNTT]).***

1. PhD or academic equivalent.
2. Significant publication consistently since appointment to present rank. (See Section II, A and B)
3. Effectiveness in teaching. (See Section III)
4. Service to the Department and to the University. (See Section IV)
5. Regional or national recognition for excellence in professional or scholarly activity.



**B. Promotion to Professor.**

1. PhD or academic equivalent.
2. Significant publication consistently since attaining the rank of Associate Professor. (See Section II, A and B)
3. Effectiveness in teaching. (See Section III)
4. Service to the Department, the University and to the profession. (See Section IV)
5. National or international recognition for excellence in professional or scholarly activity.

**II. SCHOLARLY/PROFESSIONAL/CREATIVE ACTIVITY****A. Publications or evidence of scholarly competence shall include:**

- 1) scholarly books and monographs
- 2) critical editions
- 3) textbooks
- 4) edited collections
- 5) scholarly articles and notes
- 6) published computer-assisted instructional programs, CD-ROMs, pedagogical and literary materials on the World Wide Web, and similar electronic publications
- 7) creative works
- 8) critical translations
- 9) internal or external grants.

The "significant publication" required for promotion to Associate Professor or Professor means at least one of the following:

1. A scholarly book or book-length monograph, published by a respected press. For applied linguistics faculty, a textbook with ancillary materials shall be considered the equivalent of a scholarly book, providing the dossier also contains a minimum of two refereed articles (substitutions not permitted).
2. A well-documented book-length critical edition, or a book-length critical and annotated translation of a scholarly book or of a book-length creative work, published by a respected press, providing the dossier also contains a minimum of two refereed articles in the candidate's field (substitutions not permitted).
3. A minimum of seven substantial articles, published in refereed journals or edited collections. Each of the following, if published by known trade presses or refereed scholarly presses, shall be considered the equivalent of at least two refereed articles except if used as complement to a textbook, as outlined in II A 1:
  - a computer-assisted instructional program or similar electronic publication;
  - a creative work, or a translation not eligible for inclusion in II A 2;
  - an edited compendium of scholarly essays;
  - a monograph or a critical edition not eligible for inclusion in II A 1 or 2.

### ***B. Explanatory Notes.***

1. All publications, including textbooks, are judged to be substantial if they contribute significantly to the advancement of scholarship in the fields of literature, language or pedagogy. Advancement of scholarship implies the giving of new insights, the uncovering of hitherto unknown facts and/or the postulation or implementation of new theories or methodologies judged to be viable and useful.
2. Creative works count as publications only when published by a recognized publishing house known to exercise editorial judgment, or when evaluated by recognized outside authorities.
3. The scholarly activities of a candidate for promotion to Associate Professor should have earned regional or national recognition, and for promotion to Professor national or international recognition.
4. The scholarly production of a candidate for promotion to Professor should include only work done since promotion to or initial appointment at the rank of Associate Professor. However, it is expected that a candidate for promotion to the rank of Professor will have published or have had accepted for publication at least one scholarly monograph or, in the case of applied linguistics faculty, a textbook. If such work was not part of the dossier for promotion to Associate Professor, it is expected that it will be included in the dossier for promotion to Professor.

### ***C. Extramural Evaluation of the Scholarly Work of Candidates' Promotion to Associate Professor and Professor.***

The Promotion Committee will draw up a list of potential outside evaluators; the candidate will also supply a list of at least four names, at least two of whom will be approached. The Committee must secure a total of at least three extramural evaluations of the candidate's work, but will make every effort to obtain five or more. Outside evaluators will be drawn from both lists, but in no case will the number of evaluators drawn from the candidate's list equal or exceed the number of evaluators drawn from the Committee's list. The Department Committee will insert a statement in the external letters section of the dossier, identifying the specific external reviewers who were nominated by the candidate versus those nominated by the Department, and the criteria used to select them.

## **III. THE EVALUATION OF TEACHING**

Promotion to both Associate Professor and to Professor presupposes effectiveness in teaching at all levels, and the ability to supervise research. Evaluation of teaching for promotion to all ranks shall be based upon qualitative indicators, including:

### ***A. Student Evaluation of Instructors on Forms provided by the Department.***

**B. Peer Evaluations.**

Peer evaluation materials include but are not limited to reports of classroom visits by subcommittee members, periodic peer evaluation reports, annual evaluation by the Department Chairperson and similar documents.

**C. Innovations, Extramural Activities, Reception of Grants, and Transformational Activities.**

Innovations, such as the creation of new courses or new approaches, development of computer software lessons, pedagogical papers read, pedagogical articles published or accepted for publication, pedagogical or textbooks published or accepted for publication (published materials shall also be counted as scholarly publications), and reception of Improvement of Instruction or similar grants, shall be considered in evaluating the teaching of candidates for promotion and tenure. Also to be considered are activities that promote opportunities for transformational educational experiences.

**D. Student Advisement.****IV. SERVICE**

Service at various levels includes the following or similar activities:

**A. Service to the Department.**

1. Committee assignments at the sectional and departmental levels.
2. Initiation of and participation in study abroad programs, or other transformational educational activities.
3. Participation in and initiation of cultural enrichment programs (e.g., language club activities, field trips).

**B. Service to the University.**

1. College and University Senates, committees and special assignments.
2. Participation at all ranks in interdepartmental and interdisciplinary programs and courses (e.g., linguistics, comparative literature, women's studies, integrated learning, etc.).

**C. Service to the Profession.**

1. Active membership in professional organizations (chairing or serving on committees, moderating sessions at meetings, organizing conferences, etc.).
2. Collaboration with colleagues in other educational institutions.

**D. Service to the Community.**

Profession-oriented community service includes such activities as:

1. Talks given before local organizations (e.g., at language clubs, at meetings of such groups as the Alliance Française de Wilmington, or before such organizations as DeCTFL).
2. Language-related committee work.
3. Activities which serve to publicize and strengthen the teaching of languages.

## **V. COMPOSITION OF COMMITTEES ON PROMOTION**

### ***A. Committee on Promotion to the Rank of Associate Professor.***

The Committee shall consist of all tenured full-time department members holding the rank of Associate Professor or Professor.

### ***B. Committee on Promotion to the Rank of Professor.***

The Committee shall consist of all tenured full-time department members holding the rank of Professor. This Committee will evaluate the candidate's dossier in all three areas of teaching, scholarship, and service. Should the number of Professors *in situ* be less than six, the Committee may solicit the participation of one or more professors in related disciplines in the University. Such evaluators will be asked to submit written evaluations to the Committee but will not have a vote in the proceedings.

**C.** The chairperson of each committee shall be elected in November, by a majority vote of the members of the committee. The departmental elections officer will call this and all elections relevant to the promotion process. A chairperson shall serve a two-year term and may be re-elected.

**D.** The Committee Chairperson will write to the extramural evaluators (see paragraph II, C).

**E.** Each year in March, each Committee on Promotion shall meet with potential candidates to discuss requirements for promotion as established in this document and in the Faculty Handbook, and to help them prepare a balanced program of research, teaching and service.

## **VI. SUBCOMMITTEES ON SCHOLARLY/PROFESSIONAL/CREATIVE ACTIVITIES, TEACHING EVALUATION, AND SERVICE EVALUATION FOR CANDIDATES SEEKING PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR**

**A.** The subcommittees shall consist of three full-time tenured faculty members of the department elected for a one-year term in April shortly after the spring break by all full-time tenured or tenure-track department faculty. The subcommittees will elect their chairpersons shortly after they are constituted. The chairpersons of the subcommittees will be Professors. If no Professor has been elected to a subcommittee, the Committee on Promotion to Professor will designate an ex-officio, non-voting Professor to serve as chairperson. Because no one may serve simultaneously on the scholarship and teaching subcommittees, elections shall be held sequentially, with members of the scholarship subcommittee to be elected first.

**B.** The election announcement/ballot is to consist of an unaccompanied memorandum sent by the Department Chairperson to all eligible voters at least two weeks before the due date of the ballots. The memorandum is to read as follows:

The following persons are eligible for election to the "Subcommittee on \_\_\_\_\_" (\_\_\_\_

positions are open): (names in alphabetical order) Those elected will serve a one-year term. Present members of the subcommittee are: (names in alphabetical order). Indicate your selection by circling no more than \_\_\_ names, and return the ballot to the department secretary no later than (date).

**C.** The subcommittees will solicit input from all full-time tenured faculty members of the department. After considering all the relevant evidence in a candidate's dossier, the subcommittees will prepare a report containing a demonstration or explanation of the manner in which the candidate has met or has failed to meet the criteria established in this document. A copy of this letter, signed by all subcommittee members present during the deliberations, will be sent to the chairperson of the appropriate promotion committee and to the candidate, within a week after the subcommittees have made their decision.

Dissenting members of the subcommittee may, if they so choose, write signed separate letters or minority reports, which must be attached to the majority report.

## **VII. CONFIDENTIALITY**

All deliberations of the promotion committees must remain strictly confidential.

## **VIII. APPLICATION FOR PROMOTION**

It is the candidate's responsibility to present his or her application for promotion, accompanied by a tentative list of works to be evaluated, to the Department Chairperson and the Promotion Committee Chairperson by March 15.

The candidate will submit, in the requisite number of copies, to the Promotion and Tenure Committee Chairperson, by no later than May 1: (1) the publications to be reviewed by the extramural evaluators, along with a list of the same, and (2) an updated version of his or her curriculum vitae. Also by May 1, if the candidate wishes to be considered under a promotion document other than the current version, he or she must notify the Chair of the Promotion Committee of this in writing. He or she must also supply a copy of the relevant document to the Promotion Committee Chair.

The complete dossier will be submitted to the Promotion Committee Chairperson by no later than September 1.

Whenever possible, the dates established by the University Committee on Promotion and Tenure should be anticipated and dossiers forwarded (with recommendations) at an earlier date.

## **IX. PROMOTION COMMITTEE PROCEDURES AND NOTIFICATION TO THE CANDIDATE OF THE COMMITTEE'S ACTION**

**A.** Within one month after submission of the dossier, the Promotion Committee Chairperson will convene a meeting of the Committee with the Department Chairperson, as directed by the Faculty Handbook. The purpose of this meeting will be to discuss procedures and to enable the Department Chairperson to present his/her perspective on the merits of the cases before the Committee.

**B.** Within a week after the reports prepared by the Subcommittee on Scholarly/Professional/Creative Activities, on Teaching Evaluation and on Service Evaluation have been received, the Promotion Committee Chairperson will convene the Committee. The chairpersons of the reporting subcommittees will report on procedures, explain the subcommittees' judgments and answer questions from the floor. Following these discussions, the Promotion Committee Chairperson will ascertain that there is no further debate on each dossier taken as a whole. A vote will then be taken by secret ballot. Faculty members may participate and vote on the department, college, or university level, but not on more than one.

**C.** The results of the procedures in each case shall be disclosed informally to the candidate by a letter signed by the chairperson of the committee. The form of this letter shall be: "The Promotion Committee, having examined your dossier recommends (does not recommend) your promotion by a vote of \_\_\_\_ to \_\_\_\_." This written notification must be delivered to the candidate no later than one working day after the Committee has reached its decision. A copy of this notification shall be sent to every tenured member of the department. The complete dossier including the full report of the Promotion Committee (described in paragraph D below) shall be available to every member of the Promotion Committee.

**D.** An ad hoc subcommittee consisting of the chairperson of the Promotion Committee (presiding) and the chairpersons of the three reporting subcommittees (members) shall compose a letter expressing the majority opinion, with the three subcommittee reports as appendices. This majority report will be signed by all members of the ad hoc subcommittee, and will be sent to the Department Chairperson and the candidate, with copies to each Committee member, within a week of the decision.

Dissenting members of the Committee may, if they so choose, write separate signed letters or minority reports, which must be forwarded with the majority report to the Department Chairperson and included in the dossier when it leaves the department. The candidate must receive a copy of these letters or minority reports in sufficient time to respond if he or she chooses to do so.

**E.** The candidate's dossier, including all documentation, shall be available to all members of the Promotion Committee and the Subcommittees on Scholarly/ Professional/Creative Activities, on Teaching Evaluation and on Service Evaluation during the entire time a dossier remains in the Department.

All members of the Promotion Committee are expected to maintain the strictest confidence

with regard to outside evaluations.

**F.** By no later than October 1, the recommendation of the Promotion Committee shall be forwarded to the Department Chairperson, who will review the evidence submitted by the candidate, the report of the Committee, and the stated criteria, and make a recommendation supporting or failing to support the candidacy. The Chairperson shall explain, in writing, the decision to the candidate and to the Promotion Committee. In accordance with the Faculty Handbook, "the Chairperson's letter should include a description of the candidate's workload distribution during the time in rank, and how that workload relates to his or her recommendation concerning tenure and/or promotion." In case of disagreement between the Committee's and the Chairperson's recommendations, the Chairperson and the Committee shall discuss the case prior to transmission of the dossier.

**G.** Candidates are entitled to add new evidence to their dossiers after evaluation by both the Promotion Committee and the Department Chairperson. If submitted within two working days of receipt of the recommendations of the Committee and of the Chairperson, new evidence will then be considered by the Committee and the Chairperson.

## **X. APPEALS**

Appeals to the Department Promotion Committee or to the Department Chairperson will conform to the procedures outlined in the University's Promotion Policy document.

## **XI. TRANSMISSION OF THE CANDIDATE'S DOSSIER**

**A.** If the Promotion Committee and the Department Chairperson agree in recommending promotion, or if either or both recommend against promotion but the candidate chooses not to withdraw it, the application goes forward to the College Committee and the Dean, together with the dossier and a copy of the notification to the candidate and the majority report of the Committee, by no later than the date set by the University Promotion and Tenure policies (October 15).

**B.** At the departmental level the dossier shall include all materials presented by the candidate and all materials collected by the Committee and the Department Chairperson, as well as minority letters together with the Chairperson's recommendations.

**C.** No other materials shall be submitted without the prior consent of the Committee and the candidate. Any material added to the dossier, even after it leaves the Department, must be shared with the Chairperson of the Department and the Chairperson of the appropriate departmental promotion and tenure committee.

**D.** A candidate for promotion has the sole right to withdraw from the promotion process at any stage. He or she must inform the Chairperson of the Department and the Chairperson of the appropriate departmental tenure and promotion committee.

## **XII. DISTRIBUTION OF THE PRESENT DOCUMENT**

This document on Departmental Policies, Criteria and Committees on Promotion shall be distributed to each full-time tenured, tenure-track, and continuing non-tenure-track faculty member immediately upon approval. It shall also be distributed to every candidate interviewed for a position in the department.

## **XIII. REVISION OF THE PRESENT DOCUMENT**

This document and its provisions may be reviewed no more than once yearly. Should revisions be proposed, the Chairs of the two Departmental Promotion Committees shall call a special meeting of both the tenure-track faculty and the continuing non-tenure-track faculty to discuss the proposed revisions, which must have been distributed at least one week in advance of the meeting. The Department Chairperson may be present at this meeting. Proposed amendments receiving a vote of 60% of tenure-track faculty present and voting will be adopted and incorporated into the document. Once adopted, all changes will first be sent to the appropriate college committee and Dean. If approved, they will then be forwarded to the University Committee on Promotions and Tenure and to the Provost, both of whom will review the proposals for compliance with the Faculty Handbook, and suggest revisions if necessary. The revised document is to be filed with the Faculty Senate.

\*The Department does not recommend promotion to the rank of Assistant Professor. Instructors who receive their PhD degree may be reclassified as non-tenure-track Assistant Professors, providing they meet the requirements defined in the University's Promotion Policy document (Faculty Handbook, III K 2).

Revised April 18, 2007 (Published online July 11, 2008)



## **PART 8: PUBLIC SERVICE AND UNIVERSITY SERVICE FUNCTION AND PRODUCTIVITY OF THE DEPARTMENT**

### **8.1. Overview of Public Service**

Faculty in our department provide many forms of public service, in education as well as in the wider community.

#### **Education:**

Members of our faculty are extremely active in the elementary schools of Delaware and Pennsylvania, teaching about foreign cultures and introducing simple phrases and vocabulary to pre-K, Kindergarten and elementary school children. Faculty in Spanish, French, Japanese and German have been particularly active in these areas, visiting the Newark Center for Creative Learning, the Chesapeake City Elementary School, and the Chadds Ford Chesterbrook Academy, among other institutions. Faculty also deliver short lectures on the importance of learning another language and culture, and the benefits of second language acquisition. In addition, one faculty member serves as the Chair for the Board of Directors of The School in Rose Valley Corporation (coed day school, pre-K-6<sup>th</sup> grade). Another colleague teaches a two-week German camp for children every summer at the Delaware Sangerbund, also serving as an advisor to the German School (Deutsche Schule) at the Sangerbund. One faculty member teaches at the Italian Commission Summer Camp for children.

At the high school level, our faculty have given talks on Italian culture at Archmere Academy, presented at Career Day and Multicultural Day at Newark Charter School, and worked with the Vo-Tech School District to coordinate foreign language programs and to align their standards with those of the university. One faculty member sat on the World Language Exploratory Committee for the Christina School District and was a founding member of the Parent Resource Center at Newark High School. Another participated in a jury at Saint Andrew's school for students' final research papers. Connecting with teachers in the region, one faculty member co-organized, with the Delaware Department of Education, a workshop for area high school teachers entitled "Politics, Poetry and Photography: Perspectives on the Crisis and Culture in Argentina." A colleague in Japanese acts as the Treasurer for Delaware Valley Teachers of Japanese, a regional branch of the American Association for Teachers of Japanese.

Our faculty also engage creatively with schools and government agencies to improve language education and access to education in our state. One faculty member consulted with Governor Markell to develop a strategic plan for the initiation of language instruction at the primary school level, recommending a total immersion model of content-based instruction as an alternative to the Rosetta Stone based self-study model proposed by others. Another colleague speaks in high schools with minority groups to encourage them to apply to college. Working with Brandywine High School, she focused on three Hispanic students, arranging a visit to the University and working with the Hola Group at UD to give the students a tour around campus. She also spent several days talking to the students at their school.

### **Community:**

As well as serving in the schools, our faculty take an active role in promoting foreign cultures in the region more generally. Colleagues in Italian have given talks on Italian cinema for the Wilmington Friends of Italian Culture club, taught Italian to adults and children at the Giuseppe Verdi Lodge, and presented on “Italian Language, Culture and Cuisine” at the Newark Center for Creative Learning (NCCL). One colleague will also deliver a lecture on “Neorealism, Spaghetti Westerns and Beyond” as part of the Rehoboth Film Festival, in Rehoboth, DE. In French, a colleague serves as a board member of the Alliance Française of Wilmington and as a member of the Advisory Group for the Sister City Program between Wilmington, Delaware and Nemours, France. Both programs involve community outreach. A Spanish colleague has co-hosted a bilingual Spanish/English story hour at the Newark Free Library, while faculty in Japanese have judged a speech contest at Philadelphia Japanese Language School (affiliated with the Japanese Ministry of Education and Science), as well as helping to organize kendo demonstrations for schools in Delaware.

Apart from cultural activities, our faculty members are also very active in the church and wider community. One colleague acts as a lector at St. Joseph’s Church and serves at the Christmas Bazaar, while another serves on the Christian Education committee at Westminster Presbyterian Church. One colleague is an active member of Amnesty International, participating in writing marathons to release prisoners of consciousness and defend Human Rights here and abroad. Another is a member of the Board of Directors of the non-profit organization Delaware-Lahore-Delhi, and is part of the group Families Speaking Up, which advocates on behalf of people with cognitive disabilities and their families. She also serves as a Member of the Board for the non-profit organization Homes for Life, and is a member of the Advisory Council for the Center for Disability Studies on campus. One colleague volunteers on weekends in the VA hospital in Elsmere, Delaware to provide assistance to disabled and partially paralyzed veterans, who are not able to move or care for themselves. For the last 20 years, another of our colleagues has volunteered for the Yoga Research Society in Philadelphia, helping to run the annual two-day conference dedicated to the healthy combination of Body and Mind, through Medicine & Yoga, at the Thomas Jefferson Hospital in Center City Philadelphia.

Unsurprisingly, many of our faculty are engaged in volunteer translation work, for example interpreting at Nuclear Free Now, a major conference in Yokohama, Japan, and working with Dr. Shiomi of Soai University, Japan and Dr. Bear from the UD School of Education, to accompany a delegation of Japanese school psychologists visiting Delaware. Faculty provide occasional translation and interpretation services to the court system and local police departments, as well as Friendship House (a women’s program for rehabilitation) and Las Américas ASPIRA Academy, a bilingual public charter school in Newark, Delaware. One faculty member has acted as translator for three separate Christ Church Christiana Hundred mission trips to the Dominican Republic, teaching sessions in Spanish for the travellers as well as giving talks on these experiences in the church.

Faculty also involve their students in public service. One faculty member translated, with his SPAN401 class, many brochures and flyers for non-profit organizations such as the Community Legal Aid Society as well as La Comunidad Hispana and Project Salud, in Kennett Square PA. Students in FLLT429/629 perform service learning at West Park Elementary School in Newark, DE where they teach Spanish to fourth and fifth graders as part of their course work. Some advisors to our language clubs have initiated regular student fundraising campaigns in order to instill philanthropic values in their students. One fundraiser by the French Club purchased 552 composition notebooks for the Lewis Elementary School in Wilmington. Overall, our public service strengthens our commitment to the community in which we live.

## **8.2. Overview of University and College Service**

Members of our Department actively participate in, and often direct, service activities at the College and University levels. The most active faculty engagement takes place in College and University activities such as study abroad, international and area studies programs, interdisciplinary programs, College and University committees, and student organization advising.

Faculty service to the University in the area of study abroad surpasses that of any other unit on campus. Faculty from our department have developed and implemented study abroad programs to Spain, Cuba, Russia, Japan, Italy, Martinique, Mexico, Greece, France, Argentina, Brazil, Ecuador and the Galapagos Islands, and Germany; and have directed or co-directed programs to these countries, as well as to Switzerland, China, Costa Rica, and elsewhere. Developing and implementing successful study abroad programs requires linguistic and multi-cultural expertise that FLL faculty members possess in abundance.

College and University committees have also benefited from the participation and leadership of Department faculty. In addition to representing the Department on the Arts and Sciences and the University Senates, as well as subcommittees of these bodies, they have been active in student-oriented service, such as representing the Department at events including Blue and Golden Days, Delaware Decision Days, and DelaWorld 101.

Departmental faculty have served on, and at times chaired, committees or subcommittees in the following areas: Latin American Studies, Asian Studies, European Studies, Comparative Literature, the Honors Program, and Women and Gender Studies. They have coordinated major events under the auspices of these programs, including workshops, symposia and invited lectures. As a direct result of these and other service activities, the University of Delaware community has become more culturally diverse and internationally enriched.

Departmental faculty have generously given of their time to serve the University in other respects as well. They have translated documents for students and visiting scholars, have advised international students, and have interpreted for international visitors. They serve as faculty advisors for such student groups as the Chinese Club, the French Club, the German Club, the Greek & Roman Studies Club, the Italian Club, Nihongo Table (the Japanese Club), and the

Russian Club. They also advise the UD chapters of the Japanese, French, German, Greek and Latin, Hispanic, and Slavic Honor Societies, as well as advising culture-related sports clubs such as the Japanese martial arts of kendo and aikido.

## **PART 9: ADMINISTRATIVE STRUCTURE AND FUNCTION OF THE DEPARTMENT**

### **9.1. Overview**

The Department is governed by the following documents:

- Bylaws, which include the appointment and the duties of the Department Chairperson, as well as the constitution of the standing committees of the Department and the election/appointment of committee chairs and members (see Appendix 9.1)
- Departmental Policies on Promotion (included above in Section 7.5, and Appendix 9.2)
- Policies and Practices (see Appendix 9.3)
- Departmental Responsibilities document, which lists officers of the Department, standing committee membership, chairs of the Language Faculties, etc. (see Appendix 9.4)
- Workload Policies (included above in Section 7.3, and Appendix 9.5)
- Annual Evaluation/Merit Document (see Appendix 9.6)

All of these are also on our Department's Web site; a brief summary of the Department's structure is provided below.

### **9.2. Administrative Positions**

Department Chair: The Department Chair is the officer charged with governing the Department in accordance with the approved documents, serving not only as the personnel manager and supervisor, but also as manager of the budget, workspace, programs, and curricular and other initiatives of the Department, usually through the system of standing and special committees, and with the assistance of the person serving in the function of Associate Chair. The Chair is the principal contact person with extra-departmental persons and units within the College and the University: other chairs, the Dean, the Associate Dean for the Humanities, and the Dean's Office, the Provost and the Provost's Office, etc. S/he is the primary contact person for the financial support and initiatives of the Department. The current Chair, Richard Zipser, originally appointed in 1986, is in the fourth year of his fifth five-year term.

Associate Chair: Bonnie Robb was appointed Associate Chair in fall 2003. She carries out specific assignments and assists the Chair as needed in the administration of the Department. When the Chair is out of town, she represents him at meetings and conducts the business of the Department.

Assistant to the Chair: The Assistant to the Chair, Dorie Galloway, works with the Chair on budgetary and other matters, prepares contracts, and oversees office staff.

Director of the Media Center: The Director of the Foreign Language Media Center, Thomas McCone, has general responsibility for the day-to-day operation of the Media Center, including oversight of its staff and control of its budget. He reports directly to the Department Chair.

### **9.3. Standing Committees**

Executive/Personnel Committee: The Executive Committee, with the Department Chair serving as its ex-officio non-voting Chair, consists of elected members of the tenure-track and continuing-track faculty. It considers actions taken by the other standing committees and the special committees, and must give its approval of new programs, policies, etc., before they can be put into effect or passed on to extra-departmental units. When this group acts as the Personnel Committee, the Department Chair has voting privileges.

Undergraduate Studies Committee: The Undergraduate Studies Committee, made up primarily of elected Chairs of the Language Faculties, along with an elected Instructor and two student members, is chaired by a tenured faculty member appointed by the Department Chair and approved by the Department. Its many duties include managing the various Departmental undergraduate programs (majors, minors, certificate programs, etc.), approving new courses and curricular initiatives, maintaining comparably rigorous standards across the various languages and disciplines, and serving as an appeals committee for students.

Members of this committee are all deeply involved in undergraduate instruction across the entire spectrum of interests in the Department. Often, this committee serves as a springboard for generating ideas throughout the Departmental programs (e.g., a course serving as a bridge between the 100- and 200-level courses; a new concentration; a certificate program involving Study Abroad).

Language Faculties: The Language Faculties, established by the Bylaws, are comprised of tenure-track (not necessarily tenured) faculty elected as chairs, and the faculty teaching the language or languages involved. The Language Faculties propose to the Undergraduate or Graduate Studies Committee, as appropriate, new courses or revisions in existing courses, prerequisites, new major or minor programs or revisions of such programs. The Language Faculty Chairpersons, in consultation with the Department Chairperson, appoint Sequence Supervisors and Course Coordinators for the 100-level courses in their respective languages. The Sequence Supervisor and Course Coordinators in each language form a committee, chaired by the Sequence Supervisor, to recommend textbooks, determine methodologies to be followed, and recommend to the Language Faculty revisions in 100-level course curricula and schedules.

Graduate Studies Committee: The Graduate Studies Committee draws its membership from the Language Faculties offering concentrations in at least one of the MA programs of the Department; the members are tenured faculty elected by the Language Faculty, except for the Chair, who is appointed by the Department Chair with the approval of the faculty. This

committee deals with every aspect of graduate instruction in the Department: admissions, degree requirements, awarding of teaching assistantships, and similar matters. It also serves as an appeals committee for students. The Committee Chair must work directly with the Office of Graduate Studies and does so on behalf of the Department Chair.

Promotion Committees: The two Promotion Committees (on promotion to the rank of Associate Professor and to the rank of Professor) consist of all the tenured faculty having achieved the rank involved. Like their counterparts in other departments, these committees work to certify that candidates for promotion have met the requirements for promotion as established in the Promotion Document for each rank. They also solicit letters of evaluation from extramural evaluators and work with the candidates in the preparation of their dossiers.

#### **9.4. Special Committees**

In addition to the Standing Committees established by the Bylaws, there are a number of Special Committees, whose members are appointed from among those faculty members expressing an interest in the topic. Most of these committees continue to function over several years. They include Convocation, Minority Affairs, the Polyglot Editorial Board, Special Events, and Technology and Languages. Ad hoc committees (on Peer Evaluation, Searches, and various specific issues) are created and staffed as necessary.

#### **9.5. Departmental Officers**

Among the Departmental officers are the Scheduling Officer, the Departmental Liaisons with our Study Abroad sites (in Caen, Costa Rica, Granada, Leipzig, and Siena), the Elections Officer, the Foreign Language Education Program Coordinator, and the Foreign Language Placement Advisor. Minors Advisors, Transfer-of-Credit Officers, Tutoring Supervisors and Gradebook Managers, who are appointed from a list of volunteers for each affected Language Faculty, round out the list of persons holding administrative or committee positions within the Department. (See Appendix 9.7)

#### **9.6. Faculty Mentors**

Each new faculty member is assigned a Mentor, a tenured faculty member who volunteers to work with the new person, helping to ease him or her into new responsibilities and to ensure that appropriate progress is made towards promotion and tenure.

#### **9.7. Leadership Training Activities for Unit Leaders**

Although there is no formal leadership training, the chairs of standing committees are chosen on the basis of their experience as members of the committees they step forward to chair.

### **9.8. Analysis of Working Relationship with the College Dean's Office and with Other Units within the College and within the University**

The Department of Foreign Languages and Literatures is administratively part of the College's Arts and Humanities section, headed by Associate Dean Matthew Kinservik. Thus, Associate Dean Kinservik oversees issues pertaining to Foreign Languages. Both he and Dean Watson have been extremely responsive to the questions, concerns, and needs of our Department. Moreover, the working relationship with the Dean's office and with the University administration is greatly facilitated by the Dean's monthly meeting with department and program chairs and by the Associate Dean's monthly meetings with the humanities chairs.

The Department of Foreign Languages and Literatures has excellent relationships with other units in the College. As noted previously in this document, the Department collaborates in offering co-sponsored majors with the Departments of History and Political Science and collaborates with several other departments in offering interdisciplinary Area Studies majors in Asian Studies, European Studies, and Latin American and Iberian Studies. The Department also offers many Honors sections, regularly cross-lists courses with other departments, and serves the students of all Arts and Sciences Departments in its elementary- and intermediate-level foreign language programs. Finally, the Department works closely with the Institute for Global Studies on the creation and administration of study abroad programs.

### **9.9. Conclusion**

As this brief survey and the listing of persons serving in the various functions make clear, faculty at every rank from Instructor to Full Professor are involved in the administration of the Department. All full-time faculty members have the right to participate in overall decisions of the Department, and can do so not only in the monthly Departmental Meetings, but in the day-to-day operations of every aspect of Departmental life.



**PART 10: STATEMENT OF THE DEPARTMENT'S ACCOMPLISHMENTS IN SUPPORT OF THE UNIVERSITY'S GOAL TO CREATE A DIVERSE FACULTY, STAFF, AND STUDENT POPULATION**

The Department of Foreign Languages and Literatures incorporates diversity in all aspects of its operation. Our Department mission statement clearly presents this commitment so inherent to the nature of our work: "The Department of Foreign Languages and Literatures strives to develop students' knowledge of foreign languages, literatures, and cultures. It provides a broad range of educational courses and programs that build foreign language competence and enhance the understanding of foreign literatures and cultures both ancient and modern, both western and non-western. The Department helps students develop a global perspective, training them to use their foreign-language skills in a variety of fields. Through research and publication, the Department advances scholarship in the discipline, furthering the critical understanding of world culture in its complexity and diversity." The Department's efforts to enhance diversity touch all aspects of its enterprise, including diversity in faculty, staff, undergraduate and graduate students, courses, and study abroad programs.

**10.1. Faculty and Staff**

The Department of Foreign Languages and Literatures has a total executive, professorial, professional, and secretarial pool of 68 individuals. Of this number, 50 (73%) are Caucasian, 3 (4%) are African-American, 8 (12%) are Hispanic, 6 (9%) are Asian, and 1 (1%) is Other. This group includes forty-nine (72%) women and nineteen (28%) men.

The undergraduate and graduate students we teach see their instructors—who come from countries in Africa, Asia, the Middle East, South and Central America, the Caribbean, Western and Eastern Europe, as well as Australia and the United States—as role models. Who we are and what we represent is an important contribution to diversity at the university. All the faculty in FLL, regardless of nationality, race, or gender, feel at home in our department. We embrace and embody diversity, and we lead by example.

As noted above, almost three fourths of FLL faculty and staff are women. Information from the Office of Institutional Research indicates that the percentage of full-time women faculty in our department, also at 72%, is significantly higher than the percentage of full-time women faculty in the university at large (51%). In our Department, 57% of full-time tenure-track faculty are women and 85% of full-time non-tenure track faculty are women. This far exceeds the university-wide percentages, which show that only 34% of UD tenure-track faculty and 55% of full-time non-tenure track faculty are women. (See Appendix 10.1.)

**10.2. Undergraduate and Graduate Students**

The UD Office of Institutional Research provided the following statistics related to the ethnicity of FLL majors and minors:

	Number		University percentages, 2012 Fall
Caucasian (non-Hispanic)	611	(74.1%)	72.7%
Hispanic	81	(09.8%)	05.5%
African-American	44	(05.3%)	04.9%
Asian	24	(02.9%)	04.0%
International	35	(04.2%)	08.8%
Other/no response	30	(03.6%)	03.9%
<b>Total</b>	<b>825</b>	<b>(100.0%)</b>	<b>100.0%</b>

These statistics reveal that, in terms of ethnicity, our majors and minors generally reflect the student body as a whole, with the exception of students of Hispanic background, who constitute 9.8% of our students, nearly double the University percentage.

With regard to gender, the 2012 report from the Office of Institutional Research reveals that 606 (73.5%) of our majors and minors are women. Well above the overall university percentage of women students, which stands at 55.8%, these statistics underscore our Department's strong appeal to women. (See Appendix 10.2.)

### **10.3. Curriculum and Study Abroad**

The Department follows the premise that the most effective means for students to gain an understanding of the people of another culture—and concurrently reflect upon the values of their own culture—is through sustained exposure to the language(s) used by those people. Learning a foreign language empowers students to encounter a particular culture from within, to establish new friendships, and to consider world affairs from a widened perspective. Further, the study of literary texts and other cultural artifacts hones students' critical skills, enhances their knowledge of history and politics, and fosters appreciation of the rich variety of human experience.

Focused on the language, culture, and literature of diverse countries, the vast majority of our courses are taught in the target language. Course titles reflect the dramatic diversity of offerings, from "Art of Chinese Calligraphy" to "The Francophone World," from "Arab Conversation" to "Italian Detective Fiction and Film," from "Post-wall Germany" to "Japanese Translation—Theory and Practice," from "Hebrew Conversation" to "Women in Colonial Latin America," from "Russian Culture and Civilization" to "Pliny the Younger and Pompeii." Recent graduate-level offerings at 800-level include such titles as "(Des)articulaciones del Boom latinoamericano" and "Cultural Studies, Theory, Analysis, and Research Methods" in Spanish;

“German Women Writers” and “Romanticism and Representation” in German; “17<sup>th</sup>-Century French Literature: Writing About Love,” and “The New Wave and the New Novel” in French.

At the undergraduate level, a number of our course offerings count toward the University’s multicultural requirement. These include several FLLT courses offered in English, such as “Languages of the World,” “Introduction to Chinese Films,” “Israeli Film,” “Brazil through Film,” and “Introduction to Japanese Films.” Other FLLT courses offered in English, while not officially classified as fulfilling the multicultural requirement, nevertheless offer multifaceted perspectives on cultural diversity, including such courses as “Society and Spectacle in Ancient Greece and Rome,” “EARTH PERFECT? Nature, Utopia, and the Garden,” “Anti-Heroes in Modern Chinese Literature,” “Visual Culture in Japan: Anime, manga and games,” “Modern and Contemporary French Jewish Writers,” “Petersburg in Russian and Soviet Literature in Translation.” Two of our Capstone courses are FLLT courses and fulfill the multicultural requirement: “One World: Cinematic Perspectives on Cultural Diversity” and “One World: Literary Perspectives on Cultural Diversity.” There are also two Capstone courses offered in the target language. The Spanish Capstone has been offered with titles such as “Hispanic World Through Literature: Identity Politics” and “Hispanic Cultures: Visiones urbanas,” while the Japanese “Capstone Research Thesis” allows students to choose their own research subject and pursue it under one-to-one research supervision.

Several FLL courses are cross-listed with courses in the Women and Gender Studies program, including FLLT courses in Chinese, Japanese, and Russian. These courses enable students to view other cultures from gender-informed perspectives. Furthermore, we now offer courses which directly address issues of race, ethnicity, sexuality, otherness and difference, such as FLLT338 “Representing the Other in Modern Japanese Literature,” FLLT330 “(Homo)Sexualities in History: Europe Pre-1800,” FLLT345 “Modern Israel: Culture and Identity.”

Our study abroad programs have already been addressed in Part 3 of this document, but it is important to note again that, in terms of striving toward the enhancement of diversity among our students, the study abroad experience is crucial. Armed with the ability to communicate in foreign languages, our students are able to interact directly with the inhabitants of the places they visit. Furthermore, students abroad themselves become the “foreign” minority, thereby gaining first-hand experience of what that position entails. They also come to appreciate how the United States is viewed from various international perspectives.

## **PART 11: DESCRIPTION OF THE DEPARTMENT'S FACILITIES, INCLUDING SPACE AND EQUIPMENT**

### **11.1. Office Space and Equipment**

In early February 2006, amid great excitement, the Department of Foreign Languages and Literatures moved into its new home, Jastak-Burgess Hall. Located near historic Old College, Recitation Hall and Mechanical Hall, the new foreign languages building has a history—and a future—all its own.

Two former fraternity houses originally built in the 1920s were completely renovated and joined together to form the beautiful Jastak-Burgess Hall. The Sigma Phi Epsilon house (1922) and the Sigma Nu house (1929) had been designed by architects Day and Klauder in the Georgian style, with fine brick work, marble accents, and slate roofs with dormer windows. Respecting and enhancing these architectural features, a new central structure that connects the two historic houses and serves as the main entrance to Jastak-Burgess Hall was designed by architect Michael Deptula of ABHA Architects. The restored and enlarged building boasts a welcoming vestibule with Tuscan columns, fine cherry staircases, wood balusters, paneled doors, and circular interior windows that provide magnificent light and elegance. A delicate and appropriately scaled entry porch appointed with cast stone columns and mahogany trim announces the formal entrance to Jastak-Burgess Hall from the north campus green.

The administrative offices, offices of faculty, as well as the departmental Chair and the scheduling officer, are located in the sixty-two offices of Jastak-Burgess Hall. The tenured and tenure-track as well as continuing-non-tenure-track faculty have private offices while supplemental faculty are in shared offices. These offices are equipped with personal computers and printers. Faculty members have individual user numbers that enable them to photocopy classroom material on a shared photocopier which is located in room 204. A small conference room is located on the second-floor of Jastak-Burgess Hall while a larger, more elegant, conference room is located on the first-floor. The building also has a lounge with refrigerator and microwave oven for the use of faculty and staff.

Suite 103 provides a private office for the department Chair and the business administrator while the administrative assistants have individual cubicles. These users have personal computers and printers. This suite also contains a waiting area for visitors, a file room, and a workroom with a photocopier and private mailboxes for all faculty and graduate teaching assistants.

The graduate teaching assistants of German and Spanish are housed in the Arts and Sciences Multidisciplinary Center at 77 East Main Street, while the graduate teaching assistants of French are in room 123 Old College. Graduate teaching assistants are required to share their office with as many as eight others. They all must share computers and print to a shared printer.

The photocopier in suite 103 was purchased in 2004, while the photocopier in room 204 was purchased in 2006. Due to its heavy use we would like to replace the copier in room 204. For the past two years we have requested funds from the Arts and Sciences Dean's Office to replace this copier, but no funds have been allocated.

### **11.2. Foreign Language Media Center Space and Equipment**

The Foreign Language Media Center houses state-of-the-art facilities for language study. The facility is divided into four clusters, each containing seven computer workstations. The workstations in these clusters are high-end IBM-compatible Xeon-based 32-bit multimedia systems equipped with headphones, microphones and the latest version of Windows. All systems are networked via a central file server which supplies storage for Media Center use. A networked HP LaserJet 8150DN with controlled printing for student use, a HP LaserJet 3015DN monochrome, a Dell 5130DN color laser, and a Tally T8024 color laser for faculty use allow users to print high speed laser quality documents in black and white and color. The computer room provides Computer Aided Instruction to foreign language students via its collection of language-specific versions of Rosetta Stone and access to online materials provided by textbook and other publishers. Students and faculty also have access to the Media Center's large collection of videocassette, DVD, and laserdisc titles all of which can be viewed on Media Center workstations, on its Wide-screen TV installations, and in its Video Viewing Room. Students are also able to word-process and spell-check assignments and papers in the foreign languages they study, including Asian languages. Laptops are available to faculty for the delivery of computer-based presentations.

In another room of the Media Center is a 17-seat Video Viewing Room for the presentation of videotaped and computer-based materials. The theater is equipped with an NEC LT380 projector capable of displaying video output from NTSC, PAL, and SECAM VCRs as well as high resolution output from laptops. It is used by groups of students who have been assigned Media Center video materials as a part of their course of study.

Along one wall of the Media Center are materials development workstations in which video and audio materials can be captured in digital form and used to create multimedia presentations and DVDs for the classroom and/or the World Wide Web. Video segments from assigned video materials are combined to create collections of excerpts used in class for instructional purposes. Multimedia authoring programs ranging from PowerPoint to Macromedia Director are then used to create multimedia programs and presentations from the captured materials; these are then burned onto CDs or DVDs for transport.

Along another wall of the Media Center are instructor designated workstations reserved for faculty requiring computing services away from their offices. These workstations provide speedy access to document scanning and printing services used to support foreign language instruction at the University.

## **PART 12: STATEMENT OF UNIVERSITY SUPPORT FOR THE DEPARTMENT**

The Department of Foreign Languages and Literatures is supported by the University and the College of Arts and Sciences with the following resources, which it supplements through fundraising efforts.

### **12.1. Library Resources**

The Department is supported by the extensive holdings of Morris Library, including some 2,800,000 volumes and 3,400,000 microforms, as well as electronic access to over 360 databases. Library staff members in charge of acquisitions in foreign languages have been extremely responsive to requests from our faculty, who also benefit from resources available through interlibrary loan. Of particular note are a substantial, new set of holdings in the area of Contemporary Latin American Literature by Women, an impressive Maupassant Collection, the Sir Joseph Gold Samuel Beckett Collection, and the wealth of resources available in the library's Special Collections.

Here is one example of the Library's assistance to our department: The Film and Video Collection staff have been most helpful in housing the two game consoles Associate Professor of Japanese Rachael Hutchinson bought with funding from a Title VI grant in 2009. The PlayStation 2 and PlayStation 3 have been given their own dedicated cubicles, while headsets and controllers are managed by library staff. Prior to cataloging game texts as part of the permanent collection, Course Reserve staff have been most helpful in giving the games temporary call numbers and shelving them for student use. Library staff in the Asian Studies and Computer Science collections have also helped Dr. Hutchinson to order books on Game Studies as well as specific game guides for the texts taught in her courses.

### **12.2. Research Support**

The Department receives from the University and College an annual bloc allocation of operating funds, part of which we use to support professional and research activities. Our travel budget provides partial support for attendance at one and sometimes two conferences per faculty member, with an allowance of \$900 (or \$1,200 for international conferences). Faculty members are also able to seek additional travel support from the College of Arts and Sciences and the Institute for Global Studies.

The University also provides support for faculty research in the form of GUR (General University Research) grants. A large number of our faculty members have been awarded these grants on one or more occasions.

### **12.3. Equipment and Supplies**

The Gerald R. Culley Media Center, located on the basement level of Jastak-Burgess Hall, contains language oriented audio and computing equipment. It offers departmental faculty

and students internet access, foreign language word-processing capability, laptop computers for periodic classroom use by faculty, and the benefits of a rich library of videos and computer software. Within the Media Center there is small theater where films can be viewed by up to seventeen persons. The purchase of new equipment is supported by the Department's budget. The level of funding allocated to the Media Center has been reduced significantly in recent years, as the Department has had to absorb cutbacks in its support budget.

The College's computer refreshment program provides several new machines each year for faculty offices. Machines are generally replaced on a four-year cycle.

#### **12.4. Graduate Support**

In our 2004 APR report, we noted: "Our graduate programs received support from the University several years ago in the form of sixty [one-semester] graduate stipends, which we subsequently reduced to fifty-six in order to render the amount of each stipend more competitive." Our graduate assistantship allocation for 2013-2014 is forty one-semester stipends, and we have fewer tuition fellowships (six) than the number we received annually in the recent past (eight).

#### **12.5. Staff Support**

Our staff support includes two professional staff and three secretaries. The professional staff members are: Dorie Galloway, Business Administrator I, and Dr. Thomas McCone, Director, Foreign Language Media Center. Our department office is staffed by Deandra Batts, Maria Gilson, and Diane Parke, Administrative Assistant II. We have been fortunate to have the assistance of an IT specialist, Aaron Ward. Until a few years ago, a full-time study abroad coordinator (Marion Bernard-Amos) was assigned to our department, but that position has been eliminated. This is one but not the only reason for the sharp decline in the number of students participating in our study abroad programs.

#### **12.6. Fundraising Efforts**

We supplement our resources with ongoing fundraising efforts which are spearheaded by the Chair, with faculty members participating as needed. Support from external sources has not grown over the past ten years, but it has remained steady. The contact maintained with alumni and friends of the Department through the departmental newsletter, *the Polyglot*, has been crucial to our fundraising campaign's initiative; a copy of the 2012 issue of the newsletter is included in this report as Appendix 11.1. Funds raised from external sources have enabled us to offer partial scholarships to many study-abroad students, as well as to build a rich film library in our Media Center on campus. However, since our support budget has been reduced in recent years, we have had to use discretionary funds to cover some expenses that previously had been covered by funds from our regular budget.

The Department also has five endowed funds: the Marion Wiley Fund, the Max S. Kirch Fund, the Robert J. DiPietro Fund, the Eugenia M. Slavov Fund, and the Theodore E. D. Braun Fund. These are used to support numerous student awards and activities.



## **PART 13: GOALS AND COSTS ASSOCIATED WITH THE DEPARTMENT'S PLANNING TO MEET CURRENT AND FUTURE NEEDS, AND THE RELATION OF THE DEPARTMENT'S PLAN TO COLLEGE AND UNIVERSITY PLANNING GOALS**

### **13.1. Goals**

As noted in section 1.2, the Department's highest priority is to maintain the strength and strengthen further each of its language faculties and academic programs in the years ahead. In some language/literature programs where vacant continuing faculty lines have not yet been returned to us, e.g., Ancient Greek and Roman Studies (1 line—Nicolas Gross), French (3 lines—Mary Donaldson-Evans, Lysette Hall, Bonnie Robb), German (1 line—Willy Riemer), and Russian (2 lines—Susan Amert, Alexander Lehrman), we need to rebuild in order to restore these programs to at least the level of excellence they were at when we underwent our last APR. We should be able to achieve this important goal over a five-year period, but only if we are able to increase the number of tenured and tenure-track faculty from the present number of 22 to at least 30 and, equally important, if we are authorized to replace faculty members who have retired recently or who are about to retire. In addition, we need to convert systematically the 10 existing part-time temporary instructorships and assistant professorships to full-time continuing positions. As continuing positions become vacant and then are returned to us, the Department will be prepared to reallocate some of them from one language area to another, as needed.

At the undergraduate level, the Department provides students with excellent training in language, literature, and civilization/culture courses, offering a wealth of study abroad programs as well as several programs co-sponsored with other departments and numerous honors degree opportunities. Our goals are to cultivate these strengths (as outlined in sections 1.1 and 1.2) and to add new language areas, Korean and Hindi, in response to national interests and student demand. Full-time continuing positions in Korean and Hindi would enhance UD's interdisciplinary program in Asian Studies by providing two more language options for students pursuing a major or minor in that area studies program.

At present, students in the College of Arts and Sciences benefit from our 100-level courses and study abroad programs as they complete their foreign language requirement. As the University continues to encourage global studies, it is likely that more students from other colleges will also take advantage of our programs on campus and abroad. In the year following our last APR, we worked with the Department of Business Administration in the Lerner College of Business and Economics to develop an International Business Studies major, which today has around 140 students enrolled. This has been a highly successful joint venture, and we can envision more such partnerships with units in the CAS and other colleges, as we seek to develop new major, minor, or certificate programs involving foreign language and culture study that will serve the needs of undergraduates.

At the graduate level, the Department has strong MA programs, boasting faculty of a caliber that would support a PhD program. We do not plan to propose the creation of a doctoral

program in the near future, but it is our goal to expand modestly the numbers of students in each of our graduate programs and to continue improving the quality of these programs with aggressive recruitment supported with more graduate assistantships. As shown in our five-year plan in the next section, we would like to add ten graduate assistantships over that time span. This would bring us back to the level we were at in the mid-1990s, when we had 30 graduate assistantships. Our undergraduate program in Italian Studies has developed in a positive way and, with one full and three associate professors, is now in a position to support a MA program. As our allocation of graduate assistantships increases, it is likely that we will propose to add a Master's program in Italian.

### 13.2. Needs and Costs

We anticipate that we will be able to accomplish our goals without increasing the overall size of our full-time faculty, but—and we cannot emphasize this enough—it will be necessary to replace faculty members who resign or retire and to convert existing temporary positions to continuing non-tenure-track positions. The conversion of temporary positions to continuing non-tenure-track positions will help stabilize our staffing, ensure that the number of hours taught by supplemental (adjunct) faculty does not increase, and enable us to retain the services of valuable instructors, several of whom have been teaching for us for many years. Following is a list of the temporary faculty members we have reappointed for 2013-2014. The list shows the number of years each has taught for us (as of August 31, 2013), along with their rank and language area.

<u>Name</u>	<u>Rank</u>	<u>Language</u>	<u>Years (as of 8/31/2013)</u>
Robert Corradetti	Instructor	Spanish	7
R. Alberto Delgado	Instructor	Spanish	8
Giuseppina Fazzone	Instructor	Italian	8
Julia Hulings	Assistant Prof.	Russian	2
Doris Manzano	Instructor	Spanish	6
Barbara Moltchanov	Instructor	Spanish	5
Roberta Morrione	Instructor	Italian	2
Ester Riehl	Assistant Prof.	German	2
Aurelia Rio	Instructor	Spanish	7
Mutsuko Sato	Instructor	Japanese	6

Below is our five-year plan, indicating our staffing needs and the associated costs. We also address the need to increase our support budget and the number of graduate assistantships at our disposal. We realize that it is unlikely that sufficient funds will be provided to do everything in this plan, but one important purpose of the plan is to illustrate in detail what our present staffing and other needs are. Our overall enrollments have increased significantly since our last APR; in 2012 (winter, spring, summer, fall) our total course enrollments were 9,927, compared to 8,901 in 2004, representing an increase of 11.5% during a period when enrollments in other humanities courses has declined. We have also developed majors in Chinese and Japanese and added a program in Arabic, despite experiencing a significant decrease in the number of

tenured and tenure-track faculty. Hence, we are hopeful that the College and University will want to make a major investment in our department, in order to address major staffing and other needs; this will enable us to achieve a higher level of excellence.

### **Year One**

Conduct external search for new Department Chair to replace Richard Zipser  
 (costs: salary as determined by job market plus benefits)  
 Conduct search for an Assistant Professor of French, a specialist in 19<sup>th</sup>-century literature  
 (costs: minimum assistant professor salary plus benefits)  
 Convert two temporary faculty positions to continuing positions  
 (costs: salary amounts of these faculty plus benefits must be hard funded)  
 Provide two additional graduate assistantships  
 (costs: minimum stipend amount)  
 Increase our support budget by \$10,000

### **Year Two**

Conduct search for an Assistant Professor of French, a specialist in 18<sup>th</sup>-century literature  
 (costs: minimum assistant professor salary plus benefits)  
 Conduct search for an Assistant Professor of Ancient Greek and Roman Studies  
 (costs: minimum assistant professor salary plus benefits)  
 Convert two temporary faculty positions to continuing positions  
 (costs: salary amounts of these faculty plus benefits must be hard funded)  
 Provide two additional graduate assistantships  
 (costs: minimum stipend amount)  
 Increase our support budget by \$10,000  
 Establish an MA program in Italian

### **Year Three**

Conduct search for an Instructor of French/Foreign Language Education Program Coordinator  
 (costs: minimum instructor salary plus benefits)  
 Conduct search for an Assistant Professor of Russian, area of specialization open  
 (costs: minimum assistant professor salary plus benefits)  
 Convert two temporary faculty positions to continuing positions  
 (costs: salary amounts of these faculty plus benefits must be hard funded)  
 Provide two additional graduate assistantships  
 (costs: minimum stipend amount)  
 Increase our support budget by \$10,000

### **Year Four**

Conduct search for an Assistant Professor of Russian, area of specialization open  
 (costs: minimum assistant professor salary plus benefits)  
 Conduct search for an Instructor of Korean, an experienced language teacher  
 (costs: minimum assistant professor salary plus benefits)  
 Convert two temporary faculty positions to continuing positions

(costs: salary amounts of these faculty plus benefits must be hard funded)  
 Provide two additional graduate assistantships  
 (costs: minimum stipend amount)  
 Increase our support budget by \$10,000

### **Year Five**

Convert two temporary faculty positions to continuing positions  
 (costs: salary amounts of these faculty plus benefits must be hard funded)  
 Convert part-time continuing non-tenure track faculty positions to full-time positions  
 (costs: to be determined at the time of conversion)  
 Provide two additional graduate assistantships  
 (costs: minimum stipend amount)  
 Increase our support budget by \$10,000

It was difficult for us to outline with any degree of accuracy a five-year hiring plan with specific priorities, since our department has many different language areas and many legitimate needs (some more pressing than others) within those areas. Each year, as we move forward with the implementation of this plan, we will carefully reassess the needs of each language program and, if necessary, establish new priorities for the purpose of hiring. This process may prove painful, but since the overall size of our regular faculty is unlikely to grow, we are prepared to make difficult choices. This we will do in close consultation with the College of Arts and Science Dean's Office, as we have in years past.

### **13.3. Relation of Our Plan to College and University Planning Goals**

Presented below is the plan our department developed and approved in October 2011, in support of the College of Arts and Sciences' four strategic goals. After each of the CAS goals, we have listed specific action items that we intend to carry out or pursue over time. In some cases, as indicated, an action item cannot be carried out without an infusion of new resources (funds). The five-year plan we outlined in the section above is fully supportive of the College's strategic goals and the University's Path to Prominence principles and goals, especially as regards maintaining a high-quality faculty and excellent graduate programs; embracing diversity, engaging students, faculty, and staff in the challenging issues of our day; and, above all, leading the way on many global initiatives.

#### **I. Develop an Outstanding Faculty**

a. Foster opportunities for professional development of our faculty, including observing other faculty members' classes (at all levels) in one's own or in another language and conducting workshops in pedagogy and technology with internal and external experts.

b. Hire tenure-track faculty in French (19<sup>th</sup>-century specialist), Ancient Greek and Roman Studies, and Spanish; create full-time instructor positions for faculty on temporary appointment. [New resources needed.]

- c. Continue FLL research workshop and expand it to include external speakers.
- d. Create new lecture series. [Restore annual \$5,000 speakers fund.]

## 2. Diversify our Faculty, Students, and Staff

- a. Provide more outreach and assistance to minority and international students.
- b. Work with the McNair and NUCLEUS Programs. [We have been working with the McNair program and the National Name Exchange to identify MA applicants from underrepresented groups.]

## 3. Lead the Way in Student Learning and Engagement

- a. Focus our Freshman Seminar on global citizenship (the global citizen).
- b. Increase service and discovery learning opportunities for our students.
- c. Continue contacts with language communities outside the classroom (English Language Institute Language Partner Program, Comunidad Hispana, Community Legal Aid Society).
- d. Continue and, if possible, expand cultural programming—music, art exhibits, film series, etc.
- e. Review our current advisement system (assignment of advisees, number of advisors, etc.) and offer advisement workshops for faculty.
- f. Enhance TA training.
- g. Enhance support for graduate students by restoring summer grants and providing an additional semester of funding for certificate trackers. [Restore approximately \$25,000 in funds generated annually by FLL's Winter Session and Summer Session programs abroad and courses on campus.]
- 8. Create Master's programs in Chinese and in Italian. [New resources needed for graduate assistantships.]

## 4. Engage Local, National, and Global Communities

- a. Organize events to bring middle and high school teachers and students to campus. [UD needs to eliminate or moderate the prohibitive room rental fees for such on-campus events.]
- b. Increase number of study abroad opportunities and agreements with universities abroad.

c. Establish more international faculty and graduate student exchanges. [We are trying to develop more fully our existing exchange agreement with the Université Antilles-Guyane, which in recent years has attracted to our MA programs at least half a dozen high-caliber students of African heritage.]

#### **13.4. Final Observation**

The faculty is deeply grateful for all the support it has received since 1986, when the current Chair began serving. Without considerable and ongoing support from both the Arts and Sciences Dean's Office and the University Provost's Office, our department could not have grown to its present size; it could not have hired the many outstanding faculty who have helped make us an exemplary foreign languages department; and it could not have developed the rich array of programs it currently offers in Delaware and abroad. With continued support from the College and University administration, we will be able to build on our many strengths, continuing to improve our academic offerings while maintaining our high productivity and record of excellence in all areas of our work.

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Appendix 1.2	Department of Foreign Languages and Literatures mission statement
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Appendix 12.1	Copy of the 2012 issue of the <i>Polyglot</i> newsletter



<b>TOTAL COURSE ENROLLMENTS FOR ALL LEVELS (2012 WINTER - 2012 FALL)</b>					
	<b>2012 WINTER</b>	<b>2012 SPRING</b>	<b>2012 SUMMER</b>	<b>2012 FALL</b>	<b>TOTAL</b>
<b>TOTAL 100 LEVEL</b>	341	2316	121	3113	5891
<b>TOTAL 200 LEVEL</b>	305	713	99	584	1701
<b>TOTAL 300 LEVEL</b>	125	615	22	559	1321
<b>TOTAL 400 LEVEL</b>	21	426		384	831
<b>TOTAL 600-800 LEVELS</b>		83	1	99	183
<b>GRAND TOTAL</b>	792	4153	243	4739	9927

## Department of Foreign Languages & Literatures

### Mission Statement

The Department of Foreign Languages and Literatures strives to develop students' knowledge of foreign languages, literatures, and cultures. It provides a broad range of educational courses and programs that build foreign language competence and enhance the understanding of foreign literatures and cultures both ancient and modern, both western and non western. The Department helps students develop a global perspective, training them to use their foreign language skills in a variety of fields. Through research and publication, the Department advances scholarship in the discipline, furthering the critical understanding of world culture in its complexity and diversity. In these and other ways, the Department actively supports the mission of the University of Delaware and the College of Arts and Sciences.

Specifically, the Department's mission is to:

- Teach the understanding and appreciation of foreign cultures, ancient and modern, providing basic knowledge about the literature, culture, and intellectual achievements of the communities involved.
- Expand, through research and publication, current scholarship in the fields of foreign literatures, cultural studies, foreign language pedagogy, second language acquisition, and other related fields.
- Teach the methods of understanding and interpreting texts, i.e., the methods of critical thinking that are essential to the education of good citizens.
- Play a leading role in internationalizing the University curriculum, enabling students to develop a global perspective.
- Ensure that graduates of the University have sufficient knowledge of and skills in an ancient or modern foreign language to build fluency in that language.
- Prepare our majors for careers in education, government, international trade, or related fields, or for graduate study leading to advanced degrees.
- Provide opportunities for studying foreign languages and cultures abroad.
- Enhance the education of non majors by providing them with foreign language skills that complement their chosen major.
- Provide opportunities for continuing foreign language and literature study at the graduate level for students as well as for language teachers and other professionals.
- Work with the School of Education to prepare foreign language teachers for the schools of Delaware and nearby states, and collaborate with the Delaware Department of Education to facilitate articulation between secondary and post secondary foreign language education in the State.
- Act as a liaison between the University and the various language communities in the State.

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: FOREIGN LANGUAGES AND LITERATURES**  
**CONCENTRATION: FRENCH STUDIES**

Specific requirements for this concentration are described below. These requirements can also be viewed on-line at: [www.fllt.udel.edu/lang/french/frenchstudies.html](http://www.fllt.udel.edu/lang/french/frenchstudies.html).  
 Paper copies are available at the department office, 103 Jastak-Burgess Hall.

**CURRICULUM** **CREDITS**

[University and College requirements.](#)

**MAJOR REQUIREMENTS**

Thirteen courses (39 credits), as follows:

Ten courses in French (30 credits):

<a href="#">FREN 211</a>	3
Two of: <a href="#">FREN 301</a> , <a href="#">FREN 302</a> , <a href="#">FREN 355</a>	6
Three of: FREN 3xx, FREN 4xx	9
One FREN 4xx (literature)	3
Three additional FREN 4xx	9

A three-credit capstone experience: FREN 4xx capstone if available, [FLLT 490](#) or [FLLT 495](#)  
 (Senior thesis or equivalent fulfills the capstone requirement) 3

A total of two courses may be taken from a wide selection 6  
 FREN 2xx, [FREN 207](#), [FREN 208](#), FREN 3xx, [FLLT 202](#) or any FLLT course numbered 320-330; [HIST 339](#), [ARTH 339](#), [POSC 441](#) (courses offered abroad). Extra-departmental courses: [HIST 346](#) (Age of Louis XIV); [HIST 347](#) (The French Revolution and Napoleon); [HIST 361](#), [HIST 475](#), [ARTH 225](#) (Eighteenth Century Art); [ARTH 227](#) (Modern Art I); [ARTH 228](#) (Modern Art II), [ARTH 307](#).

**ELECTIVES**

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF 124

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: FOREIGN LANGUAGES AND LITERATURES**  
**CONCENTRATION: JAPANESE STUDIES**  
**CURRICULUM CREDITS**

Specific requirements for this concentration are described below.

[University and College requirements.](#)

**MAJOR REQUIREMENTS**

**Twelve courses (36 credits) are required for the Japanese Studies major, as follows.**

**Eight courses in Japanese (24 credits):**

Three of JAPN 2xx	9
Two of JAPN 3xx	6
Two of JAPN 4xx	6
One JAPN 3xx (literature) or 4xx (literature)	3

**Three courses in related work (9 credits):**

Two non-language courses in JAPN or FLLT (6 credits), selected from the following:

[JAPN 204](#) (calligraphy), [JAPN 208](#) (culture, taught in Kobe), [JAPN 308](#) 6  
(culture, taught in Kobe), [FLLT 328](#) (Japanese literature), [FLLT 338](#)  
(Japanese film), [FLLT 380](#) (Japanese visual culture).

One additional course in Japan-related work (3 credits), which may either 3  
be selected from the above list of non-language courses in JAPN or  
FLLT, or chosen from offerings in ANTH, ARTH, HIST, POSC with  
prior approval of the advisor.

**Capstone course (3 credits):**

A three-credit capstone experience (JAPN 4xx capstone if available, 3  
[FLLT 490](#), [FLLT 495](#), or Thesis).

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: FOREIGN LANGUAGES AND LITERATURES**  
**CONCENTRATION: ANCIENT GREEK AND ROMAN STUDIES**

This concentration requires the choice of one of the following options: Civilization and Culture, Ancient Greek and Latin Language and Literature, Latin Language and Literature. Students must see their advisor to choose one of these options. Specific requirements for these options can be viewed on-line at [www.fllt.udel.edu/lang/classics/programs.htm](http://www.fllt.udel.edu/lang/classics/programs.htm); paper copies are available at the department office, 103 Jastak-Burgess Hall.

CURRICULUM CREDITS

[University and College Requirements.](#)

**MAJOR REQUIREMENTS**

Nine credits on Ancient Greek and Roman authors or topics chosen from among the following FLLT courses: 9

- [FLLT 202](#)           Biblical and Classical Literature
- [FLLT 316](#)           Classical Mythology: Gods, Heroes, and Monsters
- [FLLT 322](#)           Topic: In Love and War: Greek Tragedy
- [FLLT 322](#)           Topic: Antiquity through Modern Eyes
- [FLLT 320/FLLT 322/FLLT 330](#)   Varying Authors and Genres/ Topics: Classical Literature in Translation/ Varying Authors, Themes, and Movements

Six credits in Ancient Greek or Latin at the 200 level or above 6

A three-credit capstone experience: 3

GREK or LATN 4xx capstone if available, [FLLT 490](#), or [FLLT 495](#). Senior thesis or equivalent also fulfills the capstone requirement.

Twenty-one credits chosen from the following programs and departments in accordance with the requirements of the option selected and with prior approval of the advisor: GREK, LATN, FLLT, ANTH, ARTH, HIST, PHIL, POSC, THEA 21

NOTE: See your advisor for the specific program of study requirements. The majority of the specific course requirements are generally at the 300-400 level depending on the student's program of study option.

**ELECTIVES**

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

**CREDITS TO TOTAL A MINIMUM OF 124**

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: FOREIGN LANGUAGES AND LITERATURES**  
**CONCENTRATION: THREE LANGUAGES**

CURRICULUM CREDITS

[University and College requirements.](#)

**MAJOR REQUIREMENTS**

**First Language<sup>(1)a</sup>**

Six credits at the 200-level and above. 6  
 Eighteen credits at the 300 and 400-level (at least six credits at the 400 level) 18

**Second Language<sup>(1)b</sup>**

Six credits at the 200-level and above. 6  
 Twelve credits at the 300 and 400-level (at least three credits at the 400 level) 12

**Third Language**

Six credits at or above the 200-level 6

**Capstone**

A three-credit capstone experience: [FLLT 490](#) or [FLLT 495](#) (Senior thesis or equivalent fulfills the capstone requirements) 3

**ELECTIVES**

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

**CREDITS TO TOTAL A MINIMUM OF 124**

**Notes:**

(1) <sup>a</sup> Selection of First Language is limited to those languages in which the Department of Foreign Languages and Literatures offers a major. <sup>b</sup> The second language may be selected from languages in which the Department of Foreign Languages and Literatures offers a major or a minor.

(2) Students enrolled in the Three Languages Major are strongly encouraged to participate in at least one of the study abroad programs sponsored by the Department of Foreign Languages and Literatures.

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: SPANISH EDUCATION**

CURRICULUM CREDITS

[University and College requirements.](#)

**MAJOR REQUIREMENTS**

**Core (30 credits in Spanish):**

<a href="#">SPAN 201</a>	Spanish Reading and Composition ( <a href="#">SPAN 200</a> is a prerequisite)	3
<a href="#">SPAN 305</a> or <a href="#">SPAN 306</a>	Oral Communication or Practical Oral/Written Expression	3
<a href="#">SPAN 314</a>	Spanish Phonetics and Phonology	3

One of the following courses: 3

<a href="#">SPAN 308</a>	Contemporary Spain II
<a href="#">SPAN 325</a>	Spanish Civilization and Culture
<a href="#">SPAN 326</a>	Latin American Civilization and Culture

Any three of the following six literature survey courses: 9

<a href="#">SPAN 301</a>	Survey of Spanish Literature
<a href="#">SPAN 302</a>	Survey of Spanish Literature
<a href="#">SPAN 303</a>	Survey of Spanish-American Literature
<a href="#">SPAN 304</a>	Survey of Spanish-American Literature
<a href="#">SPAN 355</a>	Special Topics
<a href="#">SPAN 370</a>	Studies in Spanish Literature (taught in Spain)

One of the following courses: 3

<a href="#">SPAN 300</a>	Advanced Spanish Composition and Grammar I
<a href="#">SPAN 401</a>	Advanced Spanish Grammar II
<a href="#">SPAN 403</a>	History of the Spanish Language
<a href="#">SPAN 406</a>	Advanced Spanish Language

Six credits in SPAN literature at the 400-level 6

**Professional Studies (31 credits):**

<a href="#">EDUC 413</a>	Adolescent Development and Educational Psychology	4
<a href="#">EDUC 414</a>	Teaching Exceptional Adolescents	3
<a href="#">EDUC 419</a>	Diversity in Secondary Education	3
<a href="#">EDUC 400</a>	Student Teaching	9
<a href="#">FLLT 421/LING 421</a>	Methods of Teaching Foreign Languages	3
<a href="#">FLLT 422/LING 422</a>	Language Syllabus Design	3
<a href="#">LING 424/FLLT 424</a>	Second Language Testing	3
<a href="#">FLLT 491</a>	Foreign Language Education Capstone	3

Grade of C- or better required in all required SPAN, EDUC, FLLT, and LING courses.

**For Foreign Language in Elementary School (K-12 certification) option, required courses in addition to above:**

<a href="#">FLLT 429/EDUC 429</a>	Methods of Teaching Foreign/Second Languages in Elementary Schools	3
<a href="#">EDUC 476/LING 476</a>	Second Language Acquisition and Bilingualism	3
<a href="#">EDUC 205</a>	Human Development: Grades K-8	3

To qualify for admission to student teaching, Spanish Education majors must obtain a rating of AL (Advanced Low) on the Oral Proficiency Interview in Spanish. They must also have a GPA of 2.75 overall, a GPA of 3.0 in their required Spanish courses, and a GPA of 3.0 in their required pedagogy courses ([FLLT 421](#), [FLLT 422](#), and [FLLT 424](#)), in order to be eligible to student teach. See [EDUC 400](#) for pre- and co-requisite examination requirements. Students must consult with the [teacher education program coordinator](#) to obtain the student teaching application and other information concerning student teaching policies.

**ELECTIVES**

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

**CREDITS TO TOTAL A MINIMUM OF**

**124**

## FLL Philosophy of Foreign Language Education

The preparation of foreign language teachers involves the development of both foreign language and pedagogical knowledge and skills, a balance of theoretical training and clinical experience, and the nurturing of a reflective process that allows candidates to appreciate and understand the complex relationship between student and teacher. The elements of each of these three apparent dichotomies -- content area/pedagogy, theory/practice, and student/teacher -- are not diametrical, but rather are in each case the interweaving of parts of a whole. Candidates must experience, appreciate, and cultivate the interconnectedness of content area knowledge with pedagogical knowledge, of theory with practice, and of the role of the student with that of the teacher.

Your preparation to teach a foreign language entails the following:

- **Excellent content area and pedagogical preparation, along with an awareness of their interrelationship** - A teacher is a scholar, possessing strong knowledge of the content area along with the pedagogical skills necessary to make that knowledge accessible to students in developmentally appropriate experiences. Your training comprises a well-rounded foreign language major program, including opportunity for study abroad, and thorough pedagogical preparation, including multiple clinical experiences. Excellent content knowledge is demanded of you in pedagogy courses. Assignments in methods courses, practica, and student teaching provide the framework within which you will reflect on the relationship between content and pedagogical challenges in the foreign language classroom and beyond.
- **A judicious balance of theoretical training and clinical experience and an understanding of their reciprocal influence** - A teacher is a leader, possessing the capacity to play an important role in the decision-making processes that lead to school improvement and reform. Your methods courses will introduce you to the body of theory and research on language learning and assessment, providing a theoretical base that you will examine and apply in a progression of observations, practica, and clinical experiences. Reflecting on your experiences in discussions and written assignments, you will grapple with the interrelationships between theory and practice and develop the ability to engage in critical examination of educational practice, manifesting a commitment to ongoing professional development.
- **An appreciation of the interlocking roles of student and teacher, in the context of your own transition from student to foreign language teacher and professional** - A teacher is a partner, committed to working with students, families, colleagues, and the community at large to create a productive, safe, and caring learning environment. Training in foreign language methodology, classroom management, developmental psychology, and student diversity and special needs is designed to prepare you to meet the challenges of establishing constructive relationships with your students. During your training, you are nurtured as a student by your instructors, but you are also treated like the professional you are becoming. University instructors, as well as the secondary teachers who work with you during clinical experiences, model professional behavior and attitudes, including expertise in the content area, problem-solving skills, and the ability to form partnerships that will respond effectively and equitably to the needs of all learners.

Foreign Language Education Programs at UD:

- [French Education](#)
- [German Education](#)
- [Italian Education](#)
- [Latin Education](#)
- [Latin Education with Classics Concentration](#)
- [Spanish Education](#)



### **University of Delaware Conceptual Framework for Professional Education Programs Effective Fall 2012**

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates, faculty, and administrators in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. As professionals in education, the preservice teachers, inservice teachers, and other educators<sup>1</sup> in our programs will implement recognized best practices and continue throughout their careers as leaders in the advancement of their profession. They will recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts.

<sup>1</sup> Examples of other educators are school psychologists, school leaders, and school librarians.

To these ends, candidates in University of Delaware professional education programs will:

- continuously engage in inquiry, reflection, learning and improvement of their practice, informed by evidence and their experience, as well as by research and professional literature, and they will help contribute to the knowledge base of education through their own professional learning and experience;
- respond in creative, empathetic and flexible ways to the needs and interests of the students, families and communities whom they will serve and advocate for their needs and interests both in their own institutions and in broader policy arenas;
- be committed to their students' academic, social and emotional learning and inspire their students' desire for learning and for the content being learned;
- be passionate about their profession and seek opportunities for professional growth and leadership;
- situate their knowledge in local, state, national and global contexts and recognize others' perspectives; and
- believe that all students can learn and structure their practices to promote equity and equality in education.

Candidates will embody three qualities as they move on their trajectory to become the professionals described above: knowledge and skills, leadership and commitment to equity. They will develop these interdependent qualities through rich experiences in their programs and achieve the following outcomes associated with them.

#### **Knowledge and Skills**

Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and inservice teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.

#### **Leadership**

Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the

## Appendix 3.6.2

development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

### Commitment to Equity

Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will have an understanding of the diverse students' learning needs and backgrounds, a recognition and understanding that equity and equality are not the same and the compassion to modify teaching and leadership practices to respond to the needs of diverse learners and their families, teachers, and administrators.

### Outcomes

The outcomes for candidates are consistent with Delaware state standards, national accreditation standards, national specialty organization standards, and the InTASC Model Core Teaching Standards. Candidates will demonstrate in their professional education programs:

1. a commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, evidence-based decision making, and the reflective re-examination of content knowledge and pedagogy.
2. a commitment to the belief that learners of all ages and abilities can be educated by interacting with others appropriately and respectfully, addressing preconceptions, being receptive to feedback and employing strategies that emphasize interacting in a positive manner.
3. the capacity to create and implement productive, safe, and engaging learning experiences and evidence-based assessments that reflect an understanding of:
  - a. human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
  - b. the content knowledge and pedagogical content knowledge that promotes students' knowledge, skill development, critical reflection and problem-solving according to the methods of inquiry and standards of evidence used in their area of expertise;
- c. appropriate and effective use of technologies; and
- d. the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities.
4. the capacity to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, and caring learning environment to optimize every learner's educational attainment.

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## Appendix 3.7.1

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: HISTORY/CLASSICS, FRENCH, GERMAN, RUSSIAN, OR SPANISH**

CURRICULUM CREDITS  
[University and College requirements.](#)

**MAJOR REQUIREMENTS**

<a href="#">HIST 101</a>	Western Civilization to 1648	3
<a href="#">HIST 102</a>	Western Civilization: 1648 to the Present	3
<a href="#">HIST 268</a>	Seminar	3

Five 300-level courses, at least two of which must deal with countries that use the chosen foreign language 15

History seminar at the 400-level or above (excluding [HIST 491](#) and [HIST 493](#) and Independent Study) 3

One of the following language options:

**Classics**

Civilization: Two classical civilization (or culture) courses: e.g., [FLLT 202](#) (Biblical and Classical Literature), [FLLT 316](#) (Mythology), [FLLT 320/FLLT 322/FLLT 330](#) (Variable Topics, Genres, Periods, Authors) 6

Literature: Either 9 credits of Latin at the 200-level or above and 3 credits of Latin at the 300-level or above, or [GREK 201](#) and [GREK 202](#) and 6 credits of Latin at the 200-level or above 12

**French**

Civilization: [FREN 325](#) (French Civilization I), or [FREN 326](#) (French Civilization II) or [FREN 453](#) (French Civilization III) 3

Literature: [FREN 301](#) (Introduction to French Literature: Prose) and [FREN 302](#) (Introduction to French Literature: Poetry and Theatre) 6

400-level literature course 3

Two courses at the 200, 300, or 400-level 6

**German**

Civilization: [GRMN 325](#) (German Civilization and Culture) 3

Literature: [GRMN 311](#) (Introduction to German Literature I) and GRMN 3XX 6

400-level literature course 3

Two courses at the 200, 300, or 400-level 6

**Russian**

Civilization: [RUSS 325](#) (Russian Civilization) 3

Literature: [RUSS 310](#) (Introduction to Russian Literature I) and [RUSS 312](#) (Introduction to Russian Literature II) 6

400-level literature course 3

Two courses at the 200, 300, or 400-level 6

**Spanish**

Students must choose either the Peninsular ([SPAN 325](#), [SPAN 301](#), [SPAN 302](#)) or the Latin American ([SPAN 326](#), [SPAN 303](#), [SPAN 304](#)) track.

Civilization: [SPAN 325](#) (Spanish Civilization and Culture)

or [SPAN 326](#) (Latin American Civilization and Culture) 3

Literature: [SPAN 301](#) (Survey of Spanish Literature) and [SPAN 302](#) (Survey of Spanish Literature) 6

or [SPAN 303](#) (Survey of Spanish-American Literature) and [SPAN 304](#) (Survey of Spanish-American Literature) 6

400-level literature course 3

Two courses at the 200, 300, or 400-level 6

**ELECTIVES**

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

[Honors Degree](#): An Honors Degree option is also available.

CREDITS TO TOTAL A MINIMUM OF

124

## Appendix 3.7.2

### DEGREE: BACHELOR OF ARTS MAJOR: FRENCH, GERMAN, OR SPANISH/POLITICAL SCIENCE

CURRICULUM	CREDITS
<a href="#">University and College requirements.</a>	
<b>MAJOR REQUIREMENTS</b>	
French, German, or Spanish/Political Science majors must complete all designated courses and any prerequisite courses (e.g., for admission to the 200-level language courses) with no grade below a C.	
<a href="#">POSC 150</a> The American Political System (or other required intro courses)	3
<a href="#">POSC 240</a> Introduction to International Relations	3
<a href="#">POSC 270</a> Comparative Politics	3
<a href="#">POSC 310</a> European Governments	3
<a href="#">POSC 441</a> Problems of Western European Politics by Country	3
or <a href="#">POSC 442</a> Problems of Western European Politics	
3 additional courses at the 300 or 400-level with at least 2 at the 400-level and at least 2 in the area of International Relations	9
One of the following language options:	
<b>French</b>	
FREN 2xx, 3xx, 4xx (prior to semester abroad)	6
FREN 3xx, 4xx	12
FREN 4xx (literature) (Newark campus only)	3
<b>German</b>	
GRMN 2xx, 3xx, 4xx (prior to semester abroad)	6
GRMN 3xx, 4xx	12
GRMN 4xx (literature) (Newark campus only)	3
<b>Spanish</b>	
SPAN 2xx, 3xx, 4xx (prior to semester abroad)	6
SPAN 3xx, 4xx	12
SPAN 4xx (literature) (Newark campus only)	3
In completing one of the language options above, students are required to participate in a semester abroad program sponsored by the Department of Foreign Languages and Literatures (in Paris, or the equivalent, for French; in Salzburg, or the equivalent, for German; in Granada, or the equivalent, for Spanish).	
The following courses taken abroad count toward the French, German, or Spanish/Political Science major:	
<b>Political Science</b>	
<a href="#">POSC 441</a>	
<b>French</b>	
<a href="#">FREN 306</a> or <a href="#">FREN 406</a>	
<a href="#">FREN 308</a>	
<a href="#">FREN 355</a> or <a href="#">FREN 455</a>	
<a href="#">HIST 339</a>	
<b>German</b>	
<a href="#">GRMN 306</a> or <a href="#">GRMN 406</a>	
<a href="#">GRMN 308</a>	
<a href="#">GRMN 355</a> or <a href="#">GRMN 455</a>	
<a href="#">HIST 339</a>	
<b>Spanish</b>	
<a href="#">SPAN 306</a> or <a href="#">SPAN 406</a>	
<a href="#">SPAN 308</a>	
<a href="#">SPAN 355</a> or <a href="#">SPAN 455</a>	
<a href="#">HIST 339</a>	
<b>ELECTIVES</b>	
After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.	
<b>Honors Degree:</b> An Honors Degree option is available for the BA in French, German, or Spanish/Political Science.	
CREDITS TO TOTAL A MINIMUM OF	124

### BACHELOR OF ARTS - EUROPEAN STUDIES

European Studies is an interdisciplinary major that blends the humanities and the social sciences. Offered jointly by the departments of History, Political Science, and Foreign Languages and Literatures, it stresses comprehensive knowledge of a particular European country through study of its language, literature, history, political institutions, and international relations. The major also encourages students to take courses in philosophy, art history, music and geography, thereby fostering multifaceted understanding of the target country within its general European context.

Students enrolled in this program will gain the tools they will need in such future undertakings as graduate school, government or other international agencies, international law, or commercial enterprises with an international orientation.

Students in other majors who wish to change their major to European Studies must have a minimum grade point average of 2.3. Students transferring into the major from outside the University of Delaware will have their transcripts evaluated on a case-by-case basis.

Study abroad is strongly recommended for students in this program.

### BACHELOR OF ARTS - ASIAN STUDIES

The Asian Studies Program at the University of Delaware is an intellectually rigorous, interdisciplinary program that provides students the opportunity to learn about Asia from a variety of perspectives and fields, as well as various ways that the different local, national and regional cultures and systems interact within Asia and with the world. Students may major or minor in Asian Studies. The program also offers students an Honors option. An Asian Studies major or minor is also considered highly complementary to a host of other majors, including foreign language, history, international relations, political science and international business.

Students majoring in Asian Studies take courses on Asia in several academic disciplines and are encouraged to develop language proficiency and to pursue study abroad opportunities in Asia. Knowledge of Asia - its cultures, peoples, histories, languages and politics - is considered an important resource for any career in our global economy and society. Included among the career paths open to Asian Studies majors are careers in government, the foreign service, international agencies, business, education, journalism and international law. Asian Studies majors also often choose to pursue advanced degrees in some aspect of Asian Studies.

### BACHELOR OF ARTS - LATIN AMERICAN & IBERIAN STUDIES

The Latin American & Iberian Studies Program offers both a major and minor designed to prepare undergraduate students for careers relating to Latin America and the Iberian Peninsula. This interdisciplinary program provides students with comprehensive training in Spanish language as well as Latin American and Iberian literature, history, politics, geography and anthropology.

Many career opportunities are open to students who major in Latin American & Iberian Studies. Because of their linguistic training and in-depth knowledge of the area, graduates of the program often find employment in government, including the foreign services, as well as in international business and banking, social work, educational organizations and non-governmental organizations that work extensively in Latin America and the Iberian Peninsula. In addition, graduates are well prepared to pursue advanced degrees in Latin American & Iberian Studies.

## MINORS

**FOREIGN LANGUAGE MINORS:** An advisor on minors for each language will help students tailor the chosen minor program to their needs. A minor in a foreign language requires a minimum of 18-21 credits at the 200 level or above, as follows:

**ANCIENT GREEK AND ROMAN STUDIES:** 18 credits as follows: 6 credits in Latin and/or Greek at the 200-level or above, 6 credits in FLLT courses focusing on the literature and/or culture of ancient Greece and Rome, at least one of which must be at the 300-level (e.g. [FLLT 316](#) Gods, Heroes, and Monsters; [FLLT 330](#) Roman Rulers and Rebels; [FLLT 322](#) Greek Tragedy; [FLLT 202](#) Biblical and Classical Literature; [FLLT 320/FLLT 330](#) Society and Spectacle in Ancient Greece and Rome; [FLLT 322](#) Antiquity through Modern Eyes; [FLLT 322](#) Greek Comedy), and 6 credits from related disciplines (at the 200-level or above, at least one of which must be at or above the 300-level) reflecting the students' particular interests in the classical world and selected with prior approval of the advisor (ANTH, ARTH, FLLT, GREK, HIST, LATN, PHIL, POSC, THEA).

**CHINESE:** 18 credits including 15 credits in CHIN courses at the 200 level or above, with at least 6 of those credits at the 300 level or above, plus 3 credits in a China-related FLLT course.

**FRENCH:** 18 credits above the 100-level including [FREN 211](#), [FREN 301](#) and [FREN 302](#), one course at the 300 or 400-level, and one other 400-level course.

**GERMAN:** 18 credits above the 100-level including at least two courses at the 300-level and two courses at the 400-level. [GRMN 208](#) is not for minor credit.

**ITALIAN:** 18 credits composed of [ITAL 211](#) or [ITAL 212](#); two additional courses at the 200, 300 or 400-level; one 300-level literature course; one 300 or 400-level course; and one 400-level course.

**JAPANESE:** 18 credits in JAPN courses taught in Japanese at the 200 level and above, including 6 credits at the 300 level and 3 credits at the 400 level. 3 of the 18 credits may be from a Japan-related FLLT course, JAPN 204, or JAPN 208.

**RUSSIAN:** 18 credits composed of two Russian courses at the 200-level; three courses at the 300 or 400-level, one of which must be a 400-level course; and 3 credits of related work (e.g., Russian history, political science, art, music, etc.).

**SPANISH:** 21 credits including [SPAN 200](#), [SPAN 201](#) and an additional 200-level course taught in Spanish; two 300-level courses (one must be a Survey of Literature) and two 400-level courses (one must be a literature course).

**FOREIGN LANGUAGE STUDIES MINOR:** The Foreign Language Studies (FLS) minor (in French, German or Spanish) requires participation in a UD Department of Foreign Languages and Literatures sponsored semester abroad program. See the Foreign Languages and Literatures Study Abroad Coordinator for details and prerequisites. Credit requirements for the FLS minors are as follows:

## Appendix 3.9.2

### FRENCH STUDIES MINOR

FREN 2xx, 3xx, 4xx (Newark campus only)	6
<a href="#">FREN 306</a> or <a href="#">FREN 406</a>	3
<a href="#">FREN 308</a>	3
Three of: <a href="#">ARTH 339</a> , <a href="#">BUAD 384</a> , <a href="#">FREN 355</a> , <a href="#">FREN 455</a> , <a href="#">HIST 339</a> , <a href="#">POSC 441</a>	9
	21

Minors in French Studies are required to take at least one literature course at the 300-level or above.

**Note:** A student cannot receive both a French Minor and a French Studies Minor.

### GERMAN STUDIES MINOR

GRMN 2xx, 3xx, 4xx (Newark campus only)	6
<a href="#">GRMN 206</a> , <a href="#">GRMN 306</a> or <a href="#">GRMN 406</a>	3
Four courses at the 200-, 300-, and 400-levels offered during the semester program in Salzburg	12
	21

No more than 6 of the total 21 credits may be at the 200-level.

Minors in German Studies are required to take at least one literature course at the 300-level or above.

**Note:** A student cannot receive both a German Minor and a German Studies Minor.

### SPANISH STUDIES MINOR

SPAN 2xx, 3xx, 4xx	6
<a href="#">SPAN 306</a> or <a href="#">SPAN 406</a>	3
<a href="#">SPAN 307</a> or <a href="#">SPAN 308</a>	3
Three of*: <a href="#">ARTH 339</a> , <a href="#">SPAN 370</a> , <a href="#">SPAN 355</a> , <a href="#">SPAN 455</a> , <a href="#">HIST 336</a> , <a href="#">HIST 339</a> , <a href="#">POSC 441</a> , <a href="#">BUAD 384</a> , <a href="#">ANTH 375</a> , <a href="#">POSC 450</a>	9
	21

\*Courses must be taught in Spanish

Minors in Spanish Studies are required to take at least one literature course at the 300-level or above.

**Note:** A student cannot receive both a Spanish Minor and a Spanish Studies Minor.

## MINOR IN INTERNATIONAL BUSINESS/MINOR IN INTERNATIONAL BUSINESS WITH LANGUAGE

The **minor in international business** is designed to give increased understanding of the important international dimension of business to students with a major in accounting, finance, hotel restaurant, and institutional management, management, management information systems, marketing, operations management or sport management. The minor is awarded only to students who have applied and been admitted to the program. Admission will be based on the availability of seats and the GPA of the student; a minimum cumulative GPA of 2.7 will be required for consideration. Students must have completed 28 credits at the University of Delaware prior to application. Applications are reviewed each September and February. The 18 credits required for the minor may also be used to meet other distribution requirements, such as the University Discovery Learning Experience, degree breadth requirements, and professional electives. Students electing the International Business minor are encouraged to incorporate a short-term study abroad program into their course of study.

International Business and Economics Courses: 9

Nine credits must be passed with a minimum grade of C- from the following courses:

<a href="#">ACCT 395</a>	Seminar International Accounting
<a href="#">BUAD 384</a>	Global Business Environment
<a href="#">BUAD 386</a>	International Business Management
<a href="#">BUAD 391</a>	Seminar on International Business
<a href="#">BUAD 393</a>	Seminar on International Management
<a href="#">BUAD 394</a>	Seminar on International Operations Management
<a href="#">BUAD 425</a>	Current Issues in Global Management
<a href="#">BUAD 475</a>	International Marketing
<a href="#">ECON 340</a>	International Economic Relations
<a href="#">FINC 392</a>	Seminar on International Financial Management
<a href="#">FINC 415</a>	Finance Seminar: International Finance

[ACCT 395](#), [BUAD 384](#), [BUAD 391](#), [BUAD 393](#) and [BUAD 394](#), and [FINC 392](#) are taught abroad.

Students seeking a minor in International Business may take only one of the required Alfred Lerner College of Business and Economics courses at another institution unless advance permission is granted for credit earned in residential study-abroad courses.

International and Region Studies Courses 9

Students must also take nine credits from an approved list of supporting courses in many departments. Included are all foreign language courses at the intermediate level or above and courses that emphasize current international issues or provide background for understanding other countries or cultures. No more than one course can be taken in a single department. This list is maintained by the Department of Business Administration. Pass/Fail courses will not be counted.

The **minor in international business with language** requires completion of the 18 credits required for the minor in international business plus completion of at least two courses at the 200-level taught in the language of choice for a total of 24 credits. The languages available are Arabic, Chinese, French, German, Italian, Japanese, Russian, or Spanish. Students selecting the International Business Minor with Language may count one language course as part of the nine credits in International and Region Studies Courses, in addition to the two required 200-level courses. Students are encouraged to incorporate a short-term study abroad program into their course of study, especially a Foreign Languages and Literatures program to a country that uses the student's target language; however, only courses taught in the language of choice count toward the minor.



**MINOR IN INTERNATIONAL BUSINESS STUDIES**

The **minor in International Business Studies** is designed for students who may be interested in language and business, but who are not majoring in a business area. The minor is restricted to students pursuing a major in Economics or any major outside the Lerner College of Business and Economics. Other Lerner College students who desire an international business minor must pursue the Minor in International Business or Minor in International Business with Language options. Admission will be based on the availability of seats and the GPA of the student; a minimum cumulative GPA of 2.7 will be required for consideration. Students must have completed 28 credits at the University of Delaware prior to application. Applications are reviewed each September and February. Students electing the International Business Studies minor are encouraged to incorporate a short-term study abroad program into their courses of study, especially a Foreign Languages and Literatures trip to a country that uses the student's target language; however, only courses taught in the language of choice count toward the minor. The 21 credits required for the minor may also be used to meet other distribution requirements.

Students must earn a grade of C- or better in all courses taken for the minor.

*Required Courses:*

Core Business Courses 6 Credits

[BUAD 100](#) Introduction to Business 3

One of the following: 3

[ECON 152](#) Introduction to Macroeconomics: The National Economy  
or

[FINC 200](#) Fundamentals of Finance

(Students taking [ECON 152](#) are required to take [ECON 151](#) as a prerequisite.)

*International Business Courses* 9 Credits

[BUAD 384](#) Global Business Environment 3

[BUAD 386](#) International Business Management 3

One of the following: 3

[BUAD 425](#) Current Issues in Global Business

[BUAD 475](#) International Marketing

[ECON 340](#) International Economics

[FINC 415](#) International Finance

(Students taking [FINC 415](#) are required to take [ECON 302](#) as a prerequisite.)

*Foreign Language Courses* 6

Foreign Languages and Literatures (Two courses at the 200-level or above, taught in the language of choice: Arabic, Chinese, French, German, Italian, Japanese, Russian, or Spanish.)

**CREDITS TO TOTAL A MINIMUM OF 21**

**MINOR IN ASIAN STUDIES**

This interdisciplinary minor offers students the opportunity to enhance their major with 18 credit hours of Asia-related coursework. Students have the option of an Asian Studies Minor Without Language or Asian Studies Minor With Language.

**ASIAN STUDIES WITHOUT LANGUAGE**

Number of credits required: 18

**Required courses:****A. Introductory Courses:**

6 credits in **two different** disciplines from the following courses in the humanities. (NOTE: CHIN, FLLT, and JAPN courses are all from a single discipline/department).

<a href="#">ARSC 130</a>	East Asian Film*
<a href="#">ARSC 296</a>	Honors Colloquium (only when Asia related)
<a href="#">ARTH 233</a>	Art of China
<a href="#">ARTH 237</a>	Art of Tibet (if not selected as a required course)
<a href="#">CHIN 208</a>	Contemporary Chinese Culture I
<a href="#">ENGL 381</a>	Women in Literature (when Asian content)
<a href="#">ENGL 386</a>	Literature and History of Asian America
<a href="#">FLLT 321</a>	Topics: Chinese Literature in Translation
<a href="#">FLLT 328</a>	Topics: Japanese Literature in Translation
<a href="#">FLLT 330</a>	Chinese Women Writers
<a href="#">FLLT 331</a>	Introduction to Chinese Films
<a href="#">FLLT 338</a>	Introduction to Japanese Films
<a href="#">FLLT 360</a>	Japanese Visual Culture
<a href="#">FLLT 380</a>	Topics: Japanese Culture in Translation
<a href="#">FLLT 381</a>	Topics: Chinese Culture in Translation
<a href="#">HESC 120/BHAN 120</a>	Taiji (Tai Chi) or Wushu (Martial art)
<a href="#">JAPN 208</a>	Contemporary Japanese Culture I
<a href="#">MUSC 206</a>	Music of China

6 credits from **two different** disciplines in the following courses in the social sciences:

<a href="#">ANTH 210</a>	Peoples and Cultures of Southeast Asia
<a href="#">ANTH 211</a>	Peoples and Cultures of East Asia
<a href="#">HIST 137</a>	East Asian Civilizations: China
<a href="#">HIST 138</a>	East Asian Civilizations: Japan
<a href="#">HIST 270</a>	History of Modern Asia
<a href="#">PHIL 309</a>	Indian Philosophy and Religion
<a href="#">PHIL 310</a>	Chinese Religion and Philosophy
<a href="#">POSC 312</a>	East Asian Political Systems
<a href="#">POSC 429</a>	Southeast Asia and the World

**B. Advanced Courses:**

6 credits of advanced course work that includes, among others:

<a href="#">ANTH 310</a>	Asian Women's Lives
<a href="#">ANTH 312</a>	Asian Women in the Globalized Workplace
<a href="#">ANTH 313</a>	New Rich in Asia
<a href="#">ARTH 445</a>	Seminar in Asian Art
<a href="#">CHIN 455</a>	Selected Authors and Works in Chinese
<a href="#">CRJU 467</a>	Crime & Criminal Justice in East Asia
<a href="#">HIST 268</a>	Seminar (only when Asia related/ restricted to HIST majors)
<a href="#">HIST 365</a>	Topics in Asian History*
<a href="#">HIST 367</a>	(only when Asia related)*
<a href="#">HIST 368</a>	Modern China: 1600-1920s
<a href="#">HIST 369</a>	China Since 1900
<a href="#">HIST 370</a>	History of Modern Japan
<a href="#">HIST 371</a>	Post-war Japan
<a href="#">HIST 372</a>	Popular Culture in Urban Japan
<a href="#">HIST 393</a>	History of Modern Vietnam
<a href="#">HIST 479</a>	Seminar in Asian History*
<a href="#">JAPN 455</a>	Selected Authors, Works and Themes
<a href="#">PHIL 309</a>	Indian Religion and Philosophy
<a href="#">PHIL 310</a>	Chinese Religion and Philosophy
<a href="#">POSC 427</a>	Politics of China
<a href="#">POSC 429</a>	Southeast Asia and the World
<a href="#">POSC 443</a>	China and the World

\*May be repeated if topics varied.

For approval of Independent Studies and Special Problems courses and for course substitutions in all the Asian Studies degree programs, please contact the Director of Asian Studies before registering for them. This course list will be updated from time-to-time. A minimum of C- is required in all courses.

**ASIAN STUDIES WITH LANGUAGE**

The minor with language consists of the above listed 18 credits of requirements plus completion of either [CHIN 107](#) or [JAPN 107](#) or their equivalents in transfer credit or proficiency examination.

**MINOR IN AFRICAN STUDIES**

The minor requires eighteen credit hours drawn from the courses below. Students must take six of the following courses selected from at least four different departments. In addition, in consultation with the program director, students may count toward the minor courses taken during the UD winter session programs in Ghana and South Africa.

<a href="#">ANTH 333/BAMS 333</a>	Peoples of Africa
<a href="#">ANTH 457/ARTH 457</a>	Survey of African Art
<a href="#">ARTH 204</a>	Art, Power and Architecture in Africa
<a href="#">ARTH 206</a>	Introduction to Art and Architecture in Africa
<a href="#">ARTH 420</a>	Seminar in African Art
<a href="#">BAMS 331/HIST 331</a>	History of Caribbean I
<a href="#">BAMS 332/HIST 332</a>	History of Caribbean II
<a href="#">ENGL 382</a>	Studies in Multicultural Literature in English: The African Novel
<a href="#">FREN 455</a>	Selected Authors, Works and Themes: African Francophone Literature and Cinema
<a href="#">FREN 457</a>	The Francophone World
<a href="#">FREN 458</a>	Aspects of Francophone Literature
<a href="#">FREN 459</a>	Negritude, Antillanite, Creolite
<a href="#">HIST 134/BAMS 134</a>	History of Africa
<a href="#">HIST 330</a>	Peasants and Revolution in Africa
<a href="#">HIST 394</a>	Africa Since 1960
<a href="#">HIST 395</a>	Pan Africanism
<a href="#">HIST 397</a>	History of South Africa
<a href="#">HIST 439/WOMS 439</a>	Women and Revolution in Africa
<a href="#">HIST 440</a>	Seminar in Africa Under Colonial Rule
<a href="#">HIST 475</a>	Seminar in Modern European History: The End of the French Empire
<a href="#">NTDT 452</a>	Issues in International Nutrition
<a href="#">NURS 411</a>	Topics in Healthcare Delivery: Issues and Challenges in Global Health
<a href="#">POSC 433</a>	African Politics
<a href="#">POSC 439/BAMS 439</a>	Southern African Politics

Substitutions for the above courses may be made with permission of the program director. Independent studies and special problems courses may also count toward the minor with the director's approval.

## MINOR IN ISLAMIC STUDIES

The following requirements apply to all students entering the University in Fall 2012 or after. Students entering prior to this date may choose to use either the catalog description for the minor from the year they entered the program or the 2012 catalog.

Islamic Studies is an interdisciplinary program for students wishing to focus their interests on Islam and the Islamic world as an enhancement and complement to their undergraduate majors. Students have two possible options: 1) a minor in Islamic Studies without language or 2) a minor in Islamic Studies with language (Arabic).

All Islamic Studies minors must complete a total of 18 credits from: Group I, Group II, and Group III, plus one elective course at the 300 level or above from Groups II or III as described below.

In the case of the Islamic Studies Minor with Language option, students must complete the Arabic language sequence through Arabic 107. Students with prior experience in Arabic may be asked to demonstrate their competence in order to be exempt from language classes. Students may also substitute other Islamic languages for the Arabic requirement.

### 18 required credit hours for the minor:

#### **GROUP I: Core Requirement: Foundation Course in Islamic Studies 3**

Students must take *one* of these three courses. It is strongly advised that students begin the minor with one of these courses.

<a href="#">POSC 201</a>	Introduction to Global Islam
<a href="#">HIST 201</a>	Introduction to Global Islam
<a href="#">ANTH 212</a>	Peoples and Cultures of the Muslim World

#### **GROUP II: Arts and Literature 6**

Students must take 6 credits from the following courses in art and literature; three credits must be taken at the 300 level or above.

<a href="#">ARTH 236</a>	Arts of the Islamic World
<a href="#">ARTH 204 / BAMS 203</a>	Art, Power, and Architecture in Africa
<a href="#">ARTH 238</a>	Islamic Arch of Africa: Cairo to Timbuktu
<a href="#">ARTH 334</a>	Cairo: Architecture and Revolution
<a href="#">ARTH 349</a>	Art and Architecture in Context (Study Abroad only)
<a href="#">FLLT 332</a>	Topics: Arabic Literature in Translation

#### **GROUP III: Social Sciences and History 6**

Students must take 6 credits from the following courses in social sciences and history; three credits must be taken at the 300 level or above.

<a href="#">ANTH 212</a>	Peoples and Cultures of the Muslim World (if not selected as a core course)
<a href="#">ANTH 314</a>	Immigrant Islam: The Muslim Diaspora in the West
<a href="#">ANTH 316</a>	Islam and Gender
<a href="#">HIST 130</a>	Islamic Near East 600-1500
<a href="#">HIST 131</a>	Islamic Near East: 1500-Present
<a href="#">HIST 201</a>	Introduction to Global Islam (if not selected as a core course)
<a href="#">HIST 365</a>	Topics in Asian History: Introduction to Modern India
<a href="#">HIST 377</a>	Radicalism and Revolution: Islamic Movement/Modern Middle East
<a href="#">HIST 378</a>	Nationalism in the Modern Middle East
<a href="#">HIST 380</a>	History of the Arab-Israeli Conflict
<a href="#">HIST 381</a>	Islam and the West: The History of Mutual Perceptions
<a href="#">HIST 444</a>	Seminar: Women in the Islamic Middle East
<a href="#">PHIL 312</a>	Late Medieval Philosophy
<a href="#">POSC 201</a>	Introduction to Global Islam (if not selected as a core course)
<a href="#">POSC 377</a>	Arab-Israeli Politics
<a href="#">POSC 442</a>	Topics in European Politics: Migration and Security in Europe
<a href="#">POSC 410</a>	Islam and Global Affairs
<a href="#">POSC 430</a>	Intermestic Relations of Islam and America

#### **ELECTIVE: 3**

Additional course at the 300 level or above from Group II or III.

Certain other courses may count for Group II and Group III credits only when they have Islamic content and only when they are approved by the Islamic Studies Advisory Board.

Prior to each semester's registration, any approved courses offered from the list below and any additional or experimental courses (267, 367) with Islamic content to be offered in the subsequent semester will appear on the Islamic Studies Program's website: <http://www.cas.udel.edu/cgas/islamic-studies/>.

These courses may include:

#### **Group II**

<a href="#">ARTH 420</a>	Seminar in African Art
<a href="#">FLLT 320</a>	Varying Authors and Genres
<a href="#">ENGL 376</a>	World Literature
<a href="#">ENGL 382</a>	Multicultural Literature in English

#### **Group III**

<a href="#">ANTH 325</a>	Peoples of Europe
<a href="#">ANTH 330</a>	Development and Underdevelopment
<a href="#">ANTH 363</a>	Women in Cross-Cultural Perspective
<a href="#">ANTH 372</a>	Culture and Colonialism
<a href="#">POSC 330</a>	Political Terrorism

#### **Islamic Studies Minor with Language**

Islamic Studies Minor with Language will complete the same requirements described above, and additionally complete the Arabic language sequence through the 107 level. Students with prior experience in Arabic may be asked to demonstrate their competence in order to be exempt from language classes. Students may also substitute other Islamic languages for the Arabic requirement.

#### **Substitutions**

Requests for course substitutions for all Islamic Studies minors may be made with the permission of the Islamic Studies Program Director in consultation with the Islamic Studies Advisory Committee.

The Islamic Studies Program Director will keep an accurate record in each student's UDSIS Advisor Notes of any courses which have been accepted as substitutions for required courses and electives.

Also appearing in each student's UDSIS Advisor Notes will be a record of any Group II and Group III course that students took which was determined by the Islamic Studies Advisory Board to have Islamic content.

## MINOR IN JEWISH STUDIES

The interdisciplinary minor in Jewish Studies requires 16 credits. Students must take a minimum of 16 credits from the selection of Jewish Studies courses offered by the Jewish Studies Program (JWST) or cross-listed with another department. The one credit course, [JWST 201](#): Issues and Ideas in Jewish Studies, is the only course required for the minor. Jewish Studies courses are cross-listed with a number of departments including philosophy, English, sociology, history, political science, anthropology and foreign languages. Only 3 credits of Hebrew language and only 3 credits from courses offered during study abroad programs can be counted toward the minor. Three credits of independent course credit can be counted, with approval of the Director of the Jewish Studies Program.

## MINOR IN LATIN AMERICAN & IBERIAN STUDIES

The minor in Latin American & Iberian Studies is an interdisciplinary program designed to provide graduates with an organized focus for their interests in Latin America. The program is designed to enhance, rather than substitute for, a student's disciplinary major.

### **A minimum of 18 credits is required from the following courses, selected from at least four departments:**

[ANTH 265](#), [ANTH 323](#), [ANTH 337](#), [ANTH 338](#), [ANTH 375](#), [ANTH 380](#)  
[ARTH 232](#), [ARTH 419](#), [ARTH 440](#)  
[GEOG 226](#)  
[HIST 135](#), [HIST 336](#), [HIST 430](#), [HIST 477](#)  
[PORT 207](#), [PORT 216](#)  
[POSC 426](#), [POSC 431](#), [POSC 450](#)  
[SPAN 303](#), [SPAN 304](#), [SPAN 326](#), [SPAN 415](#), [SPAN 430](#), [SPAN 464](#)

### **Language Requirement**

In addition to the 18-credit minimum, students must complete [SPAN 107](#) or demonstrate equivalent proficiency on a placement test. Equivalent competence in Portuguese will be allowed. The study of both languages is strongly encouraged.

### **Study Abroad**

Latin American & Iberian Studies minors should plan to attend a semester or winter session at a Latin American or Iberian site.

### **Advisement and substitutions**

Substitutions may be made for the above specified courses, with permission of the Director of Latin American & Iberian Studies Program, and only so long as the same disciplinary distribution is maintained.

UNIVERSITY REQUIREMENTS  
FLL COURSE FULFILLING UNIVERSITY BREADTH REQUIREMENTS

**UD Breadth A: Creative Arts/Humanities:**

[FLLT 202](#) BIBLICAL & CLASSICAL LITERATURE  
[FLLT 316](#) CLASSICAL MYTHOLOGY: GODS, HEROES, AND MONSTERS  
[FLLT 319](#) FRENCH LITERATURE IN TRANSLATION (X-LISTED W/ [WOMS 319](#))  
[FLLT 320](#) VARYING AUTHORS AND GENRES  
[FLLT 321](#) ANTI-HEROES IN CHINESE LITERATURE  
[FLLT 322](#) TOPICS: CLASSICAL LITERATURE IN TRANSLATION (X-LISTED W/ [CMLT 322](#))  
[FLLT 326](#) HISPANIC LITERATURE IN TRANSLATION  
[FLLT 327](#) TOPICS: RUSSIAN LITERATURE IN TRANSLATION  
[FLLT 328](#) TOPICS: JAPANESE LITERATURE IN TRANSLATION  
[FLLT 329](#) TOPICS: ITALIAN LITERATURE IN TRANSLATION  
[FLLT 331](#) INTRODUCTION TO CHINESE FILMS  
[FLLT 337](#) BRAZIL THROUGH FILM  
[FLLT 338](#) LIGHT AND SHADOW: JAPANESE FILMS  
[FLLT 380](#) JAPANESE CULTURE IN TRANSLATION  
[FLLT 436](#) POLITICS AND LITERATURE (X-LISTED W/[POSC 436](#), [WOMS 436](#))  
[FREN 211](#) FRENCH READING AND COMPOSITION  
[GREK 301](#) ANCIENT PROSE: ADVANCED INTERMEDIATE GREEK  
[GREK 302](#) ANCIENT POETRY: ADVANCED INTERMEDIATE GREEK  
[GRMN 211](#) GERMAN READING AND COMPOSITION: SHORT FICTION  
[ITAL 211](#) ITALIAN READING AND COMPOSITION: SHORT FICTION  
[ITAL 212](#) ITALIAN READING AND COMPOSITION: DRAMA AND PROSE  
[JAPN 204](#) THE ART OF JAPANESE CALLIGRAPHY  
[LATN 301](#) ADVANCED INTERMEDIATE LATIN PROSE  
[LATN 302](#) ADVANCED INTERMEDIATE LATIN POETRY  
[RUSS 211](#) RUSSIAN READING AND COMPOSITION: SHORT FICTION

**UD Breadth B: History/Cultural Change:**

[FLLT 330](#) VARYING AUTHORS, THEMES, AND MOVEMENTS(X-LISTED [WOMS 330](#)/[CMLT 330](#))  
[FLLT 345](#) MODERN ISRAEL: CULTURE AND IDENTITY (X-LISTED W/ [JWST 345](#))  
[FLLT 375](#) TOPICS: RUSSIAN & SOVIET CULTURE IN TRANSLATION  
[FREN 207](#) THE CONTEMPORARY CARIBBEAN WORLD: FRENCH CARIBBEAN PAST AND PRESENT  
[GRMN 208](#) CONTEMPORARY GERMANY  
[GRMN 255](#) GERMANY IN THE NEWS  
[HEBR 209](#) CONTEMPORARY ISRAEL THROUGH FILM  
[ITAL 208](#) ITALY: PAST & PRESENT  
[PORT 207](#) BRAZIL: PAST & PRESENT  
[SPAN 207](#) CONTEMPORARY LATIN AMERICA I  
[SPAN 208](#) SPAIN: PAST & PRESENT  
[SPAN 307](#) CONTEMPORARY LATIN AMERICA II  
[SPAN 325](#) SPANISH CIVILIZATION AND CULTURE  
[SPAN 326](#) LATIN AMERICAN CIVILIZATION AND CULTURE

**UD Breadth C: Social/Behavioral:**

[FLLT 203](#) LANGUAGES OF THE WORLD (X-LISTED W/[LING 203](#))  
[FREN 403](#) STRUCTURE OF FRENCH

UNIVERSITY REQUIREMENTS  
FLL COURSE FULFILLING MULTICULTURAL REQUIREMENTS

**MULTICULTURAL:**

FLLT202 C/L ENGL202 (owner) , ARTH202 , JWST202 Biblical and Classical Literature

FLLT203 C/L LING203 (owner) Languages of the World

FLLT331 Introduction to Chinese Films

FLLT333 (owner) C/L JWST333 Israeli Film

FLLT337 Brazil Through Film

FLLT338 Light and Shadow--Japanese Films

FLLT383 (owner) C/L WOMS383 Chinese Culture in Translation

FLLT490 One World: Cinematic Perspectives on Cultural Diversity

FLLT495 One World: Literary Perspectives on Cultural Diversity

FREN207 French Caribbean past and present

FREN457 The Francophone World

FREN460 Littérature Francophone Issue de l'Immigration

HEBR209 (owner) C/L JWST209 Contemporary Israel through Film

JAPN205 Japanese Conversation

JAPN208 Contemporary Japan I

PORT207 Brazil: Past and Present

SPAN207 Contemporary Latin America I

SPAN326 Latin American Civilization and Culture

SPAN447 Contemporary Hispanic Fiction by Women

SPAN464 Contemporary Spanish American Literature by Women

SPAN491 (owner) C/L LAMS491 Latin American Studies Capstone

**COLLEGE OF ARTS AND SCIENCES REQUIREMENTS**  
**FLL COURSES FULFILLING BREADTH REQUIREMENTS**

**GROUP A: ANALYSIS AND APPRECIATION OF THE CREATIVE ARTS AND HUMANITIES**

**FOREIGN LANGUAGES AND LITERATURES (FLLT)**

[FLLT 202](#) BIBLICAL & CLASSICAL LITERATURE

[FLLT 316](#) CLASSICAL MYTHOLOGY: GODS, HEROES, AND MONSTERS

[FLLT 320](#) VARYING AUTHORS AND GENRES

[FLLT 321](#) ANTI-HEROES IN CHINESE LITERATURE

[FLLT 322](#) TOPICS: CLASSICAL LITERATURE IN TRANSLATION (X-LISTED W/ [CMLT 322](#))

[FLLT 326](#) HISPANIC LITERATURE IN TRANSLATION

[FLLT 327](#) TOPICS: RUSSIAN LITERATURE IN TRANSLATION

[FLLT 328](#) TOPICS: JAPANESE LITERATURE IN TRANSLATION

[FLLT 329](#) TOPICS: ITALIAN LITERATURE IN TRANSLATION

[FLLT 331](#) INTRODUCTION TO CHINESE FILMS

[FLLT 337](#) BRAZIL THROUGH FILM

[FLLT 338](#) LIGHT AND SHADOW: JAPANESE FILMS

[FLLT 380](#) JAPANESE CULTURE IN TRANSLATION

[FLLT 436](#) POLITICS AND LITERATURE (X-LISTED W/[POSC 436](#), [WOMS 436](#))

**FRENCH (FREN)**

[FREN 211](#) FRENCH READING AND COMPOSITION

**GERMAN (GRMN)**

[GRMN 211](#) GERMAN READING AND WRITING

**GREEK (GREK)**

[GREK 301](#) ANCIENT PROSE: ADVANCED INTERMEDIATE GREEK

[GREK 302](#) ANCIENT POETRY: ADVANCED INTERMEDIATE GREEK

**ITALIAN (ITAL)**

[ITAL 211](#) ITALIAN READING AND COMPOSITION: SHORT FICTION

[ITAL 212](#) ITALIAN READING AND COMPOSITION: DRAMA AND PROSE

**JAPANESE (JAPN)**

[JAPN 204](#) THE ART OF JAPANESE CALLIGRAPHY

**LATIN (LATN)**

[LATN 301](#) ADVANCED INTERMEDIATE LATIN PROSE

[LATN 302](#) ADVANCED INTERMEDIATE LATIN POETRY

**RUSSIAN (RUSS)**

[RUSS 211](#) RUSSIAN READING AND COMPOSITION: SHORT FICTION

**SPANISH (SPAN)**

[SPAN 201](#) SPANISH READING AND COMPOSITION

**GROUP B: History and Cultural Change**

**FOREIGN LANGUAGES AND LITERATURES (FLLT)**

[FLLT 330](#) VARYING AUTHORS, THEMES, AND MOVEMENTS(X-LISTED [WOMS 330/CMLT 330](#))

[FLLT 333](#) ISRAELI FILM

[FLLT 345](#) MODERN ISRAEL: CULTURE AND IDENTITY (X-LISTED W/ [JWST 345](#))

[FLLT 375](#) TOPICS: RUSSIAN & SOVIET CULTURE IN TRANSLATION

**FRENCH (FREN)**

[FREN 207](#) THE CONTEMPORARY CARIBBEAN WORLD: FRENCH CARIBBEAN PAST AND PRESENT

[FREN 208](#) CONTEMPORARY FRANCE I (STUDY ABROAD)

**GERMAN (GRMN)**

[GRMN 208](#) CONTEMPORARY GERMANY

[GRMN 255](#) GERMANY IN THE NEWS

**HEBREW (HEBR)**

[HEBR 209](#) CONTEMPORARY ISRAEL THROUGH FILM

**ITALIAN (ITAL)**

[ITAL 208](#) ITALY: PAST & PRESENT (STUDY ABROAD)

**JAPANESE (JAPN)**

[JAPN 208](#) CONTEMPORARY JAPAN I (STUDY ABROAD)

**PORTUGUESE (PORT)**

[PORT 207](#) BRAZIL: PAST & PRESENT (STUDY ABROAD)

**SPANISH (SPAN)**

[SPAN 207](#) CONTEMPORARY LATIN AMERICA I (STUDY ABROAD)

[SPAN 208](#) SPAIN: PAST & PRESENT (STUDY ABROAD)

[SPAN 307](#) CONTEMPORARY LATIN AMERICA II (STUDY ABROAD)

[SPAN 325](#) SPANISH CIVILIZATION AND CULTURE

[SPAN 326](#) LATIN AMERICAN CIVILIZATION AND CULTURE

**GROUP C: Social and Behavioral Sciences**

**FOREIGN LANGUAGES AND LITERATURES (FLLT)**

[FLLT 203](#) LANGUAGES OF THE WORLD (X-LISTED W/[LING 203](#))

**FRENCH (FREN)**

[FREN 308](#) CONTEMPORARY FRANCE II (STUDY ABROAD)

[FREN 403](#) STRUCTURE OF FRENCH

**JAPANESE (JAPN)**

[JAPN 202](#) ADVANCED INTERMEDIATE JAPANESE II

[JAPN 205](#) JAPANESE CONVERSATION

[JAPN 206](#) CULTURE THROUGH CONVERSATION

[JAPN 209](#) INTERMEDIATE SITUATIONAL JAPANESE

[JAPN 305](#) JAPANESE CONVERSATION AND COMPOSITION

**FLL Courses Approved for Second Writing Requirement**

**Foreign Languages and Literatures (FLLT)**

FLLT 321 Topics: Chinese Literature in Translation

FLLT 328 Topics in Japanese Literature in Translation (cross-listed with WOMS 328)

FLLT 329 Topics in Italian Literature in Translation (cross-listed with WOMS 329)

FLLT 330 Varying Authors, Themes and Movements

FLLT 338 Light and Shadow - Japanese Films

FLLT 380 Topics in Japanese Culture in Translation

FLLT 490 One World: Cinematic Perspectives on Cultural Diversity

FLLT 495 One World: Literary Perspectives on Cultural Diversity



**The Foreign Language Certificate and the Honors Foreign Language Certificate are intended to enhance the international dimension of the University of Delaware Bachelor's degree by providing students with direct exposure to a foreign language and culture in an immersion setting.**

**To earn a Bachelor's degree with a Foreign Language Certificate or an Honors Foreign Language Certificate in Brazilian Portuguese, Chinese, French, German, Italian, Japanese, or Spanish, a student is required to complete a designated sequence of four courses at the 200 and 300 levels. This is accomplished through a combination of two courses taken during Winter or Summer Sessions in Argentina, Brazil, China, Costa Rica, Ecuador, France, Germany, Italy, Japan, Martinique, Panama or Spain, and two courses taken on the Delaware campus.**

**Students pursuing a major or minor in the language of the certificate are not eligible to earn these certificates.**

### **German Certificate Courses**

Study Abroad Session in Bayreuth, Germany:

GRMN 206: Culture through Conversation 3 credits

GRMN 208: Contemporary Germany I 3 credits

Delaware Campus: (Check Undergraduate Catalog for prerequisites)

GRMN 2xx (excluding 205) 3 credits

GRMN 3xx 3 credits

## Counts of Students by Enrolled in Courses All Levels

		2011 Fall Semester	2012 Winter	2012 Spring Semester	2012 Summer				2011 Fall Semester	2012 Winter	2012 Spring Semester	2012 Summer
ARAB	105	45		19			GREK	101	6			
	106	14		16				102			4	
	107	20		14				201	9			
	200	9	6	12				202			10	
	266			3				301	3			
	366			3				302			2	
CHIN	105	45	9	26			GRMN	105	66		34	
	106	17		33				106	24	9	41	
	107	21		10				107	47	5	35	
	200	14						200	1		17	
	201			23				205	19			
	267			17				206	1	10		
	350	11						208		15		
	355			21				211			22	
	366			1				255	12			
	455	19						306	2			
467	13		13			307	4					
FLLT	100		1				HEBR	325			9	
	266			1				350	8			
	267		12					355	12		5	
	316	58						422	2			
	320		16					433	6			
	321	22			10			442			3	
	322			25				455			8	
	326	3						466			2	
	329	14						622	4			
	330			16				633	1			
	331			25				642			4	
	332			7			655			2		
	333			13			875	7		5		
	345	14					105	23		23		
	360			22			106			11		
	366			2			107	11				
	375			18			266			2		
	421			10			105	134	16	84		
	422	8					106	52	12	92		
	424	8					107	70	6	75	11	
	425			3			200	12		17		
436		4				205	11		13			
466		1				206		11	1	2		
491			9			208		28		13		
495	19		11			211	11		19			
621			1			212			1			
622			18			266		1				
623	16					305			10			
624	23					310	24					
625			3			326			17			
626	10					355	16		1			
666					1	455	16		17			
FREN	105	95	15	51			JAPN	466	1		1	
	106	119	11	84	15			105	102		63	
	107	145	31	114	8			106	39	14	37	
	200	19		47	1			107	18		37	
	205	10		14				201	19		13	
	206		9					202	14			
	208		15					204			20	
	209			6				206				15
	211			30				208				21
	301			12				209			13	
	302			21				301	21			
	305							306				9
	306							355			12	
	308							367				3
	314			17				405	7			
	325		13				455			6		
	350			8			466			1		
	355		8				101	52				
	406		11				102			33		
	423			6			201	32				
	437		13				202			30		
	451		4				301	6				
	455		6				366			1		
	456				20		401	4				
	459				4		466			6		
	623				7		207		4			
	637		3				216	18	12			
	651		2				216				11	
								LATN				
									207		4	
							216					
							PORT					
								216				

## Counts of Students by Enrolled in Courses All Levels

		2011 Fall Semester	2012 Winter	2012 Spring Semester	2012 Summer
RUSS	105	36			
	106			19	
	107	15			
	200			6	
	211			5	
	305	18			
	312			8	
	455			6	
	667			1	
SPAN	101	4			
	105	254	41	124	17
	106	455	51	333	21
	107	595	98	500	49
	200	133	16	162	
	201	132	18	122	
	205	79		87	
	206	1	63		13
	207		59		
	208		26		21
	300	92		71	
	301	42		1	
	302			51	
	303	59			
	304			67	
	305	19		31	
	306	20	58	14	
	307	12	36	2	
	308	21		24	
	314	13			
	325	20		19	
	326	21		27	
	352			3	
	355	24	15	4	
	366			14	
	367	2			
	401	65		75	
	406	9		5	
	415	16		27	
	436	16		1	
	439			24	
	440			22	
	452			2	
	455	44	16	57	
462	25				
466			13		
475	39		31		
490			22		
491			16		
636	5				
640			6		
655	6		13		
662	4				
875	14		11		
<b>Grand Total All Courses</b>		<b>4241</b>	<b>770</b>	<b>3741</b>	<b>230</b>

University of Delaware  
Institute for Global Studies

*Winter 2013: Granada, Spain FLLT*

January 03, 2013 - February 01, 2013 (dates are tentative)

**Program Overview:**

Learn Spanish in our Language immersion Program in Granada, one of the most beautiful cities in the region of Andalusia in southern Spain. The Spanish immersion program allows students substantially improve their foreign language communication skills, as the language study in the mornings is followed by the exposure to Spanish through social and cultural activities outside of the classroom. Our immersion program is particularly helpful for the development of listening comprehension and intercultural communication skills. The University of Granada, founded in the 16th century, will host the winter program.

As part of the required SPAN208 Spanish Culture course the group typically takes several field trips to sites in and around Granada, such as the Alhambra, the Cathedral and the Royal Chapel.

**Accommodations:** Students will reside in private Spanish homes, either singly or in pairs. Bedding and linens are provided, as well as all meals.

**Courses:**

Students must enroll in all courses for credit and a grade; pass/fail and audit registration is not permitted. Please refer to the [University Catalog](#) to verify requirements and prerequisites. Honors credit may be available. Check with the faculty director and the Honors program for approval (check before departure).

All students must enroll in at least 6 credits, as well as the 0-credit UNIV course.

**SPAN 107: Spanish III - Intermediate (4 credits )**

Review of grammar, continued practice in speaking and writing, and reading texts of average difficulty.

Prerequisite: Spanish 106 or four years of high school Spanish

Satisfies the following requirements: Arts and Sciences - Foreign Language

**SPAN 206: Culture through Conversation (3 credits )**

Discussion of topics drawn from contemporary Spanish life. For students who wish to broaden their knowledge of Spanish culture while improving their oral and aural language skills.

Prerequisite: Spanish 107 or Spanish 112 or equivalent course or permission of instructor

**SPAN 208: Contemporary Spain (3 credits )**

Introduction to contemporary Spain, its culture, its people, their way of life and the issues confronting them. Material presented in the form of guided tours and lectures by invited guests. *Taught in English.*

Satisfies the following requirements: Arts and Sciences - Group B

**UNIV 370-034: Study Abroad - Granada, Spain FLLT (0 credits ) pass/fail**

Students are asked to reflect upon changes in their knowledge, skills, and attitudes that occur due to their study abroad experience. Satisfies the following requirements: Discovery Learning

## Appendix 3.17.2

### Program Costs:

Participants in the Granada, Spain FLLT program will be charged University of Delaware tuition for one Winter Session and the program fee.

The program fee usually covers housing, and all excursions but does not include transportation to/from the group's initial departure airport. Your specific program fee may or may not include these and other items. Check with the program's faculty director for details.

A \$300.00 deposit towards the program fee must be paid **no later than September 25, 2012**, although we recommend that you pay your deposit within three working days of submitting your application. The **deposit is non-refundable** if you are admitted into the program. The program acceptance list will be available approximately two weeks later. See below for additional program fee and tuition payment deadlines.

All students pay all program fee deposits via this website:

[http://www.udel.edu/global/studyabroad/information/payments\\_and\\_refunds.html](http://www.udel.edu/global/studyabroad/information/payments_and_refunds.html). Credit card payments are not accepted.

Non-UD students, please send a copy of your official transcript to: IGS, Elliott Hall, 26 E. Main Street, Newark, DE 19716.

	<b>Delaware Resident</b>	<b>Non-Delaware Resident</b>
Estimated Tuition based on current year	\$1,814.00	\$4,865.00
Estimated Program Fee	\$2,850.00	\$2,850.00
UD Registration & Activities Fee	\$30.00	\$30.00
Total (estimated)	\$4,694.00	\$7,745.00

*Please note that final program fees are subject to change until the group's departure date. Final program fees may increase due to airline taxes, fuel surcharges, exchange rates, or changes in the group size.*

### Deadlines

All payments and application materials are due by **5:00pm** on the dates listed below:

- Submit Program Application: September 25, 2012
- \$300.00 Deposit: September 25, 2012
- \$1,500.00 Deposit: October 10, 2012
- Final Program Fee Balance: November 05, 2012
- Tuition and Fees: December 01, 2012

### Scholarships:

Need- and merit-based scholarships are available to UD undergraduates on a competitive basis. For more details, please see our [scholarships page](#) (and be sure to submit scholarship materials by the [deadlines](#)).

### Program Requirements:

The Winter Session Program in Granada is designed for any student, *regardless of major*, who has completed either Spanish 106 (Spanish II, Elementary/Intermediate) or its equivalent, or four years of high school Spanish. Applicants should have a G.P.A. of at least 2.0 (on a 4.00 scale). We encourage freshmen to apply!

Meeting these minimum requirements does not guarantee acceptance, which is based on academic quality and demonstrated ability to contribute to the objectives of the program. Early application is encouraged as acceptances may be made on a rolling basis and the program may fill before the application deadline.

For all participants, a formal application is necessary, including a deposit, one transcript (non-University of Delaware students only), and at least one recommendation. An interview may be conducted in person or by telephone.

Study abroad at the University of Delaware is highly competitive. Please review the study abroad [acceptance process](#). If you are not selected for your first choice program, we encourage you to apply to another program.

### Contact Information:

Alexander Selimov  
Faculty Director  
236 Jastak-Burgess Hall  
302-831-2596  
[ale@udel.edu](mailto:ale@udel.edu)

**University of Delaware  
Institute for Global Studies**

## ***Fall 2012: Paris, France***

September 05, 2012 - December 17, 2012 (dates are tentative)

### **Program Overview:**

Online application - [apply now!](#)

Study in Paris, where urban and suburban areas combine to form one of the largest and most beautiful cities in the world, where Romanesque, Gothic and Modern architecture create a skyline equally stunning by day and by night, where the basilica of Sacre-Coeur atop Montmartre overlooks 2000 years of history, and where the Seine meanders through the city highlighting the Ile de la Cite with its magnificent Cathedral of Notre Dame and the Ile des Cygnes with its smaller copy of the Statue of Liberty. Wander through the Latin Quarter and the Jardin du Luxembourg, and walk along the grand Boulevard St. Germain - all not far from the Sorbonne Nouvelle. Discover the major open-air market and bazaar, Marche aux Puces at Porte de Clignancourt, at the end of Metro #4. Stroll along the elegant Avenue Montaigne and Rue du Faubourg St. Honore, centers of French haute couture. Courses will be taught at Reid Hall, formerly a private residence and now a university facility with in-garden study areas. Reid Hall is located on the Rue de Chevreuse near the intersection of Boulevard du Montparnasse and Boulevard Raspail. Wireless internet is available, though there are no computers for students' use; therefore students are highly encouraged to bring laptops.

Although students of all majors are encouraged to apply for the program, students interested in art, art history, international relations, political science, and literature will find the Paris Semester especially enriching. All instruction will be in French. Classes will be taught by French instructors associated with various local educational institutions. During the first of the semester's two sessions, you'll take an advanced language course and a required course on contemporary France. During the longer second session, you'll take nine credits in courses selected from the Paris Semester's multidisciplinary course offerings.

Students will live singly in private Parisian homes. Bedding and linens are provided, as well as breakfast daily and five dinners per week.

***Before departure, students are responsible for applying for and obtaining a visa for France through the French consulate that has jurisdiction over their permanent state of residence and should budget approximately \$150 for this process. Students will receive guidance on visa procedures by the IGS Paris program coordinator but are ultimately responsible for obtaining their own visa.***

**Ambassador Associates:** Do you have questions about daily life on this program (re: free time, housing, classes, etc.)? Ask one of our Ambassador Associates, a student currently studying on this program. Send your questions/concerns to Karen Lundin ([klundin@udel.edu](mailto:klundin@udel.edu)), with the words "Ambassador Associate" in the subject line. Your email will be forwarded to a student at the overseas site, and that student will respond directly to you.

### **The Institute for Global Studies cooperates with the Department of Foreign Languages and Literatures on the administration of this program.**

### **Courses:**

Students must enroll in all courses for credit and a grade; pass/fail and audit registration is not permitted. Please refer to the [University Catalog](#) to verify requirements and prerequisites

Honors credit may be available. Check with the faculty director and the Honors program for approval (check before departure).

All students must enroll in at least 15 credits, as well as the 0-credit UNIV course.

All course instruction is in French. All students take FREN 308 and UNIV 370, either FREN 306 or 406 (depending on their previous French courses), and three additional courses.

#### **ARTH 339: Art and Architecture of Europe (3 credits )**

This course will focus on some aspect of French painting, sculpture, and architecture. Specific topic to be determined. Satisfies the following requirements: Arts and Sciences - Group B

#### **BUAD 384: Global Business Environment (3 credits )**

Evaluation of the elements of the national, international, and global environments that influence the context and conduct of international business. Emphasizes aspects of the cultural, political, economic, legal-regulatory, trade, financial, and institutional environments. *Course is taught in French.* Satisfies the following requirements: Other: Counts as a BUAD elective for BS candidates.

Restrictions: Credit for BUAD 384 given only once.

#### **FREN 306: Practical Oral/Written Expression (3 credits )**

This course will help students to increase their fluency and vocabulary. Grammar review will focus on special problems.

#### **FREN 308: Contemporary France II (3 credits )**

Discussion and study of issues related to contemporary cultural, political, and social developments in France, including its place in today's European community.

Satisfies the following requirements: Arts and Sciences - Group C

## Appendix 3.18.2

### **FREN 355: Special Topics (3 credits )**

Explores an area of special interest in French literature or culture studies. Specific topic to be determined.  
Satisfies the following requirements: Arts and Sciences - Group A

### **FREN 406: Advanced French Language (3 credits )**

An advanced course on grammatical structure and stylistics with special attention given to technical vocabulary and discourse.

### **FREN 455: Selected Authors, Works, and Themes (3 credits )**

Works of one or more outstanding authors or on a special theme. Specific topic to be determined.

### **HIST 339: Topics in Modern European History (3 credits )**

This course will focus on some aspect or period of French history. Specific topic to be determined.  
Satisfies the following requirements: Arts and Sciences - Group B

### **POSC 441: Problems of Western European Politics (3 credits )**

This course will focus on some aspect of French politics. Specific topic to be determined.  
Satisfies the following requirements: Arts and Sciences - Group C

### **UNIV 370: Study Abroad - Paris FLLT (0 credits ) pass/fail**

Students are asked to reflect upon changes in their knowledge, skills, and attitudes that occur due to their study abroad experience and are required to complete a brief post-program assessment of these changes.

Satisfies the following requirements: Other: Fulfills Discovery Learning (DLE) Requirement

### **Program Costs:**

Participants in the Paris, France program will be charged University of Delaware tuition for one Fall Semester and the program fee.

The program fee usually covers housing, and all excursions but does not include transportation to/from the group's initial departure airport. Your specific program fee may or may not include these and other items. Check with the program's faculty director for details.

A \$300.00 deposit towards the program fee must be paid **no later than March 15, 2012**, although we recommend that you pay your deposit within three working days of submitting your application. The **deposit is non-refundable** if you are admitted into the program. The program acceptance list will be available approximately two weeks later. See below for additional program fee and tuition payment deadlines. All students pay all program fee deposits via this website: [http://www.udel.edu/global/studyabroad/information/payments\\_and\\_refunds.html](http://www.udel.edu/global/studyabroad/information/payments_and_refunds.html). Credit card payments are not accepted.

Non-UD students, please send a copy of your official transcript to: IGS, Elliott Hall, 26 E. Main Street, Newark, DE 19716.

	<b>Delaware Resident</b>	<b>Non-Delaware Resident</b>
Estimated Tuition based on current year	\$4,385.00	\$12,970.00
Estimated Program Fee	\$8,300.00	\$8,300.00
UD Registration & Activities Fee	\$0.00	\$0.00
Total (estimated)	\$12,685.00	\$21,270.00

*Please note that final program fees are subject to change until the group's departure date. Final program fees may increase due to airline taxes, fuel surcharges, exchange rates, or changes in the group size.*

### **Deadlines**

All payments and application materials are due by **5:00pm** on the dates listed below:

- Submit Program Application: March 15, 2012
- \$300.00 Deposit: March 15, 2012
- \$1,500.00 Deposit: April 25, 2012
- Final Program Fee Balance: August 01, 2012
- Tuition and Fees: August 01, 2012

### **Scholarships:**

Need- and merit-based scholarships are available to UD undergraduates on a competitive basis. For more details, please see our [scholarships page](#) (and be sure to submit scholarship materials by the [deadlines](#)).

### **Program Requirements:**

The Semester in Paris is designed for sophomores, juniors, and seniors regardless of major, who have completed two courses beyond the intermediate level taught in French, or the equivalent, prior to departure. A thorough working knowledge of French is essential, and a minimum 2.8 grade point average (on a 4.00 scale) is required. Full-time enrollment status (12 or more credits) during the program is also required.

For all participants, a formal application is necessary, including a deposit, one transcript (non-University of Delaware students only), and at least one recommendation. An interview may be conducted in person or by telephone.

Study abroad at the University of Delaware is highly competitive. Please review the study abroad [acceptance process](#). If you are not selected for your first choice program, we encourage you to apply to another program.

### **Contact Information:**

Lisa Chieffo  
Study Abroad Coordinator  
26 E. Main Street, Elliott Hall  
302-831-2852  
302-831-6042  
[lchieffo@udel.edu](mailto:lchieffo@udel.edu)

Fall 2011 – Summer 2012 Study Abroad Participation**FALL 2011**                      **Student Participation**

Argentina	14
Granada	21
Paris	15
SALZBURG	4
<b>TOTAL FALL</b>	<b>54</b>

**WINTER 2012**

ARGENTINA	36
ATHENS	22
BAYREUTH/LEIPZIG	15
BRAZIL	10
CAEN	15
CHILE	28
CHINA	Cancelled
COSTA RICA 1	18
COSTA RICA LIFE	14
GRANADA	26
MARTINIQUE	Cancelled
PANAMA	31
SIENA	29
TUNISIA	11
<b>TOTAL WINTER</b>	<b>255</b>

**SPRING 2012**

PUEBLA	-
GRANADA	24
SIENA /ROME	6
SALZBURG	`
<b>TOTAL SPRING</b>	<b>30</b>

**SUMMER 2012**

ATHENS	-
GRANADA	21
KOBE	24
NAPLES	13
PARIS or Quebec	cancelled
SALAMANCA	cancelled
<b>TOTAL SUMMERS</b>	<b>58</b>

**2011-2012 TOTAL**                      **397**



## 2010 RUSSIAN ASSESSMENT REPORT

### Overview of Assessment-Related Efforts in Russian

Since the establishment of the FLL Assessment Committee in 2006, the Russian faculty has devoted considerable time to working on assessment-related issues, both in our monthly faculty meetings and through informal discussions. This work, especially during the last year and a half, has helped reshape our attitudes toward teaching Russian by focusing our attention on learning outcomes, and especially on how our students advance toward linguistic proficiency in each Russian language course required for the Russian major. A crucial turning point was the spring 2009 OPI Familiarization Workshop sponsored by the FLL Assessment Committee. The workshop highlighted the stages of language learning leading to oral proficiency and clearly identified the specific tasks to be mastered at each stage. Prior to this, our faculty's attention had been focused on the content we were delivering to our students, but suddenly it became clear that oral proficiency needed to be targeted in each and every class taught in Russian, whether it focused on conversation (RUSS 205, RUSS 305), grammar (RUSS 200, RUSS 401), literature, or culture. We have always included grammar exercises in our upper-level literature and culture courses, but we never specifically targeted oral proficiency in those classes.

To help our students advance toward oral proficiency as quickly as possible, we have made significant changes in all Russian-language courses at the 200-level and above. Most notably, we have incorporated oral presentations and oral exams into all of our non-conversation 200-, 300-, and 400-level courses (i.e., in every course except RUSS 205 and RUSS 305, where they existed already). We have adopted detailed new rubrics to grade oral presentations and exams, so that students are better informed as to how to improve their performance. We have also set aside class time in our non-conversation courses for oral work in pairs and/or small groups.

RUSS 305 (Russian Conversation and Composition) has been completely revised through the adoption of a new textbook, *Cinema for Russian Conversation* (by Kashper, Kagan, and Morozova). Our previous textbook focused on reading and discussing texts gleaned from the Russian press concerning various aspects of contemporary life in Russia, but the texts were so challenging that most of our class time was devoted to deciphering them, rather than discussing the socio-cultural issues addressed in them. Now students watch movies, answer detailed questions about them, discuss them in small groups, and read and write about these films. The films engage our students like no written text could at this level, resulting in animated class discussions that propel student participation.

The adoption of that new textbook has in turn led to changes in how we teach our other courses. In RUSS 211 (Russian Reading and Composition: Short Fiction), for example, we developed a series of detailed questions covering every text taught in the course to help students master the key vocabulary more quickly and engage more deeply with the short stories. Students prepare answers to these questions as they work through each day's assigned reading, and then the questions serve as the basis for oral work in class. As a result, when students finish reading the story, they have a better command of the story content and so are prepared for a higher-level discussion of story and character. The same change was instituted this past spring in RUSS 312 (Introduction to Russian Literature II) and will be introduced this fall in RUSS 325 (Russian Civilization and Culture). This illustrates how the good gained from addressing the issue of achieving oral proficiency has rippled out and brought positive changes to other aspects of the Russian program.

Over the past two months we have been focusing on two other aspects of the assessment process, namely: 1.) formulating learning objectives for each course and specifying how they are to be assessed; and 2.) examining how these objectives align with departmental goals. This work is in turn leading to significant changes in our curriculum.

**Overview of the Russian Curriculum**

The Russian program requires Russian Studies majors to complete 24 credits of course work in Russian at the 200-level and above, plus 6 credits of work in Russian literature and Russian culture in translation (the varying topics courses FLLT 327 Russian Literature in Translation and FLLT 375 Russian and Soviet Culture in Translation), plus 6 credits of related work at the 200-level or above, including one course in Russian history; plus the recently instituted capstone course requirement (FLLT 490 or FLLT 495, 3 credits); for a grand total of 39 credits of course work.

Of the 200-level and above courses we offer in Russian, two specifically focus on grammar (RUSS 200 Russian Grammar Review and RUSS 401 Advanced Russian Grammar), two focus on conversation (RUSS 205 Russian Conversation and RUSS 305 Russian Conversation and Composition), four focus on literature (RUSS 211 Russian Reading and Composition: Short Fiction; RUSS 310 Introduction to Russian Literature I; RUSS 312 Introduction to Russian Literature II; and the varying topics course RUSS 440 Special Topics: Russian Drama, Prose, or Poetry), and one focuses on culture (RUSS 325 Russian Civilization and Culture).

Given the relative difficulty of Russian and the relatively low number of courses in Russian our majors are required to take, it is essential that we “multi-task” in each Russian language course we teach, so that our students significantly improve their command of each of the four skills (speaking, reading, writing, and listening), while at the same time advancing as much as possible their knowledge and understanding of Russian culture and literature. Our work in formulating learning objectives for each course was informed by the desire to incorporate as many of our main departmental goals as possible. What we in fact discovered in the process was most illuminating. For example, we were already covering a good deal of cultural material in our literature courses, but we were doing so without testing students on it and without giving them credit for learning it. We were simply taking it for granted. That will no longer be the case.

A cursory look at our curriculum map (see below) reveals how successful we were in targeting multiple departmental goals in each course. This success in multi-tasking will translate into better prepared, more linguistically proficient and culturally competent majors with a more thorough understanding of literature.

**Alignment of Course and Departmental Goals**

Our formulation of learning objectives for each course and our attempt to address as many of our main departmental goals as possible in each course has brought many other useful results. The cinema-based textbook we adopted in RUSS 305 enabled us to set objectives of improving oral proficiency, writing skills, and cultural competence. The same thing was true of RUSS 401 Advanced Russian Grammar, which we formerly viewed as a course aimed at improving students’ writing skills and command of grammar. We recently adopted a new textbook written by Sandra Rosengrant called *Russian in Use: An Interactive Approach to Advanced Communicative Competence*. Now, instead of studying advanced grammar and syntax through random exercises, students explore key aspects of contemporary Russian culture and society through authentic texts accompanied by advanced oral and written exercises in Russian grammar, syntax, and word usage. Something different happened in the case of the four literature-based courses we teach. When studying 20th-century Russian literature in RUSS 312, for example, we always covered key cultural phenomena (the communal apartment, for instance), but they were never specifically covered on oral or written exams. Now they will be. The same is true for the other three courses we teach on literature. Each of these literature courses will address each of the department’s main learning goals: oral proficiency, writing skills, cultural competency, and understanding of literature.

### **Course and Section-Wide Assessments**

The process of formulating learning objectives for each course at the 200-level and above and keying those objectives to specific kinds of assessments has been very fruitful. It has enabled us to appreciate the breadth of what we are teaching in our courses, and we will be able to do a better job of matching what we teach with what we assess. The next step in this process will be to revise assignments and exams for each course to fit these new learning objectives and the different kinds of assessments we have selected to measure them. This will not be a small task, but it is one that will bring many benefits.

### **Course Articulation**

Course articulation will be the new frontier of assessment-related activities in the Russian program in the next year or two. Given the need for “multi-tasking” in our Russian courses, for instance, it is essential that we know exactly which elements of grammar and syntax are being targeted in each and every course, including our literature and culture courses. Spelling this out will minimize overlap between courses, while ensuring that all the essentials of grammar and syntax are covered thoroughly. The same thing holds true for our goals of oral proficiency, cultural competence, and literary appreciation.

### **Conclusions**

The engagement of the Russian faculty with assessment issues has already brought many benefits to our program, as described above, and it promises to bring ever more in the years ahead.

## FLL RUSSIAN STUDIES MAJOR CURRICULUM MAP &amp; ASSESSMENTS

COURSE or EXPERIENCE	LO #1a Oral Communication	LO #1b Written Communication	LO #2 Cultural Competence	LO #3 Appreciation of Literature
1. RUSS 200 Russian Grammar Review	O, OE	C, WE	OE, WE	
2. RUSS 205 Russian Conversation	O, OE	C, WE	OE, WE	
3. RUSS 211 Russian Reading and Composition	O, OE	C, WE	WE	C, WE
4. RUSS 305 Russian Conversation and Composition	O, OE	C, WE	OE, WE	
5. RUSS 310 Introduction to Russian Literature I	O, OE	C, WE	OE, WE	C, OE, WE
6. RUSS 312 Introduction to Russian Literature II	O, OE	C, WE	OE, WE	C, OE, WE
7. RUSS 325 Russian Civilization and Culture	O, OE	C, WE	O, C, OE, WE	OE, WE
8. RUSS 401 Advanced Russian Grammar through Culture	O, OE	C, P, WE	C, O, P, WE, OE	
9. RUSS 440 Special Topics: Russian Fairy Tale	O, OE	P, WE	OE, WE	O, OE, WE, P
10. FLLT 327 <sup>1</sup> Topics: Russian Literature in Translation: The Golden Age of Russian Literature	O	P, WE	WE	O, WE, P
11. FLLT 375 <sup>2</sup> Topics: Russian and Soviet Culture in Translation: Survey of Russian Culture and Civilization	O	P, WE	O, WE, P	WE
12. Related Work <sup>3</sup>				
13. Capstone Course FLLT 490 or 495 <sup>4</sup>				

Key to Curriculum Map and Assessments: LO = Learning Objective, C = Composition, O = Oral Presentation, P = Paper, WE = Written Exam, OE = Oral Exam

<sup>1</sup> Since this course is taught in English, LO #1a and #1b refer to students' English-language skills.

<sup>2</sup> Since this course is taught in English, LO #1a and #1b refer to students' English-language skills.

<sup>3</sup> Six credits of related work are required for the Russian Studies major, 3 credits of which must be in Russian history and the other 3 credits of which must be selected in consultation with the student's adviser from a wide variety of courses, including courses taught in Russian.

<sup>4</sup> These courses are taught in English; FLLT 490 is a film-based course and will build cultural competence, while FLLT 495 is a literature-based course, and will deepen understanding of literature.

### FLLT CULTURE RUBRIC – 300-LEVEL COURSES (325 & 326)

	<b>PROFICIENT: Remembers, Understands and Explains</b>	<b>ADEQUATE: Remembers</b>	<b>DEVELOPING: Incomplete recall</b>	<b>EMERGING: Minimal or no recall</b>	<b>Not Applicable</b>
<b>History, economics, and demography</b>	Connects key events through time, identifying historical causes and effects linking past and present.	Identifies major historical events; can describe economic and demographic influences in general terms.	Demonstrates some knowledge of major historical events, can describe some economic and/ or demographic factors affecting a culture.	Minimal knowledge of major historical events; little or no ability to interpret economic relationships, or demographic factors affecting a culture.	
<b>Values and belief systems (religion, social structures and institutions, cultural norms)</b>	Clearly recognizes important elements of culture and can identify and describe their impact in artistic works and historical events. Demonstrates empathy for unfamiliar values and perspectives.	Identifies major features of diverse societies and their cultural norms and institutions. Developing empathy for unfamiliar values or perspectives.	Demonstrates some knowledge of cultural norms and institutions. Developing empathy for unfamiliar values or perspectives.	Minimal knowledge of, or empathy for, cultural norms, institutions, and values of others.	
<b>Major cultural objects (texts, art, consumer, music, film literature)</b>	Describes key works. With guidance, can situate specific works with respect to major concepts and contexts.	Identifies/ matches major cultural objects with authors, contexts, movements.	Demonstrates some knowledge of major cultural objects and the conditions of their production.	Minimal knowledge of major cultural objects; unable to identify the conditions of their production.	
<b>Politics and current events</b>	Describes current events of major importance to target cultures, and explains some background.	Identifies but does not interpret major current events and international/ regional issues.	Familiar with some current events (world leaders, pressing issues) and international relationships.	Not familiar with basic current events (world leaders, pressing issues) and international relationships.	
<b>Resources (primary texts, news, reference, analysis, web) for extending this knowledge in the target language</b>	Uses both primary and secondary sources. With help, locates new academic sources. Learning to evaluate sources.	Consults a variety of texts and sources but may read them uncritically. Provides a partial view of available information.	Relies on Internet (Google, Wikipedia) for research. Responds to sources at factual or literal level.	Minimal evidence of ability to do research. Relies solely on textbook or course materials for information about the target culture.	
<b>Use of target language to learn and communicate about target cultures</b>	Communicates clearly in the target language with occasional mistakes.	Understands and expresses self adequately to complete basic tasks and communicate facts and ideas.	Understands but has some difficulty expressing self adequately in speech or writing.	Has great difficulty understanding and expressing self in speech or writing.	

**SKILL DEVELOPMENT AT A GLANCE**  
**AREA: APPRECIATION OF THE TARGET LANGUAGE LITERATURE**  
*Student is able to...*

	<b>200-level General/Intro: Short literary texts</b>	<b>300-level surveys: Various currents and authors</b>	<b>400-level: Specific currents/authors/themes</b>
Literary analysis	Summarize the plot or sequence of events of short literary texts	Summarize the plot or sequence of events of lengthier literary texts	Analyze the plot or sequence of events of full-length literary texts
	Identify the main ideas contained in short literary texts	Identify the primary and secondary ideas contained in lengthier literary texts	Analyze the primary and secondary ideas contained in full-length literary texts
	Identify the primary stylistic elements of short literary texts	Identify the primary stylistic elements of lengthier literary texts	Analyze the primary and secondary stylistics elements of full-length texts
Culture	Situate texts within their literary tradition	Indicate the relationship between texts and their literary tradition	Analyze the relationship between a given text and its literary tradition
	Situate authors and texts within their historical, socio-cultural, and/or political contexts	Indicate the relationship between authors and/or texts within their cultural and/or sociopolitical context	Demonstrate an understanding of the text as a cultural artifact (i.e., as a document that provides information about the culture of its creator and consumers)
Linguistic skills	Express ideas about literature clearly	Discuss literary topics logically	Demonstrate ability to develop well-supported arguments pertaining to literature
	Demonstrate basic command of the target language (Intermediate-Mid)	Demonstrate an improved command of target language (Intermediate-High)	Demonstrate an advanced command of target language (Advanced-Low)

## SKILL DEVELOPMENT PROFILE

### AREA: APPRECIATION OF THE TARGET LANGUAGE LITERATURE

#### 200-LEVEL SCORING SHEET

Learning Outcomes: <i>Student is able to...</i>	Exceeds Standard	Meets Standard	Approaches Standard	Incomplete	N/A	Comments
Summarize the plot or sequence of events of short literary texts						
Identify the main ideas contained in short literary texts						
Identify the primary stylistic elements of short literary texts						
Situate texts within their literary tradition						
Situate authors and texts within their historical, socio-cultural, and/or political contexts						
Express ideas about literature clearly						
Demonstrate basic command of the target language (Intermediate-Mid)						

**SKILL DEVELOPMENT PROFILE**  
**AREA: APPRECIATION OF THE TARGET LANGUAGE LITERATURE**

**300-LEVEL SCORING SHEET**

Learning Outcomes: <i>Student is able to...</i>	Exceeds Standard	Meets Standard	Approaches Standard	Incomplete	N/A	Comments
Summarize the plot or sequence of events of lengthier literary texts						
Identify the primary and secondary ideas contained in lengthier literary texts						
Identify the primary stylistic elements of lengthier literary texts						
Indicate the relationship between texts and their literary tradition						
Indicate the relationship between authors and/or texts within their cultural and/or sociopolitical context						
Discuss literary topics logically						
Demonstrate an improved command of target language (Intermediate-High)						



**SKILL DEVELOPMENT PROFILE**  
**AREA: APPRECIATION OF THE TARGET LANGUAGE LITERATURE**  
**400-LEVEL SCORING SHEET**

Learning Outcomes: <i>Student is able to...</i>	Exceeds Standard	Meets Standard	Approaches Standard	Incomplete	N/A	Comments
Analyze the plot or sequence of events of full-length literary texts						
Analyze the primary and secondary ideas contained in full-length literary texts						
Analyze the primary and secondary stylistics elements of full-length texts						
Analyze the relationship between a given text and its literary tradition						
Demonstrate an understanding of the text as a cultural artifact (i.e., as a document that provides information about the culture of its creator and consumers)						
Demonstrate ability to develop well-supported arguments pertaining to literature						
Demonstrate an advanced command of target language (Advanced-Low)						

COURSE: \_\_\_\_\_

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

MAJOR \_\_\_\_\_

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**  
**FLLT ORAL ASSESSMENT RUBRIC (200 & 300-Level Courses)**

<u>OPI LEVEL</u>	<u>ADVANCED LOW</u>	<u>INTERMEDIATE HIGH</u>	<u>INTERMEDIATE MID</u>	<u>INTERMEDIATE LOW</u>	<u>NOVICE HIGH</u>
<u>Communicative Tasks</u>	Can narrate, describe in all major time frames, explain reasons, compare, handle most casual and some formal speech	Can handle most routine tasks and social situations. Can handle many of the advanced tasks, but not perfectly	Can create with the language Can ask and answer questions Can handle short conversations Can handle present tense	Can handle some of the more basic and concrete intermediate mid tasks	Can converse about a few predictable topics necessary for survival and a few of the intermediate mid tasks
<u>Communicative Content</u>	Can talk about current events, press, media, politics, travel, economics, education, history, leisure, customs, mores	Can talk about a broad spectrum of personal topics--all of the intermediate mid topics--and some of the advanced topics	Can talk about personal topics favorite restaurants, food activities, hobbies, directions, money, health, transportation	Can talk about some basic intermediate mid topics on a personal level such as self, family, routines, preferences	Can talk about basic personal information, basic objects, a few activities, preferences, and immediate needs
<u>Text Type/Units of Speech</u>	Complex sentences common may produce a paragraph	Uses both strings of sentences and complex sentences	Uses short sentences Can string sentences together A few complex sentences	Uses short sentences, may string a few sentences together, complex sentences rare	Tends to use only short sentences, incomplete sentences and phrases
<u>Comprehensibility</u>	Can be understood by unaccustomed native speakers; minimal accent	Can generally be understood by unaccustomed native speakers; may have some accent	Misunderstandings still arise, but despite accent can generally be understood by sympathetic, accustomed listeners	Misunderstandings frequent, but with repetition can generally be understood by sympathetic listeners. Accent likely.	Misunderstandings frequent; despite repetition will often not be understood by sympathetic listeners. Strong accent likely.
<u>Accuracy</u>	Basic grammar and syntax quite accurate, may make errors in complex structures	Basic structures are mostly accurate, some errors in complex structures	Some accuracy in basic structures, errors common in complex sentences	Some errors common even in basic structures	Errors common even in basic structures
<u>Fluency</u>	Tends to speak fluently, but may sound slightly strained or tentative on difficult topics	Tends to speak fluently on simple topics, but shows some hesitation on advanced topics	Tends to contain some pauses, reformulations, and self-corrections	Tends to contain pauses, reformulations, hesitancy, and self-correction	Tends to contain frequent pauses, reformulations, and self correction

**SKILL DEVELOPMENT PROFILE**  
**AREA: ORAL PRESENTATION (LITERATURE OR CULTURE COURSE)**  
**400-LEVEL RUBRIC**

<b>Learning Outcomes:</b> <i>Student is able to...</i>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaches Standard</b>	<b>Below Standard</b>	<b>N/A</b>	<b>Comments</b>
speak with accurate pronunciation	Native-like	few errors, communication of message is not affected	Some errors, communication of message is affected at times	Many errors, message is unclear		
express him/herself readily and effortlessly	Native-like	few errors, communication of message is not affected	Some errors, communication of message is affected at times	Many errors, message is unclear		
deploy a range of grammatical and syntactic structures	Native-like	few errors, communication of message is not affected	Some errors, communication of message is affected at times	Many errors, message is unclear		
use target language structures accurately	Native-like	few errors, communication of message is not affected	Some errors, communication of message is affected at times	Many errors, message is unclear		
use appropriate vocabulary	Native-like	few errors, communication of message is not affected	Some errors, communication of message is affected at times	Many errors, message is unclear		
organize relevant information in a coherent manner	Outstanding	Good	Acceptable	Poor		
use cohesive devices to signal the relationship between concepts	Outstanding	Good	Acceptable	Poor		
select a register (level of formality) that is consistent with the situation	Outstanding	Good	Acceptable	Poor		
Other:						

## SPANISH

### Interpretation of Data:

- a) Our students at the 201 level are performing very well with 64% meeting standard and 36% exceeding.
- b) In the Span 205 intermediate conversation course, students performed exceptionally well, with 7 students exceeding standard and 2 qualifying at Advanced Low level.
- c) At the 300 level, 65% of students met or exceeded standard, but 35% were only approaching it, which shows that the transition from the 200-level Introduction to Literature to a 300 level Survey of Literature is bumpy and needs our close attention. The data suggests we need to focus on writing, as well as on contextualizing texts within their literary traditions.
- d) At the 400 level, 27.2% of students exceeded standard, 68% met the standard, 4% approached standard, and less than 1% were rated as incomplete. It is encouraging that only one student was unable to show proficiency in the target language at the Advanced Low Level, however we need to make sure that all of our students demonstrate command of the target language and are prepared to pass the ACTFL's Oral proficiency interview with a rating of Advanced Low, which is a requirement for National Teaching Certification.
- e) Although there seems to be an improvement in the transition from the 300 level to the 400 level, we noted the need to focus on helping student to develop stronger written analytical and expository skills, as well as the ability to sustain well-supported arguments in their written work.

Provided that the Spanish section usually at least 6 or seven sections at the 200, 300 and 400 level, it is important to encourage wider participation of the faculty in the assessment process to be able to gauge all of our students progress more effectively. Ideally, it should be a required component of the Spanish program at the end of each calendar year. The Faculty will convene and discuss this possibility at one of the regularly scheduled meetings during the Fall semester.

Additionally it has been suggested that the Spanish Faculty should consider establishing a subcommittee of professors who teach literature at the 400-level, and possibly another for the 300-level, to discuss how to adjust our classes to better work on the perceived areas in need of improvement.

Provided that the number of Hispanic literature courses at the 300 and 400 level is large there is a real need for the faculty who teach them to meet and discuss/compare how we rate our students' work in the different areas, to make that our standards for the various categories are comparable.

## Department of Foreign Languages and Literatures Graduate Assessment Report

### Mission statement:

The mission of the MAFL and MAFLP programs is to provide students with the opportunity for professional growth in target language proficiency (written and oral); in-depth understanding of literature, civilization and culture; and research and teaching skills.

<p><b>Formulate Programmatic Learning Goal</b></p>	<p>MA Candidates demonstrate in-depth knowledge and understanding of the target language literature, civilization and culture, in both written and oral performances.</p>
<p><b>Measure Performance in 2 Ways. One must be a Direct Measure.</b></p>	<p>Direct Measures used:</p> <ol style="list-style-type: none"> <li>1) Written and Oral Comprehensive Examinations</li> <li>2) Research Paper</li> </ol> <p>Indirect Measure used:</p> <ol style="list-style-type: none"> <li>1) Survey of Graduate Students</li> </ol>
<p><b>Ascertain Criteria for Success</b></p>	<p>The candidate's performances on the written and oral comprehensive examinations must earn scores of at least Pass. On these exams, the candidate demonstrates knowledge of each literary work's aesthetic and philosophical underpinnings, content, and contribution to its period, as well as a grasp of major literary movements and the cultural and historical contexts in which they arose. The candidate must demonstrate both written and oral proficiency (written performance at Proficient or Competent level; oral performance at Advanced level).</p> <p>The candidate's research papers must demonstrate performance at the Proficient or Competent level on all items of the Graduate Writing Rubric, showing improvement from semester to semester.</p>

**Observe and Summarize Results**

**Direct Measure 1:  
WRITTEN AND ORAL COMPREHENSIVE EXAMINATIONS**

**French Results**

Three students took the MA written and oral exams in French in April and May 2010. Two of these candidates took the MAFL exam (the written exam includes short essays, an *explication de texte*, and a focused essay on a period/area of the candidate's choice), and one took the MAFLP version of the exam (questions are based on a reduced reading list; and the written exam includes short essays and an *explication de texte*, but no focused essay).

The exams were scored by all members of the examining board on the following scale:

High Pass	5
	4
Pass	3
	2
Weak Pass	1
Fail	0

The MAFLP candidate averaged 2.5 on the written and 3.7 on the oral portion of the exam, and her level of oral and written French was evaluated as being between "advanced" and "high intermediate." One MAFL candidate averaged 2.9 on the written and 2.8 on the oral, with oral and written French graded as "high intermediate" on the average. The other MAFL candidate averaged 3.4 on the written and 2.8 on the oral, and his oral and written French were evaluated as lying between "near native" and "advanced."

All of the students passed both the oral and written portions of their exams, and this is an acceptable success rate. However, the average written grade was 2.93, just below the grade of 3.0 ("pass") that we would like to see all students achieve at minimum. The average oral grade was 3.1, which is acceptable, but two of the students averaged below 3.0. We would also like to bring up the minimum levels of oral and written competency in French among our MA recipients to "advanced."

On the written exam, the grades for the "explication de texte" portion were on average slightly lower than for the short essays and for the focused essay. While students are given numerous in-class opportunities to work on this type of essay over the course of the program, we may need to provide extra assistance in this area.

**Spanish Results**

Three students took the full MA written and oral exams in Spanish, and one student re-took a portion of it in April and May 2010. Two of the first three candidates took the MAFL exam (the written exam includes eight questions), and one took the

MAFLP version of the exam (questions are based on a reduced reading list; and the written exam includes six questions).

Cand.	Written	Mediev	Golden	19 Pen	20 Pen	Colon. A	19th A	20th	Extra	Note
1	<i>Pass</i>	B	B	B	B	B	B	B-	B	FLL
2	<i>Pass</i>	B		C	B	C	C		B-	FLP
3	<i>Pass</i>			B						FLP Re-take
4	<i>pass</i>	A	A	A	A	A	A	A	A	FLL

Cand.	Oral	Med	Gold	19 Pen	20 Pen	LA Col	A 19th	A 20th	Note
1	<i>pass</i>	pass	pass	pass	pass	pass	pass	pass	FLL
2	<i>pass</i>	pass	pass	pass	pass	pass	pass	pass	FLP
3	<i>pass</i>	pass	pass	pass					FLP Re-take
4	<i>pass</i>	pass	pass	pass	pass	pass	pass	pass	FLL

All of the students passed both the oral and written portions of their exams. One student (MAFLL) passed with high honors.

The linguistic proficiency was uneven. Candidate #4 (a non-native speaker of Spanish) showed outstanding fluency, excellent vocabulary, good grammar and proper style; candidate #1, a native speaker of Spanish, was fluent, but lacked sophistication in vocabulary and style. Candidate #3 (a non-native speaker of Spanish) was in the middle, while candidate #2 (a non-native speaker of Spanish) showed weakness in several areas.

The Spanish faculty would like to see more even results in the future, and to bring up the minimum levels of oral and written competency in Spanish among our MA recipients to “advanced.”

There is an ongoing discussion in the Spanish Graduate Studies Committee to provide new opportunities for students to further their reading comprehension and analytical skills, as well as their written and oral linguistic proficiency. The format of the oral and written MA exams will most likely change in the Fall of 2011 to accommodate those new initiatives.

### Direct Measure 2: RESEARCH PAPER

A new graduate writing rubric was piloted in GRMN 875, assessing research papers in the areas of Content, Grammar/Vocabulary, and Style/Organization. Research papers were 15 pages in length, on a literary or cultural topic chosen by the student in consultation with the professor. Successive drafts were submitted and feedback given; final assessments showed between 89%-100% of performances to be rated at Proficient or Competent levels in all but one rubric item; in Organization, 78% of performances were rated Proficient or Competent. See attached results.

### Indirect Measure: SURVEY OF GRADUATE STUDENTS

First-year graduate students reported that the most important reasons they selected our graduate program were 1) Funding/Financial Support and 2) Program Offerings (availability of majors/courses, study abroad, and grant opportunities). They indicated that the greatest challenges they faced in their transition to our MA program were

	<p>academic (56%), rather than financial (11%), housing (11%), registration (11%), or transportation (11%). They had praise for the support they received as TAs, for the quality of the courses they took, for small class size, for the engagement and support of the faculty, and for the help and assistance extended by the graduate program secretary. They expressed concern regarding availability of detailed information online--particularly information about the MA comprehensive examinations--and regarding the feasibility of the 4-semester Certification Option "fast track."</p> <p>Second-year graduate students reported a high degree of satisfaction with our MA programs. 83% were "very satisfied" or "satisfied" with funding and financial support, program offerings, study abroad opportunities, faculty, facilities, and UD and FLL administration. Regarding attainment of program goals, 100% "agreed" or "agreed strongly" that they had improved their writing skills, oral communication skills, and teaching skills; 86% "agreed" or "agreed strongly" that they had improved their in-depth understanding of the target language literature, civilization, and culture. 100% reported that they felt "well prepared" in the knowledge, skills, and abilities for professionals in their field and "well prepared" to fulfill their personal goals; all considered themselves "well prepared" or "somewhat prepared" to get a job. Concerns and suggestions include: need for a course on the theoretical foundations of literary analysis (to parallel the excellent introduction to pedagogy course already offered); increased availability of advance information on course offerings from year to year; additional attention to advisement for double majors; and fewer combined graduate-undergraduate level courses. See attached results.</p>
<p><b>Use of Results for Improvement</b></p>	<p>The Graduate Assessment Committee is planning to pursue the following actions in the coming year:</p> <ol style="list-style-type: none"> <li>1. Enhancement of FLL Graduate Program webpage and handbook (to provide additional information requested by students)</li> <li>2. Creation of a new course on literary theory and preparation of research papers (to address weakness in organization found in Writing Rubric results and to respond to student request for more preparation in literary theory)</li> <li>3. Examination of "fast track" option of the MAFLP Certification Track (to reconsider feasibility and restructure as necessary) and possible identification of resources to support certification-track students in a fifth semester</li> <li>4. Consideration of institution of the ACTFL Oral Proficiency Interview as a graduate program requirement (to measure candidates' oral proficiency and plan for support of oral proficiency development)</li> <li>5. New administration of the Graduate Student Survey, aiming for 100% participation (to invite continued feedback on program strengths and weaknesses)</li> </ol> <p>In addition:</p>



	<p>The French Faculty will discuss ways to improve students' preparation for <i>explication de texte</i> essays (to address relative weakness found on comprehensive examinations).</p> <p>The Spanish Faculty will discuss ways to provide new opportunities for students to further their reading comprehension and analytical skills, as well as their written and oral linguistic proficiency (to address uneven results on comprehensive examinations). Accordingly, changes in the format of the oral and written MA exams will also be considered.</p>
<b>Resources Needed</b>	<p>Resources needed would include:</p> <ol style="list-style-type: none"><li>1) Teaching load accommodation to allow a faculty member to offer new course on literary theory and preparation of research papers; funding for course development (possible sources: FLL Summer Research Grant, Arts and Sciences Curricular Development Grant)</li><li>2) Funding to support MAFLP Certification-Track students in a fifth semester</li><li>3) Partial funding for Oral Proficiency Interviews (cost to be shared with students)</li></ol>

## Department of Foreign Languages and Literatures Graduate Assessment Report

### Mission statement:

The mission of the MAFL and MAFLP programs is to provide students with the opportunity for professional growth in target language proficiency (written and oral); in-depth understanding of literature, civilization and culture; and research and teaching skills.

<p><b>Formulate Programmatic Learning Goal</b></p>	<p>By the end of the program, candidates in MAFLP will be able to:</p> <ol style="list-style-type: none"> <li>1) Demonstrate in-depth understanding of Second Language Acquisition principles.</li> <li>2) Apply Second Language Acquisition principles to the design of teaching and assessment materials</li> <li>3) Demonstrate advanced language proficiency in all skills</li> <li>4) Demonstrate in-depth understanding of their target language literature, civilization and culture</li> </ol>
<p><b>Measure Performance in 2 Ways. One must be a Direct Measure.</b></p>	<p>Direct Measures used:</p> <ol style="list-style-type: none"> <li>1) Written and Oral Comprehensive Examinations (Pedagogy)</li> <li>2) Written and Oral Comprehensive Examinations (Literature)</li> <li>3) Application projects (teaching materials and class assessments)</li> </ol> <p>Indirect Measure used:</p> <ol style="list-style-type: none"> <li>1) Survey of Graduate Students</li> </ol>
<p><b>Ascertain Criteria for Success</b></p>	<ul style="list-style-type: none"> <li>- The candidate's performances on the Pedagogy written and oral comprehensive examinations must earn scores of at least Pass in the MAFLP Comprehensive Examination Rubric. On these exams, the candidate demonstrates knowledge of Second Language Acquisition principles and applies current pedagogical perspectives to specific teaching scenarios.</li> <li>- The candidate's performances on the Literature written and oral comprehensive examinations must earn scores of at least Pass. On these exams, the candidate demonstrates knowledge of the selected literary works' aesthetic and philosophical underpinnings, content, and contribution to their period, as well as a grasp of major literary movements and the cultural and historical contexts in which they arose. The candidate must demonstrate both written and oral proficiency in the target language at the Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL).</li> <li>- The candidate's application projects must demonstrate performance at the Proficient or Competent level on all items of the respective rubrics.</li> </ul>

**Observe and Summarize Results**

**Direct Measure 1:  
WRITTEN AND ORAL COMPREHENSIVE EXAMINATIONS – PEDAGOGY**

Three students took the MA written and oral exams in Pedagogy in November and December of 2009, ten in 2010 and seven in 2011. The written exam consists of three short essays (or concept identifications), and a case study. The oral exam consists of follow-up, expansion and/or clarification questions based on the answers provided by the candidates in their written examination. The exams were scored by Pedagogy Examination Committee composed of the five faculty members who teach Pedagogy courses at the graduate level. The scores received by candidates in the past three years follow:

	<b>Fail</b>	<b>Pass</b>	<b>Honors</b>	<b>High Honors</b>
<b>2009</b>	0	1	1	1
<b>2010</b>	0	4	5	1
<b>2011</b>	0	2	3	2

**Direct Measure 2:  
WRITTEN AND ORAL COMPREHENSIVE EXAMINATIONS - LITERATURE**

**French Results**

Three students took the MA written and oral exams in French in April and May 2010. Two of these candidates took the MAFL exam (the written exam includes short essays, an *explication de texte*, and a focused essay on a period/area of the candidate's choice), and one took the MAFLP version of the exam (questions are based on a reduced reading list; and the written exam includes short essays and an *explication de texte*, but no focused essay).

The exams were scored by all members of the examining board on the following scale:

High Pass	5
	4
Pass	3
	2
Weak Pass	1
Fail	0

The MAFLP candidate averaged 2.5 on the written and 3.7 on the oral portion of the exam, and her level of oral and written French was evaluated as being between "advanced" and "high intermediate." One MAFL candidate averaged 2.9 on the written and 2.8 on the oral, with oral and written French graded as "high intermediate" on the average. The other MAFL candidate averaged 3.4 on the written and 2.8 on the oral, and his oral and written French were evaluated as lying between "near native" and "advanced."

All of the students passed both the oral and written portions of their exams, and this is an acceptable success rate. However, the average written grade was 2.93, just below the grade of 3.0 ("pass") that we would like to see all students achieve at minimum. The average oral grade was 3.1, which is acceptable, but two of the students averaged below 3.0. We would also like to bring up the minimum levels of oral and written competency in French among our MA recipients to "advanced."

On the written exam, the grades for the “explication de texte” portion were on average slightly lower than for the short essays and for the focused essay. While students are given numerous in-class opportunities to work on this type of essay over the course of the program, we may need to provide extra assistance in this area.

### Spanish Results

Three students took the full MA written and oral exams in Spanish, and one student re-took a portion of it in April and May 2010. Two of the first three candidates took the MAFL exam (the written exam includes eight questions), and one took the

MAFLP version of the exam (questions are based on a reduced reading list; and the written exam includes six questions).

<i>Cand.</i>	<i>Written</i>	Mediev	Golden	19 Pen	20 Pen	Colon. A	19th A	20th	Extra	<i>Note</i>
1	<i>Pass</i>	B	B	B	B	B	B	B-	B	FLL
2	<i>Pass</i>	B		C	B	C	C		B-	FLP
3	<i>Pass</i>			B						FLP Re-take
4	<i>pass</i>	A	A	A	A	A	A	A	A	FLL

<i>Cand.</i>	<i>Oral</i>	Med	Gold	19 Pen	20 Pen	LA Col	A	19th A	20th	<i>Note</i>
1	<i>pass</i>	pass	pass	pass	pass	pass	pass	pass		FLL
2	<i>pass</i>	pass	pass	pass	pass	pass	pass	pass		FLP
3	<i>pass</i>	pass	pass	pass						FLP Re-take
4	<i>pass</i>	pass	pass	pass	pass	pass	pass	pass		FLL

All of the MAFLP students passed both the oral and written portions of their literature exams.

The linguistic proficiency was uneven. Candidate #4 (a non-native speaker of Spanish) showed outstanding fluency, excellent vocabulary, good grammar and proper style; candidate #1, a native speaker of Spanish, was fluent, but lacked sophistication in vocabulary and style. Candidate #3 (a non-native speaker of Spanish) was in the middle, while candidate #2 (a non-native speaker of Spanish) showed weakness in several areas.

The Spanish faculty would like to see more even results in the future, and to bring up the minimum levels of oral and written competency in Spanish among our MA recipients to “advanced.”

There is an ongoing discussion in the Spanish Graduate Studies Committee to provide new opportunities for students to further their reading comprehension and analytical skills, as well as their written and oral linguistic proficiency. The format of the oral and written MA exams will most likely change in the Fall of 2011 to accommodate those new initiatives.

**Direct Measure 3:  
APPLICATION PROJECTS**

The ability of MA candidates to apply the theoretical knowledge learned through their course work is evaluated on the basis of two projects: a manuscript of an original textbook chapter, and an assessment plan for a complete unit of instruction. Each project is the culminating task of a pedagogy course (FLLT622: Syllabus Design and FLLT624 Foreign Language Testing), and are assessed using the enclosed rubrics.

Overall project scores for these projects are as follows:

Textbook Chapter

	Exceeds Standards	Meets Standards	Approaches Standards	Incomplete
<b>2009</b>	2	1	0	0
<b>2010</b>	9	1	0	0
<b>2011</b>	7	0	0	0

Assessment Plan

	Exceeds Standards	Meets Standards	Approaches Standards	Incomplete
<b>2009</b>	2	1	0	0
<b>2010</b>	9	1	0	0
<b>2011</b>	7	0	0	0

As the figures indicate, the quality of the application work of our MA candidates consistently exceeds expectations. Each project is completed after extensive faculty and peer-feedback, which explains the outstanding quality of these projects. These application projects clearly tap into one of the strongest academic pillars of our MAFLP program.

**Indirect Measure: SURVEY OF GRADUATE STUDENTS**

A general satisfaction survey was distributed to all first and second year MA candidates (both in the MAFLP and MAFL programs) in the fall of 2010.

First-year graduate students reported that the most important reasons they selected our graduate program were 1) Funding/Financial Support and 2) Program Offerings (availability of majors/courses, study abroad, and grant opportunities). They indicated that the greatest challenges they faced in their transition to our MA program were academic (56%), rather than financial (11%), housing (11%), registration (11%), or transportation (11%). They had praise for the support they received as TAs, for the quality of the courses they took, for small class size, for the engagement and support of the faculty, and for the help and assistance extended by the graduate program secretary. They expressed concern regarding availability of detailed information online--particularly information about the MA comprehensive examinations--and regarding the feasibility of the 4-semester Certification Option "fast track."

Second-year graduate students reported a high degree of satisfaction with our MA programs. 83% were "very satisfied" or "satisfied" with funding and financial support, program offerings, study abroad opportunities, faculty, facilities, and UD and FLL administration. Regarding attainment of program goals, 100% "agreed" or "agreed strongly" that they had improved their writing skills, oral communication skills, and teaching skills; 86% "agreed" or "agreed strongly" that they had improved their in-depth understanding of the target language literature, civilization, and culture.

	<p>100% reported that they felt "well prepared" in the knowledge, skills, and abilities for professionals in their field and "well prepared" to fulfill their personal goals; all considered themselves "well prepared" or "somewhat prepared" to get a job.</p> <p>Concerns and suggestions include: need for a course on the theoretical foundations of literary analysis (to parallel the excellent introduction to pedagogy course already offered); increased availability of advance information on course offerings from year to year; additional attention to advisement for double majors; and fewer combined graduate-undergraduate level courses. See attached results.</p>
<p><b>Use of Results for Improvement</b></p>	<p>The Pedagogy faculty are planning to pursue the following actions in the coming year:</p> <ol style="list-style-type: none"> <li>1. Curricular revision to increase number of Pedagogy courses taken by MAFLP candidates</li> <li>2. Clarification of program goals and assessments (to provide a clear alternative to the standard MAFL program)</li> </ol>
<p><b>Resources Needed</b></p>	<p>Resources needed would include:</p> <ol style="list-style-type: none"> <li>1) Additional faculty!!</li> </ol>

## **BYLAWS OF THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES UNIVERSITY OF DELAWARE**

These bylaws are guidelines for the internal operation of the Department of Foreign Languages and Literatures. All Departmental decisions must be consistent with University policy.

### **I. DEPARTMENT CHAIR**

#### **A. Appointment and Reappointment**

The Dean of the College of Arts and Sciences, following University procedures, shall appoint a search committee to nominate candidates for Chair. Subject to the procedures established by the President, the Provost, and the Dean of the College, the Department participates in the selection process by presenting its recommendation for Chair to the search committee and registering its support (or lack thereof) for the search committee's recommendation in a formal vote to be forwarded to the Dean of the College.

In accordance with University regulations, the Chair shall be appointed by the President for a five-year term upon the recommendation of the Dean and the Provost. The appointment is renewable, subject to the evaluation procedures established by the University. The advice of a majority of the faculty within the Department, through a formal ballot at a duly constituted Department Meeting, is required for the appointment or reappointment of the Chair.

#### **B. Functions**

As the chief executive officer of the Department, the Chair shall exercise not only all those functions specifically delegated to that office by University documents, but also those not expressly assigned to other Departmental bodies by this document. The duties of the Chair are described in detail in the University's Policy Guidelines for Department Chairs and Academic Program Directors.

#### **C. Associate Chairperson**

The Department Chair will appoint an Associate Chair, subject to confirmation by the Executive Committee, Dean, and Provost. The Associate Chair represents the Department Chair in his or her absence and carries out designated assignments that are agreed upon at the beginning of each semester.

### **II. DEPARTMENT MEETING**

#### **A. Voting Members**

Voting members of the Department Meeting shall be all faculty on full-time and part-time appointment (tenured, tenure-track, continuing non-tenure-track, and temporary).

#### **B. Meetings**

1. At least two Department Meetings shall be held in each semester.
2. Meetings may be convened for special purposes by the Department Chair, or by the Executive Committee, or by a call of one-fourth of the voting members of the Department.
3. A quorum for the Department Meeting shall consist of a simple majority of the voting members of the Department, on campus and not on leave.
4. The Meeting shall make decisions by a majority vote of those present and voting except for amendments to the bylaws. Such a vote, at the call of one member, may be by secret ballot.
5. The Meeting shall be chaired by the Department Chair; in his or her absence, the Associate Chair shall preside.

6. The Meeting shall follow an agenda prepared and circulated in advance. Any member of the Department may place items on this agenda. Such agenda items shall be considered old business and may be brought to a vote in the Meeting in which they are introduced.
7. The Meeting may consider any new business introduced from the floor, which shall be referred to the Department Chair for inclusion on the next agenda, unless by a vote of two-thirds of those present and voting it is agreed to vote immediately.

### **C. Functions**

1. The Department Meeting shall make binding decisions on all matters except:
  - a. those which are reserved to other persons or groups by virtue of University or College policies;
  - b. those which the Department Meeting and the Department Chair agree will be decided by the Chair;
  - c. those which it delegates to other bodies, such as its Committees.

## **III. EXECUTIVE COMMITTEE**

### **A. Membership**

1. The Executive Committee shall consist of six members: five tenure-track faculty, at least three of whom must be tenured (including at least one full professor), plus one elected member of the continuing non-tenure-track faculty. The Associate Chair may attend all meetings as an *ex-officio*, non-voting participant. The Department Chair (*ex-officio*, non-voting) shall serve as chair of the Committee; in his or her absence, the Associate Chair shall preside.
2. Tenure-track members of the Executive Committee shall be chosen by the tenure-track members of the Department. The continuing non-tenure-track member shall be chosen by the continuing non-tenure-track members of the Department. Elected members must receive a majority of the ballots cast. Run-off elections will be held if a majority has not been reached.

### **B. Election and Terms of Office**

1. Members of the Executive Committee shall serve terms of two consecutive years. Members shall be ineligible to serve again until the expiration of two additional years. Terms will not be extended due to leaves of any sort.
2. The Department Election Officer shall conduct the elections.
3. These elections shall be held in April. Elections to fill unexpired terms shall be held when such vacancies occur.
4. The term of office shall begin on 1 September following the spring elections.

### **C. Organization**

1. The presiding officer of the Executive Committee shall be the Department Chair.
2. The Executive Committee shall normally meet once a month during the fall and spring semesters. Minutes of each meeting shall be distributed to the Department within a week.
3. All other matters of internal organization and procedures of the Executive Committee, except those provided for in this document, shall be determined by the Committee.

### **D. Functions**

The Executive Committee shall:

1. receive advice from the Chair on Departmental issues;
2. give advice to the Chair;
3. serve as a Personnel Policy Committee;
4. review the operating budget with the Chair;
5. initiate long-range studies and engage in long-range planning, the results of which shall be communicated to appropriate persons or organizations after being ratified by the Department;
6. receive reports from the Chair of meetings with the Dean and other College or University officials;
7. review proposals from Departmental committees;
8. resolve conflicts between standing committees;
9. perform such other functions as the Department Chair or the Department may legitimately delegate to it.

## **IV. OTHER COMMITTEES OF THE DEPARTMENT**



## **A. Personnel Policy Committee**

1. The Committee shall consist of the members of the Executive Committee. The Department Chair (*ex-officio*, voting) shall be the Chairperson; in his or her absence, the Associate Chair shall preside.
2. Its function shall be to consider and act upon personnel issues brought to the Committee by the Chair, such as establishment of peer review and search committees, creation and reallocation of tenure-track lines, conversion of non-tenure-track into tenure-track lines, and approval of secondary and joint appointments.

## **B. Graduate Studies Committee**

### 1. Membership

The Graduate Studies Committee shall consist of:

- a. The Graduate Studies Committee Chair, whose selection is covered separately in section B.3; one voting member who shall be a tenured associate professor or professor from each Language Faculty offering a major in one of the Department's graduate programs (French, German, and Spanish), to be elected by majority vote of all full-time tenure-track professors, associate professors, and assistant professors in the respective Language Faculties; and a voting member who shall be a tenured associate professor or
  - b. professor from the Pedagogy Faculty without regard to his or her language specialization, to be elected by majority vote of all full-time tenure-track professors, associate professors, and assistant professors in the Department. The Department Chair serves as an *ex-officio*, non-voting member. Other non-voting members may be added at the Committee's request and with the Department Chair's approval.
- b. One graduate student elected by the Department's graduate students.

### 2. Terms of Office

- a. Faculty members shall serve a three-year term, which is renewable once.
- b. Graduate students shall serve a one-year term.
- c. Vacant terms shall be filled by special elections.
- d. The term of office shall begin on 1 September.

### 3. Chair of the Committee

The Chair of the Committee shall be the Director of Graduate Studies, a tenured faculty member who shall be nominated by the Chair of the Department, subject to approval of the Executive Committee and a two-thirds ratification vote of all full-time tenure-track professors, associate professors, and assistant professors of the Department. The term of the Director of Graduate Studies shall be three years, and shall be renewable.

### 4. Functions of the Committee

The Graduate Studies Committee shall administer all matters pertaining to graduate students and the graduate program, including:

- a. admission of students to the program, following consultation with the Language Faculties;
- b. consultation with the Undergraduate Studies Committee, if needed, regarding changes in curricula and programs (e.g., regarding 400/600-level courses);
- c. recommendations to the Department Chair for assignment of graduate fellowships and assistantships;
- d. overseeing the advisement of graduate students, to be shared as equally as possible by all tenure-track faculty in the students' primary fields;
- e. receiving from the Language Faculties recommendations regarding curricular changes and passing its recommendations on to the Executive Committee;
- f. providing a forum for considering and resolving issues of concern brought by graduate students;
- g. coordination of recruitment of graduate students.

### 5. Report

The Graduate Studies Committee shall distribute a brief summary of the year's activities to all full-time professors, associate professors, and assistant professors by 31 May.

## **C. Undergraduate Studies Committee**

### 1. Membership

The Undergraduate Studies Committee shall consist of the following voting members:

- a. Faculty

Faculty members shall be the elected Chairs of the Language Faculties, each of whom shall have one vote. The Committee Chair, who shall be a full-time tenured faculty member, shall be nominated by the Department Chair, subject to a two-thirds ratification vote of all eligible voting faculty. The Department Chair shall serve as an *ex-officio*, non-voting member of the Committee.

In addition, voting members of the Department from the continuing non-tenure-track instructor ranks shall elect for a two-year term, renewable twice, a faculty member from their ranks to represent them and supplemental faculty. The elected instructor must have served three full years in the Department by the time he or she will begin service on the Committee.

b. Students

Student members shall be two majors or minors nominated by faculty and selected by the Committee. They shall serve one-year terms beginning on 1 September.

2. Chair of the Undergraduate Studies Committee

The Chair of the Committee shall serve a two-year term beginning on 1 September, which shall be renewable once.

3. Functions

The Committee shall oversee all aspects of the undergraduate programs, including:

a. Advisement

(1) Full-time faculty members of each language concentration shall be assigned advisees as equally as possible.

(2) All full-time faculty members shall be assigned, as equally as possible, advisees pursuing the Three Languages Major.

b. Student Complaints

The Committee shall handle undergraduate complaints.

c. Curricula and Programs

(1) Recommendations and suggestions for changes in curricula and programs shall be considered by the Committee, which shall receive all such recommendations and suggestions from the Language Faculties and from individual faculty members.

(2) Any such recommendations which are of interest to the Graduate Studies Committee shall be transmitted to that committee.

d. Coordination of recruitment of undergraduate students

4. Report

The Undergraduate Studies Committee shall distribute a brief summary of the year's activities to all full-time and part-time faculty by 31 May.

## **D. Promotion Committees**

There are two standing Promotion Committees: the Committee on Promotion to the Rank of Professor, and the Committee on Promotion to the Rank of Associate Professor. Membership, duties and responsibilities of these committees and of the subcommittees which report to them are defined and described in the Department's promotion document, which is hereby incorporated into this document.

## **E. Search Committees**

Such committees shall be appointed on an *ad hoc* basis, upon the recommendation of the Department Chair, by the Personnel Policy Committee.

## **F. Chairs of Standing Committees**

An elected Chair of one standing committee (Graduate Studies, Undergraduate Studies, Promotion to the Rank of Professor, Promotion to the Rank of Associate Professor) may not serve simultaneously as elected Chair of any other standing committee.

## **V. LANGUAGE FACULTIES**

1. Structure

Each Language Faculty shall consist of all full-time and part-time members teaching that language. Persons teaching more than one language may hold membership in more than one Language Faculty.

The Chair of each Language Faculty shall be a tenure-track member of that Faculty elected by its full-time members; a Faculty having no tenure-track member shall have an Acting Chair appointed by the Department Chair. The term shall be two years, beginning on 1 September, and shall be renewable.

The Language Faculty Chair shall be the administrator of the Faculty and shall work with both the teaching staff and the Department Chairperson, as well as serving as the Faculty's representative on the Undergraduate Studies Committee.

## 2. Functions

The Language Faculties, following guidelines developed by the Graduate and Undergraduate Studies Committees or directives issued by them, shall administer the programs and curricula of their individual languages, including:

### a. Courses and Curricula

Upon the recommendation of the Sequence Supervisors, the Language Faculty Chair and the Department Chair shall appoint Course Coordinators for the multi-section 100-level courses. The Sequence Supervisor and Course Coordinators in each language area shall form a committee, chaired by the Sequence Supervisor, to recommend textbooks, determine the methodologies to be followed, and create or revise 100-level course curricula.

The Language Faculties shall propose to the Undergraduate or Graduate Studies Committee, as appropriate, new courses or revisions in existing courses, prerequisites, new major or minor programs or revisions of such programs, etc.

The Language Faculties shall develop and revise the specific course requirements for their language studies concentration(s) leading to a B.A. in Foreign Languages and Literatures.

Each Language Faculty Chair, in consultation with the Language Faculty, shall prepare a one-year program of courses to be offered, by semester, which shall be submitted to the Department Chair for approval.

The tenure-track members of each Language Faculty shall, in consultation with the Graduate Studies Committee, establish reading lists for the M.A., and set and administer the Graduate Comprehensive Examinations.

## **VI. APPEALS**

Actions of the Executive Committee may be appealed by any member of the Department to the Department at a regular meeting.

Actions of any other committee may be appealed by any member of the Department to the Executive Committee.

## **VII. RATIFICATION, REVIEW, AND AMENDMENTS**

A. The bylaws of the Department of Foreign Languages and Literatures shall be ratified by a majority of those present and voting in the Department Meeting.

B. The bylaws must be reviewed by the Department within twelve months after it goes into effect. At that time, decisions regarding its continuance and/or modification shall be made by a majority of those present and voting in the Department Meeting.

C. Subsequently, any amendment shall require a two-thirds majority of those present and voting at two successive regular Department Meetings.

Adopted January 16, 1986

(revised February 14, 1991)

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(revised September 26, 2001)

(published online October 30, 2002)

(revised October 18, 2007)

**UNIVERSITY OF DELAWARE**  
**Department of Foreign Languages and Literatures**  
**Departmental Policies on Promotion**

The Faculty Handbook (<http://www.udel.edu/provost/fachb/IV-D-promtenure.html>) contains the University requirements for promotion and tenure. This document provides the definitions and mechanisms necessary to implement the University document for this department.

**I. REQUIREMENTS FOR PROMOTION\***

Faculty must strive for excellence in the areas of teaching, scholarship and service. Promotion to any rank requires evidence that significant achievements have been made and will continue to be made. High quality performance in the areas of teaching and scholarship is of special importance.

***A. Promotion to Associate Professor with Tenure; Tenure only after Initial Appointment as Associate Professor; and Promotion to Associate Professor without Tenure (i.e., Continuing Non-Tenure-Track Faculty [CNTT]).***

1. Ph.D. or academic equivalent. 2. Significant publication consistently since appointment to present rank. (See Section II, A and B) 3. Effectiveness in teaching. (See Section III) 4. Service to the Department and to the University. (See Section IV) 5. Regional or national recognition for excellence in professional or scholarly activity.

***B. Promotion to Professor.***

1. Ph.D. or academic equivalent. 2. Significant publication consistently since attaining the rank of Associate Professor. (See Section II, A and B) 3. Effectiveness in teaching. (See Section III) 4. Service to the Department, the University and to the profession. (See Section IV) 5. National or international recognition for excellence in professional or scholarly activity.

**II. SCHOLARLY/PROFESSIONAL/CREATIVE ACTIVITY**

***A. Publications or evidence of scholarly competence shall include:***

1) scholarly books and monographs 2) critical editions 3) textbooks  
 4) edited collections 5) scholarly articles and notes 6) published computer-assisted instructional programs, CD-ROMs, pedagogical and literary materials on the World Wide Web, and similar electronic publications 7) creative works 8) critical translations 9) internal or external grants.

The "significant publication" required for promotion to Associate Professor or Professor means at least one of the following:

1. A scholarly book or book-length monograph, published by a respected press. For applied linguistics faculty, a textbook with ancillary materials shall be considered the equivalent of a scholarly book, providing the dossier also contains a minimum of two refereed articles (substitutions not permitted).
2. A well-documented book-length critical edition, or a book-length critical and annotated translation of a scholarly book or of a book-length creative work, published by a respected press, providing the dossier also contains a minimum of two refereed articles in the candidate's field (substitutions not permitted).
3. A minimum of seven substantial articles, published in refereed journals or edited collections.

Each of the following, if published by known trade presses or refereed scholarly presses, shall be considered the equivalent of at least two refereed articles except if used as complement to a textbook, as outlined in II A 1:

- a computer-assisted instructional program or similar electronic publication;
- a creative work, or a translation not eligible for inclusion in II A 2;
- an edited compendium of scholarly essays;
- a monograph or a critical edition not eligible for inclusion in II A 1 or 2.

***B. Explanatory Notes.***

1. All publications, including textbooks, are judged to be substantial if they contribute significantly to the advancement of scholarship in the fields of literature, language or pedagogy. Advancement of scholarship implies the giving of new

insights, the uncovering of hitherto unknown facts and/or the postulation or implementation of new theories or methodologies judged to be viable and useful.

2. Creative works count as publications only when published by a recognized publishing house known to exercise editorial judgment, or when evaluated by recognized outside authorities.

3. The scholarly activities of a candidate for promotion to Associate Professor should have earned regional or national recognition, and for promotion to Professor national or international recognition.

4. The scholarly production of a candidate for promotion to Professor should include only work done since promotion to or initial appointment at the rank of Associate Professor. However, it is expected that a candidate for promotion to the rank of Professor will have published or have had accepted for publication at least one scholarly monograph or, in the case of applied linguistics faculty, a textbook. If such work was not part of the dossier for promotion to Associate Professor, it is expected that it will be included in the dossier for promotion to Professor.

### ***C. Extramural Evaluation of the Scholarly Work of Candidates' Promotion to Associate Professor and Professor.***

The Promotion Committee will draw up a list of potential outside evaluators; the candidate will also supply a list of at least four names, at least two of whom will be approached. The Committee must secure a total of at least three extramural evaluations of the candidate's work, but will make every effort to obtain five or more. Outside evaluators will be drawn from both lists, but in no case will the number of evaluators drawn from the candidate's list equal or exceed the number of evaluators drawn from the Committee's list. The Department Committee will insert a statement in the external letters section of the dossier, identifying the specific external reviewers who were nominated by the candidate versus those nominated by the Department, and the criteria used to select them.

## **III. THE EVALUATION OF TEACHING**

Promotion to both Associate Professor and to Professor presupposes effectiveness in teaching at all levels, and the ability to supervise research.

Evaluation of teaching for promotion to all ranks shall be based upon qualitative indicators, including:

### ***A. Student Evaluation of Instructors on Forms provided by the Department.***

### ***B. Peer Evaluations.***

Peer evaluation materials include but are not limited to reports of classroom visits by subcommittee members, periodic peer evaluation reports, annual evaluation by the Department Chairperson and similar documents.

### ***C. Innovations, Extramural Activities, Reception of Grants, and Transformational Activities.***

Innovations, such as the creation of new courses or new approaches, development of computer software lessons, pedagogical papers read, pedagogical articles published or accepted for publication, pedagogical or textbooks published or accepted for publication (published materials shall also be counted as scholarly publications), and reception of Improvement of Instruction or similar grants, shall be considered in evaluating the teaching of candidates for promotion and tenure. Also to be considered are activities that promote opportunities for transformational educational experiences.

### ***D. Student Advisement.***

## **IV. SERVICE** Service at various levels includes the following or similar activities:

### ***A. Service to the Department.***

1. Committee assignments at the sectional and departmental levels.
2. Initiation of and participation in study abroad programs, or other transformational educational activities.
3. Participation in and initiation of cultural enrichment programs (e.g., language club activities, field trips).

### ***B. Service to the University.***

1. College and University Senates, committees and special assignments.
2. Participation at all ranks in interdepartmental and interdisciplinary programs and courses (e.g., linguistics, comparative literature, women's studies, integrated learning, etc.).

**C. Service to the Profession.**

1. Active membership in professional organizations (chairing or serving on committees, moderating sessions at meetings, organizing conferences, etc.).
2. Collaboration with colleagues in other educational institutions.

**D. Service to the Community.**

Profession-oriented community service includes such activities as:

1. Talks given before local organizations (e.g., at language clubs, at meetings of such groups as the Alliance Française de Wilmington, or before such organizations as DeCTFL).
2. Language-related committee work.
3. Activities which serve to publicize and strengthen the teaching of languages.

**V. COMPOSITION OF COMMITTEES ON PROMOTION**

**A. Committee on Promotion to the Rank of Associate Professor.**

The Committee shall consist of all tenured full-time department members holding the rank of Associate Professor or Professor.

**B. Committee on Promotion to the Rank of Professor.**

The Committee shall consist of all tenured full-time department members holding the rank of Professor. This Committee will evaluate the candidate's dossier in all three areas of teaching, scholarship, and service. Should the number of Professors *in situ* be less than six, the Committee may solicit the participation of one or more professors in related disciplines in the University. Such evaluators will be asked to submit written evaluations to the Committee but will not have a vote in the proceedings.

**C.** The chairperson of each committee shall be elected in November, by a majority vote of the members of the committee. The departmental elections officer will call this and all elections relevant to the promotion process. A chairperson shall serve a two-year term and may be re-elected.

**D.** The Committee Chairperson will write to the extramural evaluators (see paragraph II, C).

**E.** Each year in March, each Committee on Promotion shall meet with potential candidates to discuss requirements for promotion as established in this document and in the Faculty Handbook, and to help them prepare a balanced program of research, teaching and service.

**VI. SUBCOMMITTEES ON SCHOLARLY/PROFESSIONAL/CREATIVE ACTIVITIES, TEACHING EVALUATION, AND SERVICE EVALUATION FOR CANDIDATES SEEKING PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR**

**A.** The subcommittees shall consist of three full-time tenured faculty members of the department elected for a one-year term in April shortly after the spring break by all full-time tenured or tenure-track department faculty. The subcommittees will elect their chairpersons shortly after they are constituted. The chairpersons of the subcommittees will be Professors. If no Professor has been elected to a subcommittee, the Committee on Promotion to Professor will designate an ex-officio, non-voting Professor to serve as chairperson. Because no one may serve simultaneously on the scholarship and teaching subcommittees, elections shall be held sequentially, with members of the scholarship subcommittee to be elected first.

**B.** The election announcement/ballot is to consist of an unaccompanied memorandum sent by the Department Chairperson to all eligible voters at least two weeks before the due date of the ballots. The memorandum is to read as follows:  
The following persons are eligible for election to the "Subcommittee on \_\_\_\_\_" (\_\_\_ positions are open): (names in alphabetical order) Those elected will serve a one-year term. Present members of the subcommittee are: (names in alphabetical order)  
Indicate your selection by circling no more than \_\_\_ names, and return the ballot to the department secretary no later than (date).

**C.** The subcommittees will solicit input from all full-time tenured faculty members of the department. After considering all the relevant evidence in a candidate's dossier, the subcommittees will prepare a report containing a demonstration or explanation of the manner in which the candidate has met or has failed to meet the criteria established in this document. A copy of this letter, signed by all subcommittee members present during the deliberations, will be sent to the chairperson of the appropriate promotion committee and to the candidate, within a week after the subcommittees have made their decision.

Dissenting members of the subcommittee may, if they so choose, write signed separate letters or minority reports, which must be attached to the majority report.

## **VII. CONFIDENTIALITY**

All deliberations of the promotion committees must remain strictly confidential.

## **VIII. APPLICATION FOR PROMOTION**

It is the candidate's responsibility to present his or her application for promotion, accompanied by a tentative list of works to be evaluated, to the Department Chairperson and the Promotion Committee Chairperson by March 15.

The candidate will submit, in the requisite number of copies, to the Promotion and Tenure Committee Chairperson, by no later than May 1: (1) the publications to be reviewed by the extramural evaluators, along with a list of the same, and (2) an updated version of his or her curriculum vitae. Also by May 1, if the candidate wishes to be considered under a promotion document other than the current version, he or she must notify the Chair of the Promotion Committee of this in writing. He or she must also supply a copy of the relevant document to the Promotion Committee Chair.

The complete dossier will be submitted to the Promotion Committee Chairperson by no later than September 1.

Whenever possible, the dates established by the University Committee on Promotion and Tenure should be anticipated and dossiers forwarded (with recommendations) at an earlier date.

## **IX. PROMOTION COMMITTEE PROCEDURES AND NOTIFICATION TO THE CANDIDATE OF THE COMMITTEE'S ACTION**

**A.** Within one month after submission of the dossier, the Promotion Committee Chairperson will convene a meeting of the Committee with the Department Chairperson, as directed by the Faculty Handbook. The purpose of this meeting will be to discuss procedures and to enable the Department Chairperson to present his/her perspective on the merits of the cases before the Committee.

**B.** Within a week after the reports prepared by the Subcommittee on Scholarly/Professional/Creative Activities, on Teaching Evaluation and on Service Evaluation have been received, the Promotion Committee Chairperson will convene the Committee.

The chairpersons of the reporting subcommittees will report on procedures, explain the subcommittees' judgments and answer questions from the floor. Following these discussions, the Promotion Committee Chairperson will ascertain that there is no further debate on each dossier taken as a whole. A vote will then be taken by secret ballot.

Faculty members may participate and vote on the department, college, or university level, but not on more than one.

**C.** The results of the procedures in each case shall be disclosed informally to the candidate by a letter signed by the chairperson of the committee. The form of this letter shall be: "The Promotion Committee, having examined your dossier recommends (does not recommend) your promotion by a vote of \_\_\_\_ to \_\_\_\_." This written notification must be delivered to the candidate no later than one working day after the Committee has reached its decision. A copy of this notification shall be sent to every tenured member of the department. The complete dossier including the full report of the Promotion Committee (described in paragraph D below) shall be available to every member of the Promotion Committee.

**D.** An ad hoc subcommittee consisting of the chairperson of the Promotion Committee (presiding) and the chairpersons of the three reporting subcommittees (members) shall compose a letter expressing the majority opinion, with the three subcommittee reports as appendices. This majority report will be signed by all members of the ad hoc subcommittee, and will be sent to the Department Chairperson and the candidate, with copies to each Committee member, within a week of the decision.

Dissenting members of the Committee may, if they so choose, write separate signed letters or minority reports, which must be forwarded with the majority report to the Department Chairperson and included in the dossier when it leaves the department. The candidate must receive a copy of these letters or minority reports in sufficient time to respond if he or she chooses to do so.

*E.* The candidate's dossier, including all documentation, shall be available to all members of the Promotion Committee and the Subcommittees on Scholarly/ Professional/Creative Activities, on Teaching Evaluation and on Service Evaluation during the entire time a dossier remains in the department.

All members of the Promotion Committee are expected to maintain the strictest confidence with regard to outside evaluations.

*F.* By no later than October 1, the recommendation of the Promotion Committee shall be forwarded to the Department Chairperson, who will review the evidence submitted by the candidate, the report of the Committee, and the stated criteria, and make a recommendation supporting or failing to support the candidacy. The Chairperson shall explain, in writing, the decision to the candidate and to the Promotion Committee. In accordance with the Faculty Handbook, "the Chairperson's letter should include a description of the candidate's workload distribution during the time in rank, and how that workload relates to his or her recommendation concerning tenure and/or promotion." In case of disagreement between the Committee's and the Chairperson's recommendations, the Chairperson and the Committee shall discuss the case prior to transmission of the dossier.

*G.* Candidates are entitled to add new evidence to their dossiers after evaluation by both the Promotion Committee and the Department Chairperson. If submitted within two working days of receipt of the recommendations of the Committee and of the Chairperson, new evidence will then be considered by the Committee and the Chairperson.

## **X. APPEALS**

Appeals to the Department Promotion Committee or to the Department Chairperson will conform to the procedures outlined in the University's Promotion Policy document.

## **XI. TRANSMISSION OF THE CANDIDATE'S DOSSIER**

*A.* If the Promotion Committee and the Department Chairperson agree in recommending promotion, or if either or both recommend against promotion but the candidate chooses not to withdraw it, the application goes forward to the College Committee and the Dean, together with the dossier and a copy of the notification to the candidate and the majority report of the Committee, by no later than the date set by the University Promotion and Tenure policies (October 15).

*B.* At the departmental level the dossier shall include all materials presented by the candidate and all materials collected by the Committee and the Department Chairperson, as well as minority letters together with the Chairperson's recommendations.

*C.* No other materials shall be submitted without the prior consent of the Committee and the candidate. Any material added to the dossier, even after it leaves the Department, must be shared with the Chairperson of the Department and the Chairperson of the appropriate departmental promotion and tenure committee.

*D.* A candidate for promotion has the sole right to withdraw from the promotion process at any stage. He or she must inform the Chairperson of the Department and the Chairperson of the appropriate departmental tenure and promotion committee.

## **XII. DISTRIBUTION OF THE PRESENT DOCUMENT**

This document on Departmental Policies, Criteria and Committees on Promotion shall be distributed to each full-time tenured, tenure-track, and continuing non-tenure-track faculty member immediately upon approval. It shall also be distributed to every candidate interviewed for a position in the department.

## **XIII. REVISION OF THE PRESENT DOCUMENT**



This document and its provisions may be reviewed no more than once yearly. Should revisions be proposed, the Chairs of the two Departmental Promotion Committees shall call a special meeting of both the tenure-track faculty and the continuing non-tenure-track faculty to discuss the proposed revisions, which must have been distributed at least one week in advance of the meeting. The Department Chairperson may be present at this meeting. Proposed amendments receiving a vote of 60% of tenure-track faculty present and voting will be adopted and incorporated into the document. Once adopted, all changes will first be sent to the appropriate college committee and Dean. If approved, they will then be forwarded to the University Committee on Promotions and Tenure and to the Provost, both of whom will review the proposals for compliance with the Faculty Handbook, and suggest revisions if necessary. The revised document is to be filed with the Faculty Senate.

\*The Department does not recommend promotion to the rank of Assistant Professor. Instructors who receive their Ph.D. degree may be reclassified as non-tenure-track Assistant Professors, providing they meet the requirements defined in the University's Promotion Policy document (Faculty Handbook, III K 2).

Revised April 18, 2007 (Published online July 11, 2008)

**POLICIES AND PRACTICES**  
**of the**  
**DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES**  
**2012-2013**



**Jastak-Burgess Hall – Home of FLL**

**UNIVERSITY OF DELAWARE**

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**POLICIES AND PRACTICES**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**  
**2012-2013**

Welcome to the Department of Foreign Languages and Literatures! This booklet will provide you with some helpful information for the current academic year. Please read it carefully and keep it on hand for reference.

I. **Organizational and Administrative Matters**

A. **ORGANIZATION OF THE DEPARTMENT**

The Chair of the Department of Foreign Languages and Literatures is Richard Zipser. He oversees the administration of the Department and is himself responsible to the Dean of the College of Arts and Sciences. The Associate Chair, Bonnie Robb, assists him by carrying out various administrative duties. The Scheduling Officer, Hans-Jörg Busch, handles the scheduling of all courses and room assignments. The Department office is staffed by a Business Administrator, Dorie Galloway, and three Administrative Assistants, Diane Parke, Maria Gilson and Deandra Batts, all located in 103 Jastak-Burgess Hall (JBH). The Foreign Language Placement Advisor, Crista Johnson, has an office in 320 JBH. The Foreign Language Media Center (006 JBH, basement level) is supervised by Thomas McCone, Director. Aaron Ward, Computing Support Specialist I, has an office in 311 JBH and is responsible for computer-related matters outside the Media Center.

The business of the Department is facilitated by a number of standing committees: an Executive/Personnel Committee, committees for Undergraduate Studies and for Graduate Studies, and Promotion Committees. Chairs of the Language Faculties are:

Chinese	-	Jianguo Chen
Classics	-	Annette Giesecke
French	-	Ali Alalou
German	-	Nancy Nobile
Italian	-	Meredith Ray
Japanese	-	Rachael Hutchinson
Russian	-	Julia Hulings
Spanish	-	Alexander Selimov

Inquiries regarding our courses in Arabic and Hebrew should be addressed to Ikram Masmoudi and Eynat Gutman respectively.

The Foreign Language Education Program Coordinator is Bonnie Robb.

In addition to the standing committees, there are several appointed by the Chair. These include committees on Assessment, Technology and Foreign Languages, Minority Affairs, and Special Events.

For further details, see the Department's "Bylaws" document, available online at <http://www.udel.edu/flt/governance/bylaws.html>.

Matters affecting the entire Department are decided at monthly Department Meetings. All faculty may participate in Department Meetings, but voting is limited to full-time professors, associate professors, assistant professors, and instructors, as well as part-time faculty on regular appointment.

A multi-section course (e.g., SPAN 105) will normally have a Course Coordinator. In addition, each 100-level language sequence (e.g., SPAN 105-106-107) will have a Sequence Supervisor. These individuals have overall responsibility for the course or sequence.

## B. JASTAK-BURGESS HALL

Keys: The Business Administrator will provide you with keys to your office, the building and your mailbox. Your outside door key opens the conference room on the second floor (201 JBH), the photocopier room (204 JBH), and the faculty/staff lounge (301 JBH). Keys are the property of the University and are to be handed in if you will be away from the campus for an extended period or if your employment terminates. Graduate students are not given a key to JBH, which is generally open from 8 a.m. to 5 p.m. weekdays. Should you lose your key to JBH you will be required to pay to have all exterior doors rekeyed and to have new keys made for every member of the Department.

Security: Outside doors must be kept locked after 5:00 p.m. and on weekends. Do not permit students or unknown persons to enter the building after business hours or on weekends. When you leave or enter the building after normal working hours, check to make certain the door is closed and locked. Under no circumstances, should an outside door be propped open so someone without a key can enter JBH after hours.

Close and lock the window(s) when you leave your office, especially when you are leaving the building, even for a short time.

It is wise to avoid leaving your office open and unattended, even for a few minutes. Keep secure any equipment in your care. Laptop computers and VCR/monitor combinations are especially attractive to thieves and should remain in your sight or under lock until returned. Keep in mind that computers and printers in faculty offices can also be targets of theft.

Each person should remember that the presence of locks does not guarantee the security of offices. In the past, unauthorized persons have been able to gain access to locked offices and files, and it must be assumed that they will do so in the future. Consequently, care must be taken with all sensitive documents--examinations, student grades, and the like--to avoid compromising them.

Corridors: No chairs should be placed in the corridors. This is strictly forbidden by fire marshals.

Office doors: Faculty and staff are asked not to hang posters, cartoons, brown envelopes, etc. on the outside of their office doors. JBH has a look that its tenants are expected to maintain.

Faculty/staff lounge: Everyone in the Department is welcome to use the lounge on the third floor. However, the lounge should not be used for meetings, conferences with students, independent

study courses, etc. Provided for your convenience are a microwave, refrigerator and coffee pot. Each user is asked to clean these appliances after their use.

Conference rooms: We will not be scheduling classes in the conference room on the second floor or in the Rollins Conference Center. Reservations are required for use of these conference rooms and may be made by contacting Diane Parke to reserve 201 and Dorie Galloway to reserve the Rollins Conference Center.

### C. SUPPLIES

Such basic supplies as paper clips, manila folders, and note pads can be obtained from the Department's supply cabinet located in 204 JBH. The office staff will help you locate letterhead and other stationery that you need. We do ask that you be sparing and not stockpile these items, especially since our budget for supplies has been reduced substantially.

Faculty members who have a LaserJet printer will be issued one toner cartridge per year since these cartridges are designed to print more pages than the deskjet cartridges (and cost more than \$120 each). Toner cartridges will last longer if printers are not used as copy machines, and if everyday documents are printed out in the "draft" printing mode as opposed to the "high quality" mode.

### D. DUPLICATING

Materials needed for courses may be duplicated for you by the office staff. Place them in the bin immediately inside of 103H JBH; job request slips and paper clips are located in 204 JBH. Please note that you **MUST** allow a minimum of 24 office hours (one full workday) for this service.

Large jobs (e.g., syllabi for multi-section courses) will normally be sent to University Printing, the University's central duplicating facility. Requests for such copying must be made or authorized by a member of the office staff. Note that this copying is charged to the Department's supplies/services budget. You should allow about a week for such work. Due to our limited budget, we suggest that faculty have PDFs made of articles and other readings which they can forward to students using POBox. If you wish to use extensive handouts (50 pages or more per student), you are asked to use the copy service offered by the University Bookstore, or to make the materials available on-line via Sakai or the Electronic Course Reserves service at Morris Library. Material sold by the Bookstore is prepared as you specify; you receive one complimentary copy; students purchase their packets individually (and at modest cost), while the Department avoids a significant expense.

Smaller jobs (e.g., a two-page article from a foreign-language magazine) are done under the supervision of our staff in the copy room. Since this work is usually done by a work-study student at a set time each day, you must submit the job request slip for copies no less than one full workday before you need the copies. If you cannot submit your request at least 24 hours in advance, then you should do your own copying using your personal photocopy number.

Faculty members who want to do their own course and profession-oriented copying may obtain instructions from the secretaries in the use of the copier. All faculty members and teaching assistants may use the photocopier in 204 JBH. Full-time assistant, associate and full professors and instructors are permitted to charge up to 1,500 photocopies to the Department per one-year

period (August 15 to August 14). Supplemental faculty and graduate teaching assistants are allowed to charge up to 150 photocopies for every 3 hours they teach. These accounts are renewed each semester in accordance with the teaching assignments of these users (no teaching assignment means no photocopy privileges). **Faculty who have used up their annual allotment of photocopies may purchase additional copies for \$5.00 per 100 pages.**

#### E. TYPING/WORD PROCESSING

Although faculty members have a computer (and most have a printer) in their office, the Foreign Language Media Center in 006 JBH also has IBM-compatible facilities with foreign language word processing which faculty are invited to use. After Media Center hours, other computing sites are available at several locations around campus, including 116 Pearson Hall and the basements of Smith Hall and Morris Library. Both IBM-compatible and Macintosh terminals are available at these sites.

The computers in 103 JBH are solely for the use of the office staff and are not available for use by faculty. Computer workshops that are free for faculty are offered periodically by Information Technologies and are posted at <http://webapps.css.udel.edu/calendar/>.

Staff in the Media Center will assist faculty in producing documents which require special software -- for example, a flyer describing a lecture or special course offering. Such documents can then be printed on one of the Department's laser printers.

Faculty members may use the IBM-compatible computers in 006 JBH during regular Media Center hours, which are posted. Departmental equipment should only be used for work related to the profession; personal projects (e.g., free-lance word processing, balancing one's checkbook) are an inappropriate use of the facilities.

Manuscripts, tests, handouts, and general correspondence may be printed on the LaserJet printers in 006 JBH, as well as on those located in the alcoves of the second and third floor hallways. You should, however, print only one copy,



which can then be photocopied by Kinko's or another nearby copy center. On a per-copy basis, it is much more expensive to do multiple copies on the LaserJet than on a copying machine.

#### F. MAIL AND MAILBOXES

Mailboxes are found on your left just outside 103 JBH. Access your mail from outside the administrative area. Campus mail is delivered and picked up once daily, at ca. 10:00 a.m. Trays for both campus and U.S. mail are just inside the door of 103H JBH. Although there is no afternoon mail delivery one of the office staff takes any outgoing mail to an outside drop-box at 2:15 p.m. Please check your mail regularly, and read it promptly.

U.S. mail: The Department will cover mailing costs for mail which is a part of one's teaching and other professional responsibilities: replies to inquiries from students, letters to potential visiting lecturers, etc. However, we will not cover the cost of bulk mailings and mailing of large items. Personal mail deposited in the bin for outgoing mail must have the proper postage affixed. Personal mail sent from a U.S. Post Office will reach its destination sooner.

Campus mail: Brown or buff envelopes only should be used for campus mail. They are available in the supply closet in 204 JBH and in the bottom drawer near the mailboxes in 103H JBH. The use of other envelopes for this purpose causes mis-mailing and unnecessary application of postage. The use of tape to seal envelopes should be held to a minimum and used only for those containing confidential information. For campus mail, the name of the addressee and his/her department or office is sufficient for on-campus delivery. Room numbers, building designations, numerical codes and abbreviations should not be used.

Packages will be delivered to your office once a day. If a package has been delivered to you, you will receive notice of that in your mailbox.

Letters and large brown envelopes from you to other faculty and staff in JBH are to be slid under the recipient's door. If they are too large to fit under the door, the administrative staff will deliver them to the recipient's office. These envelopes may be put into the bottom tray of the mail trays inside 103H JBH.

Gifts from you to other faculty and staff in JBH are to be given directly to the recipient personally. Do not deposit gift packages and bags in the mailroom.

Student papers and assignments should not be dropped off at the main office to be placed in your mailbox, and the only students permitted in the mailroom are our work-study students. Instruct your students to slide late assignments and papers under the door of your office.

#### G. PHONE CALLS

Most faculty are unable to make long-distance calls from their office phones. For personal calls, it is recommended that you obtain a cell phone or calling card and use it to place your calls.

Long-distance calling privileges are extended only to faculty members who have an administrative position or assignment in the Department that necessitates frequent long-distance calling (such as Director of Graduate Studies, Chair of Undergraduate Studies, Chairs of the Promotion Committees, Coordinator of Foreign Language Education, Scheduling Officer, and Director of the Foreign Language Media Center). In addition, faculty members who chair search

committees will be extended long-distance calling privileges during the period of the search.

For faculty who do not have long-distance calling privileges, long-distance calls for legitimate Department business purposes can be made through any of the staff (ext. 6458, ext. 0671, or ext. 2592), who will place the call for you and record it on the Department's long-distance phone log. In general, a Department business call is one which your work as an instructor requires you to make, e.g., returning a call from a prospective student asking about course offerings.

Unfortunately, due to budgetary constraints, the Department cannot pay for personal business calls, even when these are professional in nature. An example would be a call to a colleague to discuss the work of a regional professional organization to which you both belong. Another example would be a call to an editor to discuss a book or article you are preparing for publication.

#### H. VOICE MAIL

All University students and employees are assigned a voice mailbox. Voice mail messages can be accessed from any telephone by calling 831-4000 and providing your personal identification number. You can also change your voice mail greeting (the message which callers hear when you do not answer the phone) this way. Faculty and graduate students are encouraged to check their voice mail often. If you are going to be away from your office for an extended period (e.g., during summer or winter session, during spring break, or during the University's holiday recess in December), you should change your voice mail greeting to reflect your absence so that students and others who call know when to expect a response. More information about voice mail can be obtained at: [www.udel.edu/voicemail/](http://www.udel.edu/voicemail/)

#### I. INCOMING FAXES

Faculty members may receive faxes at the Department's fax number (831-6459) for departmental business and, to a limited extent, for professional business. The fax machine should not be used to receive personal communications or lengthy documents of any sort (such as conference papers or manuscripts). Persons who abuse the use of the fax machine will have their faxing privileges revoked.

#### J. OUTGOING FAXES

The fax machine will continue to be used primarily for communications related to our study abroad programs. Full-time faculty may also send short faxes strictly related to departmental business. **Faxes related to one's research, publications, or conferences do not constitute departmental business.**

#### K. DEPARTMENT ACTIVITIES CALENDAR

In 204 JBH, there is a calendar intended to prevent scheduling conflicts. Meetings of the Department and of the Executive Committee will be posted there, as well as meetings of the various Department committees, Language Faculties, and course levels. **It is the responsibility of the Committee Chairs, the Language Faculty Chairs, and the Course Coordinators to indicate on the appropriate date on this calendar the time and place of their meetings.** Other Departmental events and activities, such as lectures and receptions, should also be posted

on this calendar.

## II. TEACHING

### A. TEACHING SCHEDULES

The preparation of teaching assignments is the immediate responsibility of the Language Faculty Chair and the final responsibility of the Department Chair. Scheduling of class sections, times, and rooms is done by the Scheduling Officer. Because of the limitations on the number of rooms available to the Department and the large number of sections that must be scheduled, it is not surprising that faculty sometimes will have schedules that they may consider inconvenient. While an effort will be made to accommodate schedule preferences, it will be presumed that full-time faculty and teaching assistants are available to teach during the University's regularly scheduled class periods in any of the University's classrooms. Should conflicts occur, they will necessarily be resolved in favor of the needs of the instructional program.

### B. OFFICE HOURS

Faculty are expected to keep a reasonable number of office hours for students. **Faculty are advised to hold one office hour per course taught, up to a maximum of three hours per week; those teaching more than one class are expected to hold office hours on more than one day of the week.** Faculty should not schedule office hours after 3:30 PM on Wednesdays, when Language Faculty and Departmental meetings are held. Office hours should be announced to your classes and posted, as part of your schedule, outside your office door. You will receive two forms each semester: one for posting your schedule and one for recording it in the office files. **It is important that you be present for the full duration of each office hour scheduled.** Whether or not you give your students your home phone number is your decision; office staff members are instructed not to give out these numbers unless faculty give permission for them to do so.

Full-time faculty members are expected to maintain a significant presence on the campus, both to ensure that students can find them and to be able to help with the many unscheduled items that arise in the course of a week.

### C. COURSE COORDINATORS/SEQUENCE SUPERVISORS

A course with multiple sections will normally have a Course Coordinator. It is this person's responsibility to arrange for development of the syllabus and to see that students in different sections of the course receive comparable instruction. The 100-level sequence of courses in a given language (105-106-107) will be directed by a Sequence Supervisor, who will work closely with the Course Coordinators. Proper coordination among sections and within sequences requires periodic meetings. **It is part of your instructional responsibility to attend these meetings and to assist in coordination.**

### D. TEAM TEACHING

Courses bearing the 105, 106 and 107 labels are frequently team-taught, and the relationship between the two instructors must be a partnership. Communication between team teachers is vital to the success of a course. There are various ways to accomplish this. Some team teachers

call each other daily; others use e-mail; still others pass a spiral notebook back and forth, each time adding a brief comment on the day's class activity. The method of communication may vary from team to team, but it is vital that team teachers remain in regular contact. If your students ever sense that their instructor team lacks good communication, they will certainly exploit this fact to your embarrassment, and to the detriment of the class and the instructional program.

#### E. SYLLABI

Multi-section courses normally use a common syllabus to which individual instructors may add information (such as office hours). A course syllabus includes a brief description of the course, a statement of course objectives and how/when those are assessed, the alignment of course objectives with FLL goals, and a list of required texts with ISBN numbers. The policy regarding absences should also be given. The responsibility for defining attendance expectations is left to the individual faculty member, except for 100-level courses which have their own policies common to all sections, as explained on page 17. Some multi-section courses have their own policies. (See the Undergraduate and Graduate Catalog for guidelines on excused absences.) **Students should be informed in writing at the beginning of the semester about policies on grading and absences, and these policies should be applied uniformly.** An electronic copy of each course syllabus is to be filed with Maria Gilson, and the Sequence Supervisor (if appropriate) by the end of the second week of the semester.

#### F. STUDENT DROPS AND ADDS

UDSIS allows you to access your class rosters and to check the enrollments for each of your classes on a daily basis. Students may drop or add classes during the first two weeks of the semester without paying a fee. Tell inquirers during this period that all drops and adds will be done on the Web. Students with extenuating circumstances may e-mail our Scheduling Officer, Hans-Jörg Busch, at [leipzig@udel.edu](mailto:leipzig@udel.edu) to explain their special need for a specific course.

After the second week and through the eighth week, drops and adds may be done without academic penalty, but a fee payment is involved. During this period students may drop courses or change sections within a course by using the Web.

No students will be added to any of our courses after the free drop/add period ends. Any registration changes *after* the academic penalty deadline require the approval of the student's dean. **The Course Permit Form (Drop/Add) will not be used for our multi-section courses and will not be approved if submitted.**

#### G. FOREIGN LANGUAGE PLACEMENT

Students entering the University's College of Arts and Sciences are placed in a foreign language course during new student orientation, called NSO. Their level of placement depends primarily on the number of years they have studied a particular language in high school, as follows:

**two years or less** of the same foreign language in high school should register for **105**

**three years** of the same foreign language in high school should register for **106**

**four years or more** of the same foreign language in high school should register for **107**

**Students with three years or more of high school language in grades 10-12 are not permitted to register for 105.**

Note that placement guidelines are different for Latin:

less than two years.....	101
two years (9th and 10th grades only).....	101
two years.....	102
three years .....	201
four or more years.....	202

Placement in Ancient Greek:

less than one year.....	101
one year.....	102
two years.....	201
three years.....	202

**It is therefore crucial that instructors not tell students wishing to switch language levels (for example, from 106 to 105 or 102 to 101) that they may do so.** For additional details regarding the Placement Policy see <http://www.udel.edu/fllt/main/Placement/>. Students seeking to change their placement level should be directed to the Foreign Language Placement Advisor, Crista Johnson, at [cristaj@udel.edu](mailto:cristaj@udel.edu) or 831-4667, in room 320 JBH.

Students with an exceptional language background or with native ability in a language other than English may be exempted from the College of Arts and Sciences foreign language requirement. Such students should also be directed to the Foreign Language Placement Advisor, Crista Johnson.

#### H. FOREIGN LANGUAGE SUBSTITUTION

Arts and Sciences majors requesting a substitution of courses to fulfill the foreign language requirement due to a disability should be referred to the Office of Disabilities Support Services (831-4643). Information on this process may be found at [http://www.udel.edu/DSS/forms\\_and\\_processes.html](http://www.udel.edu/DSS/forms_and_processes.html) under Student Course Substitutions.

#### I. DISRUPTIVE BEHAVIOR

Student behavior which disrupts the classroom should not be tolerated. It is wise to include information in the syllabus about disruptive behavior, with examples (bringing dogs to class, eating during class, regularly arriving late or leaving early, using cell phones, etc.). Students guilty of disruption should first be warned, then ejected from class if necessary. Bring intractable cases to the attention of the Sequence Supervisor, who will decide if further action is needed

(conference with student; call to Office of Student Conduct, etc.).

#### J. ACADEMIC DISHONESTY

You should explain your policy regarding cheating in each class. The University has a judicial system for prosecuting cases of academic dishonesty (see the Undergraduate and Graduate Catalog – Academic Honesty), and students should be informed of (1) what you consider to be cheating; (2) what aids they may and may not use on exams; (3) if papers are to be written, what constitutes plagiarism; and (4) what action you will take if it occurs. When you have reason to believe an infraction has occurred, take the matter first to the Sequence Supervisor (or, if the course is not in a sequence, the Department Chair) before contacting the Office of Student Conduct.

#### K. INSTRUCTIONAL RESPONSIBILITIES AFTER THE END OF CLASSES

Your responsibility to students enrolled in your classes extends beyond the final day of classes and includes the administering and grading of final examinations. The dates of the final examination week are published at the beginning of each semester and should serve as a guide when making semester-end travel plans.

You are expected to fulfill all of your instructional responsibilities each semester. Faculty, graduate students, and exchange students who teach Foreign Languages and Literatures courses and who do not fulfill these responsibilities (including the proctoring and grading of final examinations) should not expect to receive teaching assignments in subsequent semesters.

#### L. INCOMPLETE GRADES

A student who is prevented by circumstances beyond his or her control from completing the course requirements on time may receive an incomplete (I) grade.

This extends the time for completing the work into the second week of the next regular (spring or fall) semester. An Incomplete Grade Explanation or Extension web form must be completed if a student will receive a grade **other than an F**, if the incomplete work is not made up. The grade explanation form must be submitted the same day as the grade roster. Faculty should not give an "I" grade to a student who simply "disappears" before the end of the semester and does not provide any reason for not completing course requirements. Such students should receive a "Z" grade for the course.

#### M. READING DAY

Reading Day is designed to permit students time to prepare for final exams. **No examinations or other class-related activities may be conducted on Reading Day.**

#### N. EXAMINATIONS

Note and observe the Department's policy for examinations: **All exams which are administered in multi-section courses should have at least two different versions when starting times for the various sections extend to or beyond a four and one-half hour span, e.g., 8 a.m.-1:35 p.m.; 9:30 a.m.-2 p.m. Should an exam be administered in a particular section on a date other than the scheduled date, the exam must be entirely different from any of the versions**

**given in other sections. The same holds true for make-up exams.**

Final examinations for all courses are scheduled by computer and published some weeks before the semester ends. **It is the policy of the University and of the Department that final examinations must be given at the scheduled time and place. No deviation from this policy will be permitted. The examination must be administered by the instructor.**

Not all courses need to have final exams, but each Language Faculty will apply a consistent policy for the elementary and intermediate courses that are under its jurisdiction. If a given Language Faculty stipulates that final exams are to be given, all sections of the elementary and intermediate courses in that language will have an exam.

Final grade rosters are available in UDSIS shortly before the semester ends. Should you have any questions about your grade rosters, please contact Deandra Batts in 103 JBH.

If you will be away from Newark, leave word with the secretaries on how to reach you. Every semester, questions arise about grades which could be answered easily by a two-minute conversation with the instructor; but if the instructor cannot be found, such a question may take hours to resolve. Please remember that there are some questions about a course that only you can answer; do not oblige the office staff or the Department Chair to try to reconstruct those answers from fragmentary clues.

Students can access their course grades by checking UDSIS on the day after their grades have been entered. Do not post grades using student names or student identification numbers; this constitutes a violation of University policy.

**An instructor's responsibilities are not concluded until all grades have been filed. If you are planning air travel at the end of the semester, your reservations should allow you two full days after your last exam before departure. If you must make reservations before the exam schedule is published, assume that your last exam will occur on the last day of finals week.**

#### O. AUDIO/VISUAL AND COMPUTER RESOURCES

Most classrooms contain audio/visual cabinets. Faculty have full access to these cabinets and may address any questions regarding their use to University Media Services located in East Hall (ext. 3546) or Gore Hall (ext. 0494). Certain equipment for use in the classroom can be obtained from the FL Media Center: CD-tape players, laptop computers, and audio cassette player/recorders. For other equipment, University Media Services can meet your needs. Both providers should be given a few days advance notice when you require A/V equipment.

If your students wish to make use of the small A/V theater facility located in 006C JBH to view videos or films, you must schedule that room for them through the Media Center. This room should be used for the screening of films, and not as a classroom.

In addition to word processing resources, the Media Center has foreign language instructional software, audio materials, access to Web-based instruction via the Internet, and video viewing units for use at the Media Center. Your students may visit the Media Center for all these purposes. They may also use the Media Center for recording their speech digitally, or on an audio tape, for either personal or class-related use. Audio materials for class use can be accessed on-line or duplicated at the Media Center. If you are requiring your class(es) to submit audio

recordings of their speech or to use audio materials requiring duplication, please give the Media Center the source materials and the advance notice required to complete such tasks on time.

The Media Center contains equipment which can be used by faculty to record and digitize audio and visual materials and to create sophisticated computer- and Web-based instructional materials. Faculty interested in editing videos, producing a DVD of film scenes or creating multimedia materials for classroom or web use can be trained in the use of the facilities in the Media Center. See Thomas McCone for further information.

P. DESK COPIES

You should have a desk copy of each textbook to be used in your courses. Diane Parke in 103 JBH can try to help you obtain them. Please note that it is extremely difficult to obtain free desk copies from publishers, especially for upper-level classes. You may be required to pay half, or even full price, for the desk copies you need. Funds from the Department budget cannot be used to purchase textbooks for instructors—even if publishers and/or importers refuse to provide desk copies.

Q. EXCURSIONS

Excursions with students to plays, concerts, art exhibitions, ethnic events and such can be an enriching part of the learning experience. Be very careful, however, not to schedule any such activities which would involve expense to the Department without obtaining the Department Chair's prior approval.

R. LITERATURE, CULTURE, AND INDEPENDENT STUDY COURSES

Faculty members on non-tenure-track appointments who have not yet received the Ph.D. are normally limited to teaching language courses. Permission to teach literature and culture/civilization courses or to direct independent study courses may be granted such faculty by the Department Chair under special circumstances.

Only under extenuating circumstances may a student (graduate or undergraduate) be permitted to take a course on an independent/supervised study basis in his/her major field of study. Such courses are not offered at the 100-level. Only regular faculty may conduct an independent study course.

S. CREDIT BY EXAM

Students interested in obtaining credit by exam should be directed to Dorie Galloway, Business Administrator, to receive instructions on completing the appropriate paperwork. The Department does not grant credit by exam for 100-level courses. Students may receive up to six credits by examination for language courses at the 200 level and above, including but not exceeding one conversation course. Native speakers are not permitted to receive credit by exam for conversation courses. Also, students who have already taken or are taking a 300-level course are not permitted to receive credit by exam for a course at the 200 level.

T. ABSENCES FROM CLASSES

(See also II. U. CANCELLATION OF CLASSES and III. C. ABSENCE FROM ASSIGNED



## DUTIES.)

It is a good idea, especially for 100-level courses, to arrange for your substitutes in advance and to contact them when necessary. **It is the responsibility of each instructor to find substitutes; do not expect the office staff to do this for you.**

**All regular faculty members, all S-contract faculty members, and all graduate students teaching for the Department are expected to meet all their classes at the assigned time and place. Unauthorized absences are not acceptable under any circumstances. It is not acceptable professional behavior to exchange or swap class assignments in order to have a long weekend, go shopping, or otherwise engage in personal or business activities.**

There are some circumstances under which absences may be authorized. These include such situations as:

- a. Authorized travel to a professional meeting.
- b. Personal or family illness.
- c. Breakdown of the car.
- d. Family or other emergency.

In cases of anticipated absences, requests should be directed to the Department Chair, Richard Zipser, in advance and in writing, indicating how you intend to meet your responsibilities to your students. **Classes are not to be canceled under any circumstances. Substitute teachers must be found for the classes you will miss, as indicated above.**

## U. CANCELLATION OF CLASSES

Decisions on canceling classes in case of inclement weather are made by the University. Instructors may not cancel classes at their own discretion. See section III. C., below.

## III. PROFESSIONAL ACTIVITY

### A. DEPARTMENTALLY-SPONSORED EVENTS

Lectures and other events of general interest are scheduled from time to time during the year. Please make every effort to attend these events and, where appropriate, encourage your students to do so also.

### B. STUDY ABROAD RECRUITMENT

The Department sponsors and co-sponsors around 25 study abroad programs annually. The success of these initiatives, which play a significant role in our curricular program, is largely dependent on faculty recruitment efforts. It is the responsibility of each faculty member and teaching assistant to be an advocate for study abroad by distributing study abroad brochures to students, by talking about our programs in and outside of the classroom, and by encouraging students to participate in the appropriate program(s). Do not encourage advanced students to apply for admission to programs designed for students at the intermediate (106 and 107) or advanced-intermediate (200) levels.

### C. ABSENCES FROM ASSIGNED DUTIES

In case of illness or unavoidable absence from classes, faculty members and teaching assistants should make arrangements for a colleague to take over for them. At the same time, the Course Coordinator and Sequence Supervisor are to be informed. **A class should not be canceled without the permission of the Department Chair.**

It is important that the Department be kept abreast of your whereabouts. If you plan to be absent at any time during the regular semesters, even if you will miss no classes, you should notify the Department Chair.

### D. TRAVEL

For professional travel, regardless of reimbursement, see item III. C., above.

The Department has budgeted funds to enable faculty members to participate in professional conferences. In general, funding for such travel will be limited to those who present papers--and even then it will usually be partial support. As far in advance as possible, fill out the Department request for travel funding, which is available at <http://www.udel.edu/flt/governance/forms.html>. Once your request has been approved Dorie will assist you in applying for a UD Cash Advance Card. Upon return, you must allocate your expenses in Works and then submit to Dorie a detailed list of all expenses, attaching to it all **original receipts**, canceled flight tickets, boarding passes and other related documentation. You must provide an itemized receipt for **every** charge against your UD Cash Advance Card. Your monthly bank statement showing these charges must also be signed and submitted to Dorie for retention in the office files. Your cash advance card should be given to Dorie to retain in the office until your next funded conference participation.

If for some reason you do not attend a conference for which the Department has allocated funds, please inform Dorie Galloway promptly so the Cash Advance Card can be canceled and the encumbered funds reallocated.

### E. TUTORING

Students who request tutoring—or who seem to need it—should be referred to the University's Academic Enrichment Center, 148-150 S. College Avenue (ext. 2805), which coordinates tutoring campus-wide. Without specific permission from the Department Chair, no member of our faculty may tutor for compensation a student who is taking a course in the Department. Such situations would ordinarily involve a conflict of interest and would constitute a violation of professional ethics. Undergraduate and graduate students who wish to work as tutors should be referred to the tutoring supervisor for the language in question.

### F. TRANSLATION

From time to time, Department faculty members may be asked to translate documents. Anything more than the most trivial items, which you may prefer to do as a courtesy, should be handled in a business-like manner.

#### **IV. ADDENDA**

##### **A. PROFESSIONAL CONDUCT AND RESPONSIBILITIES OF FOREIGN LANGUAGE TEACHERS**

- ∅ Do not criticize course texts, manuals, tests, approaches, syllabi, or fellow teachers when speaking with students, either inside or outside the classroom.
- ∅ Be prepared to meet all of your classes yourself during the course of a semester, winter or summer session. Do not make informal arrangements for others to substitute for you and do not subcontract your teaching.
- ∅ Attend all regularly scheduled course meetings. If for some reason you cannot attend a meeting, inform the Course Coordinator in advance.
- ∅ Adhere completely to evaluation criteria established for the course that you are teaching. Do not alter the percentages allotted to various course components when calculating final grades. Do not alter percentages allotted to various sections on examinations.
- ∅ Do not substitute your own examination items for any portion of a course-wide examination. Do not eliminate any of the items on a course-wide examination.
- ∅ Prior to a course examination, never reveal to your students specific questions, essay topics, semantic areas, grammatical coverage, etc.--unless expressly instructed to do so by your Course Coordinator.
- ∅ Do not give your students more than five minutes beyond the time allotted to complete a course-wide examination.
- ∅ Give your students a full 50-minute or 75-minute class every day--i.e., start each class on time and do not dismiss students early.
- ∅ Do not absent yourself from your class on days when films or videos are shown. (Plans to show films and videos not included in the syllabus must be approved by the Course Coordinator.)
- ∅ Do not leave campus at the end of a semester until all activities related to your teaching assignments (i.e., administering and grading of final exams, submitting final grades) have been completed.

## B. ATTENDANCE POLICY FOR 4-CREDIT 100-LEVEL COURSES

∅ Attendance is very important in a language course, since skills are developed through daily use. Students are encouraged to attend every class. Nevertheless, their **first** four absences (or the equivalent of one week's classes), **for any reason**, will not be held against them. The only exception to this is if the absence occurs on a day when a test, quiz, composition, or other evaluation is scheduled. For absences on these days students must provide written documentation, such as a note from their doctor. Such excuses will be accepted for no longer than one week (seven days) beyond the day on which the absence occurred.

∅ **After** their first four absences, for whatever reason, students' final percentage grade will be lowered by 1% for each **additional** absence. This excludes absences after the fourth which are due to religious holidays, illnesses, accidents, death in the family, or other exceptional circumstances. Such absences should be reported promptly and require written documentation, such as a note from a student's doctor. As stated above, students will have one week (seven days) from the day they were absent to submit that documentation.

∅ There are **no make-ups** of any kind for work missed due to unexcused absences or late arrivals.

## C. PASS/FAIL POLICY FOR 100-LEVEL COURSES

100-level language courses (and Latin and Greek 201 and 202) cannot be taken on a pass/fail basis if the courses are being used to satisfy a requirement or as prerequisites of a course used to satisfy a requirement.

The policies above should appear on the syllabi of all 100-level language courses (and Latin and Greek 201 and 202).

## D. FINAL EXAM SCHEDULING GUIDELINES

Compared to other universities that do not have a winter session, the final examination week at UD is relatively short, which puts a lot of pressure on our students, as well as on the Scheduling Office. For example, students may have up to 3 exams on the same day, sometimes back to back, and the Scheduling Office has problems finding adequate rooms for all the exams.

Therefore, it is imperative that all departments develop a plan for scheduling final exams and respect the following guidelines:

1. The faculty handbook(<http://www.udel.edu/provost/fachb/III-1-c-exams.html>) outlines the general guidelines. Here are some of the basic principles:
  - a. "Faculty exercise academic judgment in determining appropriate methods of evaluation in courses. However, the University sets the academic calendar and includes an examination week as the final week in a semester. **Except in unusual circumstances, faculty are expected to use the examination week for evaluation and instructional purposes.** ... Courses following very different instructional and evaluation formats (e.g., clinical experience, individual research, laboratory or student teaching) will not be restricted in this regard. If unusual circumstances exist, the department chair or dean will be informed of the method and timing of the final course assessment. ..."
  - b. No examination, hourly examination, test, or quiz counting for 25 percent or more of the

semester's grade for any class (except laboratory exams) shall be given during the last five class days of any regular semester. ... No required examinations, tests, or quizzes may be given on Reading Day(s), to allow students to review for upcoming finals and to complete projects. Additionally, no student can be required to take any examination, test, or quiz on Reading Day(s).

2. The language sections should elaborate a comprehensive assessment matrix allowing to measure adequately all the skills that the students are supposed to acquire in the different courses and language levels: their oral and written language proficiency, cultural knowledge, knowledge of literary theory, of literary periods and genres including specific examples, their ability to analyze works of art, etc.
3. **If you don't need a room** for a final exam because you use a different assessment format, **you must inform the Scheduling Officer of the Department at the beginning of the semester** about your intention and indicate what kind of final exam format you have chosen. (There are plans to check whether scheduled exams are indeed held in the rooms reserved for this purpose.) If you assign a paper, for example, the deadline to hand it in should be during final exams week.
4. Multi-section courses must have comparable exams and assessment criteria. Still, the Scheduling Office discourages common exams (for example scheduling all SPAN 200 sections at the same day, time and room), because this often causes problems for the students (back to back and multiple exams on the same day). Scheduling several exams days instead of for example one and allowing students to choose the day when they can take the exam, helps them as well to avoid multiple exams on the same day.
5. The final exam week is part of the semester. Neither students nor faculty should make plans to leave campus before the end of the final examination period. Once you have been given your final exam date and time, you **must** use that date and time and not make formal or informal alternative arrangements.
6. If for whatever reason, you have a special final exam scheduling request, please inform the Scheduling Officer of the Department as early as possible and before the final exam schedules are finished and published, because late changes cause major problems for the University Scheduling Office.
7. Recall that UD eliminated the earlier requirement that grades be submitted within 72 hours of the last exam or last class when no exam is being given. Now we are given a final grade submission deadline that varies but is usually 5 days after the last day of final exams week. It is very important that faculty meet this deadline, because students need to be cleared for graduation, as well as reviewed for continuation of merit-based financial aid and other important academic matters.

Revised August 2012

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**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**  
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**Associate Chairperson**

Bonnie Robb

**Scheduling Officer**

Hans-Jörg Busch

**Election Officer**

Cristina Guardiola

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Cynthia Lees (until 5/31/14)

**Senator, University Faculty Senate**

Bruno Thibault (until 5/31/13)

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Bonnie Robb

**Director, Foreign Language Media Center**

Thomas McCone

**Assessment Coordinator**

Jorge Cubillos

**Foreign Language Placement Advisor**

Crista Johnson

**Advisement Center Liaison**

Bonnie Robb

**Honors Program Liaison**

Susan McKenna

**Leipzig Liaison**

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**Caen Liaison**

Deborah Steinberger

**Granada Liaison**

Cristina Guardiola

**Salzburg Liaison**

Nancy Nobile

**Rome Liaison**

Meredith Ray



**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**  
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**Executive/Personnel Committee**

Richard Zipser, Chair  
Iris Busch (until 5/31/13)  
Gary Ferguson (until 5/31/13)  
Rachael Hutchinson (until 5/31/14)  
Nancy Nobile (until 5/31/13)  
Meredith Ray (until 5/31/13)  
Laura Salsini (until 5/31/14)

**Undergraduate Studies Committee**

Rachael Hutchinson, Chair (until 1/31/13)  
Ali Alalou, French (until 5/31/14)  
    Judy Celli, CNTT/French (until 5/31/14)  
    Jianguo Chen, Chinese (until 5/31/13)  
    Annette Giesecke, Classics (until 5/31/14)  
    Eynat Gutman, Hebrew (until 5/31/13)  
Julia Hulings, Russian (until 5/31/13)  
    Ikram Masmoudi, Arabic (until 5/31/13)  
Nancy Nobile, German (until 5/31/12)  
Laura Salsini, Italian (until 5/31/14)  
    Alexander Selimov, Spanish (until 5/31/13)  
Student Members – Funmilola Owotomo  
    Christina Brown

**Graduate Studies Committee**

Deborah Steinberger, Chair (until 5/31/13)  
Jorge Cubillos (until 5/31/13)  
Monika Shafi (until 5/31/13)  
    Gladys Ilarregui (until 5/31/13)  
Bruno Thibault (until 5/31/13)  
Student Members – Sara Jamison

**Committee on Promotion to Rank of Professor**

Gary Ferguson (until 5/31/13)

**Committee on Promotion to Rank of Assistant/  
Associate Professor**

Laura Salsini (until 5/31/13)

**Language Faculties**

- |             |                                    |
|-------------|------------------------------------|
| 1. Arabic   | Ikram Masmoudi (until 5/31/13)     |
| 2. Chinese  | Jianguo Chen (until 5/31/13)       |
| 3. Classics | Annette Giesecke (until 5/31/13)   |
| 4. French   | Ali Alalou (until 5/31/14)         |
| 5. German   | Nancy Nobile (until 5/31/12)       |
| 6. Hebrew   | Eynat Gutman (until 5/31/13)       |
| 7. Italian  | Laura Salsini (until 5/31/14)      |
| 8. Japanese | Rachael Hutchinson (until 5/31/14) |
| 9. Russian  | Julia Hulings (until 5/31/13)      |
| 10. Spanish | Alexander Selimov (until 5/31/13)  |

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**  
**Members of Special Committees (2012-2013)**

**Assessment (Undergraduate)**

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**Convocation**

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*Members to be appointed*

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**Minority Affairs**

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**Technology and Languages**

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## DEPARTMENTAL WORKLOAD POLICY

"The University of Delaware exists to cultivate learning, develop knowledge, and foster the free exchange of ideas. State-assisted yet privately governed, the University has a strong tradition of distinguished scholarship, research, teaching, and service that is grounded in a commitment to increasing and disseminating scientific, humanistic, and social knowledge for the benefit of the larger society. Founded in 1743 and chartered by the state in 1833, the University of Delaware today is a land-grant, sea-grant, space-grant, and urban-grant university.

The University of Delaware is a major research university with extensive graduate programs that is also dedicated to outstanding undergraduate and professional education. UD faculty are committed to the intellectual, cultural and ethical development of students as citizens, scholars and professionals. UD graduates are prepared to contribute to a global society that requires leaders with creativity, integrity and a dedication to service.

The University of Delaware promotes an environment in which all people are inspired to learn, and encourages intellectual curiosity, critical thinking, free inquiry and respect for the views and values of an increasingly diverse population.

An institution engaged in addressing the critical needs of the state, nation and global community, the University of Delaware carries out its mission with the support of alumni who span the globe and in partnership with public, private and nonprofit institutions in Delaware and beyond." (Mission Statement, approved 2008).

Faculty workload is assigned in support of the academic programs of our departments, schools and colleges. Within this framework, all academic units must have written and approved workload policies. The procedures for development and approval of unit workload policies are stipulated in "[Approval of a Unit's Workload Policies](#)."

A unit's workload policy must be congruent with academic program needs and in compliance with all university policies and collective bargaining guidelines.

Evaluation of academic program needs must include course requirements of the academic unit, teaching availability of full-time faculty, the non-instructional responsibilities of the academic unit, and the contributions of the unit within the college and the university.

It is recognized that, depending upon their responsibilities and priorities, academic units will vary in the relative balance of teaching, research and service assignments to faculty.

**Periodic Review of Workload Policies:** Over time the needs of academic departments/units will change necessitating periodic review and possible modification of workload policies. Departments/units may modify their policies at any time following the procedures outlined in the Faculty Handbook. The recently approved [Collective Bargaining Agreement](#) (July 1, 2005-June 30, 2008), Article XI, 11.3 stipulates that: ".beginning July 1, 2002, all academic departments

must review their workload policies to maintain congruence with academic program needs (following procedures outlined in 11.2 above) as well as to assure compliance with all university policies and collective bargaining guidelines." It is further stipulated that: "By June 30, 2003, academic units and chairs must present their workload policies, whether revised or not, for review and approval by the appropriate dean, the AAUP Contract Maintenance Office, and the Provost."

Workload policies must also be reviewed as part of the unit's regularly scheduled Academic Program Review and/or periodic review for accreditation or re-accreditation.

**Alignment of Workload with Other Policies:** The University seeks alignment and consistency between workload policies and other policies related to faculty contributions and evaluations.

As stipulated above in "[Consistency between Workload Policy and Other Policies](#)," the University strives for consistency among workload policies, promotion and tenure policies and decisions, faculty appraisals by the department chairperson or college dean, merit salary award policies, and initial contract and contract renewal decision policies.

**Expectations of All Faculty:** All faculty, whether tenure track or non-tenure track, must meet general University expectations. These expectations include participation in and contributions to:

- Regularly scheduled undergraduate and/or graduate instruction;
- Advisement, mentoring, and academic supervision of students;
- Faculty governance and the development and effective conduct of the academic program as defined by departmental and college by-laws;
- Other responsibilities expected of all faculty on the basis of approved departmental and college by-laws or as set forth by the College or University Faculty Senate or as otherwise stipulated in University policy.

The Administration and the AAUP will come to agreement on a unit-by-unit basis on the general University expectations that apply to faculty on non-administered workloads.

**Expectations of Tenure-Track Faculty:** Faculty holding tenure track positions are expected to perform the activities enumerated in the unit's approved Promotion and Tenure document.

Research and publication are a significant part of each faculty member's total contribution as a member of the academic community. Faculty members must be engaged in some form of creative activity in their academic fields, and it is expected that creative activity will be evidenced by publication or other forms of scholarly output, which not only signifies the completion of scholarly inquiry but makes it available to other scholars. The number and frequency of publications [or other forms of scholarly output] will vary with the individual, the field of study, and the proportion of time devoted to research; however, no faculty member can be excused from research and scholarly productivity on the grounds that all available time is devoted to other activities.

Conversely, teaching, advising, committee responsibilities, and community service are not to be neglected on the ground that research and publication have a higher priority. Each faculty member is expected to make a balanced contribution to the University.

**Administered Workloads:** Twelve credit contact hours or 18 teaching contact hours per week per semester constitutes a 100% workload for the semester for the academic year as described in the [Collective Bargaining Agreement](#), Article XI.

In practice, however, the University adheres to a policy of "administered" teaching loads, particularly in the case of tenure-track faculty. Under this arrangement department chairpersons and deans are encouraged to vary the teaching loads of individual faculty members so long as the total teaching obligations are met with the teaching personnel available. This flexible arrangement makes it possible for the chairpersons to make assignments of individual faculty members on a semester-to-semester basis to stimulate research and scholarship or to provide for unusually heavy committee assignments.

The policy of administered workloads carries a responsibility for the effective implementation by the departmental chairperson or other academic unit head. Workloads are to be administered to reflect an optimal utilization of the talents and contributions of the faculty in accord with the academic program needs of the department and the faculty's opportunities for continued professional development and achievement. Unit workload policies must stipulate how the policy of administered workloads will be implemented.

Administered workloads are not automatic, but must accord with the actual contributions of the faculty members who are assigned such workloads. Thus, workload assignments to support research and scholarship must, over time, be reflected in research and scholarly productivity commensurate with that workload responsibility.

When a faculty member's administered workload assignment does not comport with his/her actual research and scholarly contributions, the chair may increase the teaching or service components of that faculty member's workload. In such an instance, the faculty member may request a review of his/her research quality and productivity and the chair will appoint an ad-hoc committee for that purpose. The composition of the review committee will be decided by the chair and its recommendation will be advisory. Alternatively the chair may appoint such a committee, in the absence of any request from the faculty member. In all cases, the faculty member will have the opportunity to submit any evidence deemed appropriate to the committee's tasks. The recommendation(s) of the ad-hoc committee are advisory; the chair has final responsibility for any change in a faculty member's workload.

(Approved by the Provost and the AAUP Executive Council, 12/01/03)

**Workload Policy Statement and the Composition of Workload:** The workload policy statement must describe the expectations of faculty regarding teaching, scholarship and service, the composition of faculty workload in that unit, and the basis for that composition.

The composition of workload must be congruent with all University policies and Collective Bargaining guidelines. The composition must also be congruent with the mission and academic program responsibilities of the unit, the terms of appointment of the faculty member, and the contributions of the unit within the college and the University. For tenure-track faculty, the composition of workload also must be consistent with promotion and tenure guidelines. For these reasons and given that units implement a policy of administered workloads, the composition of workload varies among and within academic units.

The policy statement must include a description of the composition of workload that reflects the application of a consistent metric for assignments of annualized efforts in teaching, scholarship and service. The metric must conform in all respects to University policies and the Collective Bargaining Guidelines.

Workload policies must describe the following:

- The composition of the typical administered workload for tenure-track faculty, stipulating the correspondence by distribution of effort to the total workload of 12 credit hours or 18 teaching contact hours per semester ;
- The conditions for variation from that typical workload for tenure-track faculty; that is, how the policy of an administered workload will be implemented;
- The composition of the typical workload for each type of non-tenure track faculty within the unit (instructional, clinical, public service), stipulating the correspondence by distribution of effort to the total workload of 12 credit hours or 18 teaching contact hours per semester;
- The conditions for variation from that typical workload, if any, for each type of non-tenure track faculty in the unit;
- The differences in workload responsibilities for faculty on different types of appointments (such as 9-month, 10-month, 11-month, 9 plus 1, 9 plus 2 appointments).
- The manner in which workloads will be administered for sponsored program responsibilities and assignments to other restricted sources of support, and for other special circumstances appropriate to the unit that might reduce instructional workload. A college approved instructional buy-out policy should be referenced as appropriate.  
(Approved by the Provost and the AAUP Executive Committee, 06/13/02)

## **Annual Evaluation/Merit Document**

### **Purpose**

Annual evaluations provide administrators, faculty, professionals, and staff an opportunity to meet with their immediate supervisors for a personal review of activities and accomplishments and a planning session for future objectives and goals. Leadership at the unit level can have a most direct and significant effect.

Peer evaluations, which come less frequently, attempt to put wider resources into the review processes, resources that are represented by one's colleagues and their collective experience and wisdom. Since promotion and tenure recommendations are heavily dependent on peer evaluations, it is essential that candidates have early indications from their colleagues regarding their progress in the areas of teaching, research/creative/scholarly activity, and service. The chair's role in these latter activities is to facilitate and coordinate the processes and to provide leadership wherever appropriate.

### **Annual Evaluation of Faculty**

The intent of the annual evaluation procedure is to:

- Provide the faculty member and the chair with an opportunity for personal review
- Provide an accurate means of planning and evaluation of a faculty member's professional growth and development
- Provide each faculty member and the University with timely and documented information concerning the faculty member's achievements and goals.

In addition to the above, these appraisals form the basis for merit pay increases. Annual appraisals are not intended to take the place of either development or committee evaluations for promotion or tenure or of the periodic peer review of faculty.

Each year, the department chair meets in person with each faculty member in the department, including permanent part-time faculty, to discuss the faculty member's development during that year and plans for the coming year. The period covered in this meeting is the twelve-month period of time since the last appraisal.

Prior to their annual meeting, the chair and the faculty member complete a draft of the Faculty Appraisal and Planning Form. During the discussion, the faculty member is shown a copy of the mid-ratings (median) for the entire department as established by the chair's preliminary evaluation of the department's faculty. In some cases, the rating of an individual faculty member may be changed as a result of this discussion. After all faculty have met with the chair, final mid-ratings (median) for the entire department are calculated and recorded on each faculty member's form. If the faculty member takes exception to any of the chair's ratings, the faculty member's rating for that item is also recorded on the form. After the interview has been completed, the

chair and the faculty member sign the final copy. The faculty member's signature does not indicate agreement or disagreement with the appraisal, but simply that it was discussed in detail with the chair.

The data required at the top of the form are self-explanatory. Full-time is checked if the person is full-time with the University and if all University responsibilities are being evaluated in the appraisal and planning form even though the individual may not be 100 percent funded by the department. Part-time personnel, or personnel whose appraisals and planning form covers only part of their University responsibilities, are designated by indicating the proportion that is devoted to the department and is being appraised. For faculty with joint appointments, their appraisals and plans are combined on one form, after the evaluating chair has consulted with the second chair. Otherwise, two separate forms, based on separate evaluations and requiring separate interviews must be prepared.

For each of the three areas, teaching, research/creative/scholarly activity, and service, the percent of the faculty members effort assigned to that area is indicated. These percentages are very important because readers, in interpreting these appraisals, weigh each area according to the percent of effort assigned to that area for the individual faculty member.

For each area or item, the chair writes a narrative appraisal of the faculty member's relevant activities and then rates the person's performance on that activity. The criteria to be used as the bases for these judgments are the criteria for performance of faculty members at each rank as codified under the promotion criteria accepted by the department, college, and University promotion and tenure committees, and by the Provost's office, and should take account of the individual faculty member's particular responsibilities

A 9-point scale for the ratings anchored at the end points with the terms unsatisfactory and outstanding is utilized. N/A (Not Applicable) should be used only in those cases where there is no requirement for that individual to engage in that particular activity. In other cases, N/R (Not Rated) may be used. For example, a new Ph.D. might be given N/R in research/creative/scholarly activity because that individual's research program is too new to be evaluated meaningfully, but should not be given N/A because assistant professors, even new ones, are expected to engage in research/creative/scholarly activity.

Faculty members may add other materials to support their ratings on their activities, especially where they believe that a different appraisal should have been given. Chairs also may add materials they consider appropriate. Along with a copy of the Faculty Appraisal and Planning Form, copies of additional materials should be provided to the faculty member, the chair/department, the dean, and the provost.

It is recognized that no chair or any single individual can duplicate the judgment of several committees, nor can performance during a single year determine one's promotion, nor can these procedures match the extensive and intensive evaluation that takes place when a person comes up for promotion. Faculty appraisal and planning sessions provide an opportunity: 1) for faculty members to inform their chairs more completely and accurately about their activities; 2) for chairs to give the faculty their best judgments on how well the faculty have fulfilled their



responsibilities during the year prior to appraisal; and 3) for the faculty member and chair to discuss the faculty member's plans for the coming year. The intent is to determine mutually acceptable goals that develop the faculty member's strength or correct any weaknesses.

### **Peer Evaluation of Faculty**

On recommendation of the Faculty Senate and approval by the administration, "faculty members at all ranks should be subject to periodic reviews at reasonable intervals of time." The intervals are at least every two years for instructors and assistant professors, every three to five years for tenured associate professors, and every five to seven years for full professors. These reviews are to be conducted by duly established committees of faculty.

In addition, the department chairperson reviews annually each department member on a Faculty Appraisal Form. This review is discussed with the faculty member, and the form is signed by both the faculty member and the department chairperson.

**Principles Guiding the Peer Evaluation of Faculty Members:** Faculty members at all ranks shall be subject to periodic reviews at reasonable intervals of time.

Reviews of individual faculty members will normally originate with the individual department. (Since the academic organization of the University varies, references to department should sometimes read division or college, and references to chairperson should sometimes read director or dean.) Such reviews should involve a substantial number of faculty members but not the chairperson.

Faculty members under review have the right to supply such evidence that they feel may be necessary to a fair evaluation of their merits. This should not preclude departments or others properly involved in the review process from soliciting and using other evidence, but in every such instance, the faculty member should be informed of the source of that evidence.

Appropriate administrative officers may make independent evaluations within the review process.

Upon completion of the review, the faculty member will be apprised of the results. Faculty members shall be required to include their contract renewal reviews as part of their dossier for promotion and tenure; this should include the evaluations or reviews conducted by the established committees of the faculty and by the corresponding administrative office (e.g., department chair). (Rev. 5.10.07)

Faculty members are fully entitled to the rights of appeal. Reviews of individual faculty would not be a substitute for competency hearings of tenured faculty. They may serve, however, as a basis for instituting such hearings. In the event of a competency hearing, due process would be observed, with the burden of proof residing with those instituting the hearing.

**Periods of Peer Evaluation:** Instructors and assistant professors will be reviewed at least every two years but normally no more often than once a year. Not later than the sixth year of service, assistant professors must be reviewed for promotion.

Tenured associate professors should be reviewed at least once within every three to five year period of service but normally not more often than every two years. Non tenured associate professors should be reviewed in the year prior to their eligibility for tenure.

Full professors should be reviewed at least once every five to seven year period of service, but normally not more often than every two years.

**Department Responsibility:** The department chairperson organizes and coordinates reviews of faculty.

Reviews of instructors and assistant professors should be conducted with the participation of associate and full professors in the department. In no case should faculty members be reviewed without the participation of at least two members of their department, one of whom, if possible, must be a rank at least one step higher than the person under review.

Associate professors should be reviewed by professors in the department. In those departments where fewer than two professors are available to conduct such a review, the chairperson of the department may request professors from other related departments to serve on the review body.

Full professors should be reviewed by a committee of at least three of their peers. In small departments, professors from other related departments may be asked to serve at the request of the chairperson.

These provisions specify minimum requirements. A department may choose to constitute the whole department, or any other designated authority, to serve as a review body. A department may choose to include in the review body faculty members at the same rank or lower rank of the person being evaluated so long as such persons do not constitute a majority of the body.

**Submission and Evaluation of Documents and Other Evidence:** The faculty member under review should assemble a dossier of materials that he or she regards as appropriate and convincing evidence of his or her abilities in the three major areas of evaluation (see below). The faculty member should be notified of the date that the dossier is required by the chairperson. This date should be in sufficient time before the review date, which should also be specified.

The review body or the chairperson of the department may request additional evidence from (a) the faculty member under review; (b) other sources within the University, such as experts in related fields, committee chairpersons, and colleagues; (c) similar sources outside the University. In all instances under (b) and (c), the faculty member should be informed that such evidence is being requested. If any evidence is requested in confidence, the faculty member must be told the source of such confidential information. He or she may then communicate to the review committee in writing his or her position as to the qualifications of that source.

The review body should evaluate the evidence and the faculty member's abilities in each of the three major areas. A report summarizing the reasons for or against a favorable judgment should then be forwarded to the dean of the college along with the chairperson's independent evaluation. A copy of the report of the review body, of the chairperson, and of any other administrator may be delivered to the faculty member under review upon request.

**Administrative Evaluations:** Appropriate administrative officers, such as chairpersons, deans, provost, vice-provost, and president may review the dossier of each faculty member reviewed whenever a recommendation for sabbatical, promotion, and/or tenure is made by the department, or whenever there is a significant and substantial change in the status or conditions of employment of any faculty member. Further evidence may be solicited in accordance with the same procedures stipulated under "Submission and Evaluation of Documents and Other Evidence" above.

**Reporting Results of Reviews:** Each faculty member is entitled to a personal interview with the chairperson of the department and, upon request, a written report of his or her review. Wherever possible, the interview and report should carry specific indications where evidence has been satisfactory or, when it has not been, specific recommendations for improvement before the next review.

**Appeals:** A faculty member may appeal the decision of the review body by requesting another review within a semester of the first review, and he or she may request a new committee. This request may be rejected by the department, but is subject to appeal to the appropriate college and University committees.

*Modified and approved by Provost and AAUP 12/3/04*

**FLL DEPARTMENTAL OFFICERS  
(2012 – 2013)**

**Minor Advisors by Language**

**Chinese** – Haihong Yang  
**Classics\*** – Annette Giesecke  
**French** – Edgard Sankara  
**German** – Lisa Thibault

**Italian** – Laura Salsini  
**Japanese** – Mark Miller  
**Russian** – Julia Hulings  
**Spanish** – America Martinez

**Area Studies Advisors by Program**

**African Studies** – Dr. Ikem Okoye (Art History Department)  
**European Studies** – John Montaña (History Department)  
**Asian Studies** – Alice Ba (Political Science/International Relations Department)  
**Islamic Studies** – Patricia Sloane-White (Anthropology)  
**Jewish Studies** – Jay Halio (English Department)  
**Latin American & Iberian Studies** – Carla Guerron Montero (Anthropology Department)  
**Area Studies Director** – Julio Carrion (Political Science Department)

**Transfer-of-Credit Officers by Language**

**Arabic** – Ikram Masmoudi  
**Classics\*** – Annette Giesecke  
**Chinese** – Haihong Yang  
**French** – Ali Alalou  
**German** – Nancy Nobile  
**Hebrew** – Eynat Gutman

**Italian** – Riccarda Saggese  
**Japanese** – Mark Miller  
**Russian** – Julia Hulings  
**Spanish** – Phillip Penix-Tadsen

**Other Foreign Languages** (e.g., Polish, Hindi) – Ali Alalou

**Tutoring Supervisors by Language**

**Chinese** - Jianguo Chen  
**Classics\*** – Annette Giesecke  
**French** – Flora Poindexter  
**German** – Lisa Thibault

**Italian** – Riccarda Saggese  
**Japanese** – Mark Miller  
**Russian** – Julia Hulings  
**Spanish** – Hans-Jörg Busch

**Gradebook Managers**

**French** – Donna Coulet du Gard  
**Italian** – Riccarda Saggese

**Electronic Course Management**

**Spanish 105** – Crista Johnson  
**Spanish 106** – Ruth Bell  
**German** – Lisa Thibault  
**Spanish 107** – Dora Marin

\***Classics** includes Ancient Greek, Latin, and some FLLT courses

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		Full-Time Faculty, Non-Tenure Track						Full-Time Faculty, Tenure Track							
		White	African-American	Hispanic	Asian	Native American	Other <sup>2</sup>	Total	White	African-American	Hispanic	Asian	Native American	Other <sup>2</sup>	Total
<b>Agriculture &amp; Natural Resources</b>															
Animal and Food Sciences	Female	2	0	0	0	0	0	2	6	0	0	1	0	0	7
	Male	1	0	0	0	0	0	1	11	0	0	3	0	0	14
Bioresources Engineering	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Entomology & Wildlife Ecology	Female	1	0	0	0	0	0	1	2	0	0	0	0	0	2
	Male	1	0	0	0	0	0	1	7	0	0	0	0	0	7
Applied Economics & Statistics <sup>3</sup>	Female	2	0	0	0	0	0	2	2	0	0	0	0	0	2
	Male	3	0	0	0	0	0	3	9	1	0	2	0	0	12
Plant & Soil Science	Female	1	0	0	0	0	0	1	7	0	0	2	0	0	9
	Male	2	0	0	0	0	0	2	14	0	0	3	0	1	18
Miscellaneous	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COLLEGE TOTAL		13	0	0	0	0	0	13	60	1	0	11	0	1	73
<b>Arts &amp; Sciences-Humanities</b>															
Art	Female	0	0	0	0	0	0	0	7	2	0	0	0	0	9
	Male	2	0	0	0	0	0	2	6	1	0	1	0	0	8
Art Conservation	Female	0	0	0	0	0	0	0	3	0	0	0	0	0	3
	Male	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Art History	Female	0	0	0	0	0	0	0	6	1	0	1	0	1	9
	Male	0	0	0	0	0	0	0	3	1	0	0	0	0	4
English	Female	8	0	1	0	0	0	9	11	1	1	0	0	1	14
	Male	4	0	0	0	0	0	4	18	1	1	1	0	0	21
Fashion and Apparel Studies	Female	1	0	1	0	0	0	2	5	1	0	2	0	0	8
	Male	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Foreign Languages & Literatures	Female	18	1	2	1	0	1	23	10	0	2	1	0	0	13
	Male	4	0	0	0	0	0	4	7	1	1	1	0	0	10
History	Female	0	0	0	1	0	0	1	8	0	0	0	0	0	8
	Male	0	0	0	0	0	0	0	19	1	2	2	0	1	25
Museum Studies	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Music	Female	1	0	0	0	0	0	1	6	1	0	0	0	0	7
	Male	10	0	0	0	0	0	10	13	0	0	1	0	0	14
Philosophy	Female	0	0	0	0	0	0	0	1	0	0	0	0	0	1
	Male	1	0	0	0	0	0	1	8	0	0	0	0	0	8
Theatre	Female	0	0	0	0	0	0	0	4	1	0	0	0	0	5
	Male	1	0	0	0	0	0	1	6	0	0	0	0	0	6
Total - Humanities		50	1	4	2	0	1	58	143	12	7	11	0	3	176

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<b>Arts &amp; Sciences-Natural Sciences</b>															
Biological Sciences	Female	7	1	0	0	0	0	8	8	1	0	1	0	0	10
	Male	1	1	0	0	0	0	2	13	0	0	2	0	0	15
Chemistry & Biochemistry	Female	2	0	0	0	0	0	2	5	0	0	0	0	0	5
	Male	1	0	0	0	0	0	1	22	0	0	3	0	0	25
Mathematical Sciences	Female	6	0	1	0	0	0	7	3	0	0	3	0	0	6
	Male	4	2	0	0	0	0	6	14	1	3	8	0	0	26
Physics & Astronomy	Female	0	0	0	0	0	0	0	1	0	0	0	0	1	2
	Male	1	0	0	0	0	0	1	26	0	0	5	0	0	31
Total - Natural Sciences		22	4	1	0	0	0	27	92	2	3	22	0	1	120
<b>Arts &amp; Sciences-Social and Behavioral Sciences</b>															
Anthropology	Female	2	0	0	0	0	0	2	4	0	1	0	0	0	5
	Male	0	0	0	0	0	0	0	4	0	0	0	0	0	4
Black American Studies	Female	0	0	0	0	0	0	0	0	4	0	0	0	0	4
	Male	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Communication	Female	3	0	0	0	0	0	3	8	0	0	0	0	0	8
	Male	1	0	0	0	0	0	1	6	0	0	0	0	0	6
American Material Culture	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Linguistics & Cognitive Science	Female	1	0	0	0	0	0	1	3	0	0	0	0	0	3
	Male	0	0	0	0	0	0	0	5	0	0	1	0	0	6
Political Science & Inter. Relations	Female	0	0	0	0	0	0	0	5	0	0	1	0	0	6
	Male	0	0	0	0	0	0	0	12	2	1	2	0	0	17
Psychology	Female	4	0	0	1	0	0	5	8	0	0	1	0	0	9
	Male	2	0	0	0	0	0	2	14	2	1	0	0	1	18
Sociology	Female	0	0	0	0	0	0	0	13	3	0	0	0	0	16
	Male	0	0	0	0	0	1	1	11	0	1	1	0	0	13
School of Public Policy and Administration	Female	3	1	0	0	0	0	4	3	0	1	1	0	0	5
	Male	6	0	0	0	1	0	7	10	2	0	0	0	0	12
Women and Gender Studies <sup>4</sup>	Female	5	0	0	0	0	0	5	2	0	2	0	0	0	4
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total - Social and Behavioral Sciences		27	1	0	1	1	1	31	109	14	7	7	0	1	138
<b>Miscellaneous-Arts &amp; Sciences</b>															
English Language Institute	Female	15	0	0	1	0	1	17	0	0	0	0	0	0	0
	Male	8	0	0	0	0	0	8	0	0	0	0	0	0	0
Miscellaneous	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total- Miscellaneous		23	0	0	1	0	1	25	0	0	0	0	0	0	0
<b>COLLEGE TOTAL</b>		<b>122</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>141</b>	<b>344</b>	<b>28</b>	<b>17</b>	<b>40</b>	<b>0</b>	<b>5</b>	<b>434</b>

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<b>Business &amp; Economics</b>															
Accounting & MIS	Female	4	0	0	0	0	0	4	2	0	0	2	0	0	4
	Male	3	0	0	1	0	0	4	15	2	0	1	0	0	18
Business Administration	Female	3	0	0	0	0	0	3	9	1	0	3	0	0	13
	Male	4	0	0	1	0	0	5	19	0	0	3	0	0	22
Economics	Female	1	0	0	0	0	0	1	4	0	0	1	0	0	5
	Male	3	0	0	0	0	0	3	17	0	1	1	0	0	19
Finance	Female	0	0	0	1	0	0	1	1	0	0	1	0	0	2
	Male	1	0	0	0	0	0	1	8	0	0	2	0	0	10
Hotel, Restaurant and Institution Management	Female	1	0	0	0	0	0	1	0	0	0	1	0	0	1
	Male	4	0	0	0	0	0	4	4	1	0	2	0	0	7
Miscellaneous	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COLLEGE TOTAL		24	0	0	3	0	0	27	79	4	1	17	0	0	101
<b>Earth, Ocean, &amp; Environment</b>															
School of Marine Science & Policy	Female	1	0	0	0	0	0	1	5	0	0	0	0	0	5
	Male	1	0	0	1	0	0	2	24	0	0	3	0	1	28
Geography	Female	1	0	0	0	0	0	1	3	0	0	0	0	0	3
	Male	0	0	0	1	0	0	1	9	0	0	0	0	0	9
Geological Sciences	Female	0	0	0	0	0	0	0	2	0	0	1	0	0	3
	Male	0	0	0	0	0	0	0	5	0	0	0	0	0	5
Miscellaneous	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	2	0	0	0	0	0	2
COLLEGE TOTAL		3	0	0	2	0	0	5	50	0	0	4	0	1	55
<b>Education &amp; Human Development</b>															
School of Education	Female	16	0	0	0	1	0	17	17	0	1	2	0	0	20
	Male	5	1	0	0	0	0	6	17	1	0	0	0	0	18
Human Development & Family Studies	Female	5	1	0	0	0	0	6	8	0	0	2	0	0	10
	Male	1	0	0	0	0	0	1	5	0	0	0	0	0	5
Miscellaneous	Female	1	0	0	0	0	0	1	1	0	0	0	0	0	1
	Male	1	0	0	0	0	0	1	0	0	0	0	0	0	0
COLLEGE TOTAL		29	2	0	0	1	0	32	48	1	1	4	0	0	54

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<b>Engineering</b>														
Chemical & Biomolecular Engineering <sup>5</sup>	Female	0	0	0	0	0	0	2	0	0	1	0	0	3
	Male	0	0	0	2	0	0	2	13	1	1	5	0	20
Civil & Environmental Engineering	Female	0	0	0	0	0	0	4	0	0	0	0	0	4
	Male	2	0	0	1	0	0	3	13	1	0	5	0	19
Computer & Information Science	Female	0	0	0	0	0	1	1	5	0	0	1	0	6
	Male	3	0	0	3	0	0	6	10	0	1	6	0	17
Electrical & Computer Engineering	Female	0	0	0	0	0	0	1	0	0	2	0	0	3
	Male	1	0	0	0	0	0	1	11	0	2	5	0	18
Mechanical Engineering	Female	1	0	0	0	0	0	1	1	0	0	1	0	2
	Male	2	0	0	0	0	0	2	10	0	0	8	0	18
Materials Science	Female	0	0	0	0	0	0	0	0	0	1	0	0	1
	Male	0	0	0	1	0	0	1	8	0	0	2	0	10
Miscellaneous	Female	0	0	0	0	0	0	1	0	0	0	0	0	1
	Male	2	0	0	1	0	0	3	1	0	0	0	0	1
COLLEGE TOTAL		11	0	0	8	0	1	20	80	2	4	37	0	123
<b>Health Sciences</b>														
Behavioral Health and Nutrition	Female	3	0	0	0	0	0	3	11	1	0	0	0	12
	Male	2	0	0	0	0	0	2	5	0	0	1	0	6
Kinesiology & Applied Physiology	Female	0	0	0	0	0	0	0	3	1	0	0	0	4
	Male	1	0	0	0	0	0	1	12	0	0	0	0	12
Medical Laboratory Sciences <sup>6</sup>	Female	2	0	0	0	0	0	2	4	0	0	1	0	5
	Male	1	0	0	0	0	0	1	0	0	0	1	0	1
School of Nursing	Female	8	0	0	1	0	0	9	17	2	0	2	0	21
	Male	1	0	0	0	0	0	1	1	0	0	0	0	1
Physical Therapy	Female	0	0	0	0	0	0	0	2	0	0	0	0	2
	Male	2	0	0	0	0	0	2	3	1	0	1	0	5
Miscellaneous	Female	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0
COLLEGE TOTAL		20	0	0	1	0	0	21	58	5	0	6	0	69



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University Studies	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Miscellaneous</b>															
Intercollegiate Athletics	Female	1	0	0	0	0	0	1	0	0	0	0	0	0	0
	Male	3	0	0	0	0	0	3	0	0	0	0	0	0	0
Office of the Deputy Provost	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		4	0	0	0	0	0	4	0	0	0	0	0	0	0
NEWARK CAMPUS	Female	130	4	5	6	1	3	149	244	20	8	36	0	3	311
	Male	96	4	0	12	1	1	114	475	21	15	83	0	4	598
TOTAL		226	8	5	18	2	4	263	719	41	23	119	0	7	909
ASSOCIATE IN ARTS PROGRAM	Female	5	0	0	0	1	0	6	0	0	0	0	0	0	0
	Male	12	0	0	0	0	0	12	0	0	0	0	0	0	0
TOTAL		17	0	0	0	1	0	18	0	0	0	0	0	0	0
PROFESSIONAL & CONTINUING STUDIES	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0
UNIVERSITY GRAND TOTAL	Female	135	4	5	6	2	3	155	244	20	8	36	0	3	311
	Male	108	4	0	12	1	1	126	475	21	15	83	0	4	598
TOTAL		243	8	5	18	3	4	281	719	41	23	119	0	7	909

<sup>1</sup> Ethnicity based on the "Primary Ethnicity" data element in the October 2012 HR Extract.

<sup>2</sup> Other includes Two or More Races and Non-Specified/Unknown.

<sup>3</sup> The Food & Resource Economics department was renamed Applied Economics & statistics in 2012.

<sup>4</sup> The Women Studies department was renamed Women and Gender Studies in 2012.

<sup>5</sup> The Chemical Engineering department was renamed Chemical & Biomolecular Engineering in 2012.

<sup>6</sup> The Medical Technology department was renamed Medical Laboratory Sciences in 2012.

NOTE: Faculty counts include Center Directors and Department Chairpersons.

Undergraduate & Graduate Combined Enrollment  
Major and Minor Combined Headcounts  
Foreign Languages & Literatures by Gender and Ethnicity vs. University as Total  
Fall 2008 through Fall 2012

		2008				2009				2010				2011				2012			
		FLL		University		FLL		University		FLL		University		FLL		University		FLL		University	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	<b>Overall</b>	<b>690</b>	<b>78.0%</b>	<b>15,638</b>	<b>76.3%</b>	<b>694</b>	<b>75.8%</b>	<b>15,811</b>	<b>74.8%</b>	<b>692</b>	<b>74.4%</b>	<b>15,557</b>	<b>73.5%</b>	<b>667</b>	<b>72.4%</b>	<b>15,688</b>	<b>73.0%</b>	<b>611</b>	<b>74.1%</b>	<b>15,897</b>	<b>72.7%</b>
	Female	534	77.4%	8,974	57.4%	537	77.4%	9,054	57.3%	540	78.0%	8,857	56.9%	514	77.1%	8,913	56.8%	450	73.6%	9,041	56.9%
	Male	156	22.6%	6,664	42.6%	157	22.6%	6,757	42.7%	152	22.0%	6,700	43.1%	153	22.9%	6,775	43.2%	161	26.4%	6,856	43.1%
African-American	<b>Overall</b>	<b>48</b>	<b>5.4%</b>	<b>1,161</b>	<b>5.7%</b>	<b>43</b>	<b>4.7%</b>	<b>1,191</b>	<b>5.6%</b>	<b>45</b>	<b>4.8%</b>	<b>1,153</b>	<b>5.4%</b>	<b>43</b>	<b>4.7%</b>	<b>1,053</b>	<b>4.9%</b>	<b>44</b>	<b>5.3%</b>	<b>1,079</b>	<b>4.9%</b>
	Female	38	79.2%	685	59.0%	34	79.1%	680	57.1%	38	84.4%	652	56.5%	37	86.0%	583	55.4%	39	88.6%	594	55.1%
	Male	10	20.8%	476	41.0%	9	20.9%	511	42.9%	7	15.6%	501	43.5%	6	14.0%	470	44.6%	5	11.4%	485	44.9%
Hispanic	<b>Overall</b>	<b>74</b>	<b>8.4%</b>	<b>963</b>	<b>4.7%</b>	<b>91</b>	<b>9.9%</b>	<b>1,031</b>	<b>4.9%</b>	<b>94</b>	<b>10.1%</b>	<b>1,059</b>	<b>5.0%</b>	<b>102</b>	<b>11.1%</b>	<b>1,123</b>	<b>5.2%</b>	<b>81</b>	<b>9.8%</b>	<b>1,212</b>	<b>5.5%</b>
	Female	58	78.4%	566	58.8%	67	73.6%	611	59.3%	69	73.4%	606	57.2%	72	70.6%	648	57.7%	55	67.9%	713	58.8%
	Male	16	21.6%	397	41.2%	24	26.4%	420	40.7%	25	26.6%	453	42.8%	30	29.4%	475	42.3%	26	32.1%	499	41.2%
Asian	<b>Overall</b>	<b>35</b>	<b>4.0%</b>	<b>853</b>	<b>4.2%</b>	<b>39</b>	<b>4.3%</b>	<b>963</b>	<b>4.6%</b>	<b>44</b>	<b>4.7%</b>	<b>865</b>	<b>4.1%</b>	<b>36</b>	<b>3.9%</b>	<b>856</b>	<b>4.0%</b>	<b>24</b>	<b>2.9%</b>	<b>881</b>	<b>4.0%</b>
	Female	28	80.0%	460	53.9%	29	74.4%	516	53.6%	35	79.5%	442	51.1%	25	69.4%	413	48.2%	15	62.5%	437	49.6%
	Male	7	20.0%	393	46.1%	10	25.6%	447	46.4%	9	20.5%	423	48.9%	11	30.6%	443	51.8%	9	37.5%	444	50.4%
Native American	<b>Overall</b>	<b>0</b>	<b>0.0%</b>	<b>66</b>	<b>0.3%</b>	<b>0</b>	<b>0.0%</b>	<b>53</b>	<b>0.3%</b>	<b>0</b>	<b>0.0%</b>	<b>41</b>	<b>0.2%</b>	<b>0</b>	<b>0.0%</b>	<b>26</b>	<b>0.1%</b>	<b>0</b>	<b>0.0%</b>	<b>20</b>	<b>0.1%</b>
	Female	0	--	35	53.0%	0	--	29	54.7%	0	--	24	58.5%	0	--	12	46.2%	0	--	8	40.0%
	Male	0	--	31	47.0%	0	--	24	45.3%	0	--	17	41.5%	0	--	14	53.8%	0	--	12	60.0%
International	<b>Overall</b>	<b>14</b>	<b>1.6%</b>	<b>1,118</b>	<b>5.5%</b>	<b>8</b>	<b>0.9%</b>	<b>1,352</b>	<b>6.4%</b>	<b>16</b>	<b>1.7%</b>	<b>1,610</b>	<b>7.6%</b>	<b>28</b>	<b>3.0%</b>	<b>1,814</b>	<b>8.4%</b>	<b>35</b>	<b>4.2%</b>	<b>1,913</b>	<b>8.8%</b>
	Female	9	64.3%	489	43.7%	5	62.5%	620	45.9%	12	75.0%	745	46.3%	18	64.3%	853	47.0%	23	65.7%	910	47.6%
	Male	5	35.7%	629	56.3%	3	37.5%	732	54.1%	4	25.0%	865	53.7%	10	35.7%	961	53.0%	12	34.3%	1,003	52.4%
Other <sup>1</sup>	<b>Overall</b>	<b>24</b>	<b>2.7%</b>	<b>701</b>	<b>3.4%</b>	<b>41</b>	<b>4.5%</b>	<b>737</b>	<b>3.5%</b>	<b>39</b>	<b>4.2%</b>	<b>892</b>	<b>4.2%</b>	<b>45</b>	<b>4.9%</b>	<b>929</b>	<b>4.3%</b>	<b>30</b>	<b>3.6%</b>	<b>854</b>	<b>3.9%</b>
	Female	17	70.8%	411	58.6%	30	73.2%	426	57.8%	28	71.8%	514	57.6%	31	68.9%	549	59.1%	24	80.0%	496	58.1%
	Male	7	29.2%	290	41.4%	11	26.8%	311	42.2%	11	28.2%	378	42.4%	14	31.1%	380	40.9%	6	20.0%	358	41.9%
Total	<b>Grand Total</b>	<b>885</b>	<b>100.0%</b>	<b>20,500</b>	<b>100.0%</b>	<b>916</b>	<b>100.0%</b>	<b>21,138</b>	<b>100.0%</b>	<b>930</b>	<b>100.0%</b>	<b>21,177</b>	<b>100.0%</b>	<b>921</b>	<b>100.0%</b>	<b>21,489</b>	<b>100.0%</b>	<b>825</b>	<b>100.0%</b>	<b>21,856</b>	<b>100.0%</b>
	Female	684	77.3%	11,620	56.7%	702	76.6%	11,936	56.5%	722	77.6%	11,840	55.9%	697	75.7%	11,971	55.7%	606	73.5%	12,199	55.8%
	Male	201	22.7%	8,880	43.3%	214	23.4%	9,202	43.5%	208	22.4%	9,337	44.1%	224	24.3%	9,518	44.3%	219	26.5%	9,657	44.2%

<sup>1</sup> Other includes Native Hawaiian or Other Pacific Islander, Two or More Races, Non-specified, or Unknown.

Note: Enrollment counts are unduplicated. Students on leave of absence are excluded. Ethnicity categories are based on Federal IPEDS standards.

Source: UDSIS official extracts 2088 through 2128

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Link to 2012 Polyglot newsletter:

<http://www.udel.edu/flt/main/polyglot/Polyglot12.pdf>