

**DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES  
STRATEGIC PLAN: 2004-9**

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**Department of Modern and Classical Languages and Literatures  
Strategic Plan: 2004-9**

**I Introduction**

The Department of Modern and Classical Languages and Literatures has experienced unprecedented growth in recent years. While the number of students we serve in our general education courses has remained about the same, the number of majors in the Department has grown dramatically. Today, we count approximately 350 majors in Classics, French, German, Italian and Spanish combined. A number of factors have contributed to producing this increase. The most important are:

- a post 9-11 awareness of the importance, indeed, necessity of knowing other languages and cultures.
- the continuing efforts of the faculty of the department to work with other units within the University to create double major/double degree programs.
- the growth and impact of the International Engineering Program, a model dual-degree program. This program alone accounts for roughly half of our majors.
- a strong in-house and outside recruiting program targeting new majors.

There is every reason to believe that there will be continuing growth in the number of students who study languages, whether it be for the purposes of general education or in order to major or minor in a language.

This report treats the offerings of the Department from the perspective of the five departmental major programs, each of which offers a view of its own future, and a global view of the future of the many "service" languages we offer.

### **Department profile, Spring 2004**

#### **Teaching staff:**

Tenure-track faculty: 22

Lecturers: 3

TA's: 3

Adjuncts: 20-25 per semester

#### **Number of sections offered:**

- approximately 140 per semester

#### **Number of students enrolled in all courses, 2003-4:**

Fall 2003: 2641

Spring 2004: 2449

Total: 5090

#### **Number of majors, all programs:**

- approximately 350

## **II Major programs**

### **Classics**

#### **1. Current profile:**

- Teaching staff:

Dr. Ann Suter, Section Head

Dr. Dan Carpenter, Lecturer and Director, URI in Rhodes program

- number of majors: 7 (roughly twice the number in 2000).
- number of minors: 39, 1995-present

## 2. Projected growth

The increase in the number of majors in the last several year can be attributed in part to more vigorous recruitment activities on the part of the section personnel, and in part to the University's policy of recruiting more talented students. Since there is every reason to think that these practices will continue, it is logical to believe that there will be an increase in the numbers of majors and minors. In addition to the major, the Classics section also has a strong service function, offering both language courses in Latin and Ancient Greek as well as Classics courses in English. Enrollments, which have always been high in the Classics courses, are increasing notably in the language courses at the 101 and 102 level and will, with the expected increase in majors and minors, also go up in the second year sequence.

## 3. Impact on staffing

It is imperative that the University add a second tenure-track position to Classics to meet the current and future demand. The Classics major survives at URI (and the PBK chapter it ensures) thanks to the current staff continually teaching overloads, (usually 4/4, occasionally, as in '04/'05, 5/4), and on ad hoc instructors. Unlike other sections, Classics teaches TWO language sequences, whose courses cannot be doubled up; they must be taught separately, and consequently demand more instructors. In addition to teaching, the Classics faculty has the responsibility of directing the Rhodes program, which is essential to the University's relationship with the Greek-American community of the state. To be successful in the future, this program needs a director in a permanent position to insure its continued viability.

## French

### 1. Current profile:

#### •Teaching staff:

a/ Five tenure track instructors represent the teaching capacity of 3 positions:

Joe Morello: 1/3 teaching, 2/3 department chair

Ken Rogers: 1/3 - 2/3 teaching French; 1/3 - 2/3 education/linguistics

JoAnn Hammadou: 1/3 - 2/3 teaching French; 1/3 - 2/3 education

Alain-Philippe Durand: full-time French (3/3)

Lars Erickson: 2/3 teaching French; 1/3 Director of French IEP

b/ five per-course adjuncts

#### • number of majors: 105

Other disciplines represented among our students, as double or triple majors, include: Animal Science and Technology, Anthropology, Art History, Art Studio, Biology, Communication Studies, Computer Science, Education, English, Finance, German, History, Honors Program,

Horticulture, Human Development, International Business, Italian, Journalism, Marketing, Mathematics, Nursing, Pharmacy, Philosophy, Political Science, Psychology, Spanish, Textiles Merchandising, Theater.

- French IEP: 33 dual degree students

- number of students in all courses: approximately 400/semester

- number of graduating majors, 2004: 22

## 2. Projected growth

- as a percentage of overall growth of undergraduate population by 7% from 2003-6; approximately 7 more majors.
- recruitment efforts for majors (see A below)
- reinstated and re-defined MA program (see B below)
- growth of the French IEP (see C below)

### A. Report on recruitment of French majors, prepared by Alain-Philippe Durand

Since the spring 2003, Lars Erickson and I started to put in place an addition to our already successful "French Majors Recruiting Plan". Basically, we came to the conclusion that we are now in full speed as far as recruiting is concerned on campus which allows us to have on average 100 French majors with around 15 graduating every year (13 graduated with a BA in French in 2002/2003 + 2 minors, and a minimum of 22 will be graduating with a BA in French in 2003/2004 + at least 1 minor).

We decided with Lars that, in order to expand, we now need to target high school and middle schools students taking French in Rhode Island (for a start). Here are the steps we took in order to put in place our strategy:

- share advising duties for all our French majors and minors; Lars advises all French IEP majors and I advise all others. Every semester when it is time to register for classes, we invite all students for an individual interview. I keep and update records and statistics of all French majors. I also ask colleagues to provide me with names of their most promising students in their classes so that I can go after them to recruit them individually by sending them a letter I designed.

- Lars is working closely (as vice-president) with the RI branch of the American Association Teachers of French (AATF) and with Crissa Carlotti (President of the RI AATF), a very helpful and productive contact for us since she teaches French in High School. Lars is also chairing the departmental ad-hoc committee on the increasing of foreign languages majors at URI, a committee I also served on in 1999/2000.

- In the spring 2003, the URI French section hosted the awards ceremony for the Rhode Island high school students who excelled in the Grand Concours National French Exam and we plan to make that ceremony an annual event. The ceremony was organized, coordinated and presented by Lars.

- Starting this semester, we have put in place a lecture/promotional Presentation Tour that allows us to talk to as many High School and Middle School students as possible. On November 13, we responded to the invitation of Jean Murano at West Greenwich High School to give a first ever presentation to all their students taking French. We spoke about the URI French program to

two individual French classes and to approximately 150 students in an amphitheater. We were accompanied by Luke Wallace, a graduate from that high school and current French/International Business double major at URI. We consider that presentation as our warm-up general rehearsal. On December 9, with the help of Crissa Carlotti and Julie Varone, we gathered the majority of high school and middle school students taking French all over Rhode Island in the East Greenwich HS main amphitheatre for our now model 90 minute presentation. We spoke to approximately 350 students and teachers. For the first 45 minutes, I gave a presentation (including audio-visuals) on French rap music. We shared the next 45 minutes in three parts: 1- Lars gave a general presentation of the worldwide utility of the French language "you can go anywhere with French" illustrated by real life examples from our alumni; 2- I spoke more specifically about the URI French college experience and of what French will bring to your life; 3- we took questions from the students and distributed our URI French program and "10 reasons to learn French" brochures. We plan to renew the experience once a year with the development of several cultural presentations of interest to students (such as the one on rap music).

- On December 11, Roberto Manteiga and Lars talked about the IEP to an assembly of 75 students and a calculus class of 25 students at South Kingstown H.S.

-Starting next fall (2004), we will design and offer a workshop for all HS and Middle School teachers of French in RI that will take place at the annual Rhode Island Foreign Language Association (RIFLA) annual conference. During the workshop, I will give a presentation/training session to teachers on how to promote French to their students, administrators, and to motivate parents of students and on how to convince them to come to URI. I will use the research and article I wrote for the AATF Newsletter (which should be published sometime next year) on how to answer the most common objections/questions to French Study. This workshop will also allow us to put in place and, later, to monitor, a whole network of recruiting "scouts". Our idea is to have a system in place by next year in which teachers will contact us immediately when they notice a rising French star in their classes so that we can go after them and meet with their parents as early as possible.

- Finally, here are the other projects we are working on to continue to build the URI French community on campus and around the world:

Study Abroad: continue to increase the number of our students who go abroad; create an "atmosphere" where it is seen as a normal and "cool" step "something to look for" in the French program. Strengthen our existing direct exchanges with Orleans and Marseille and develop at least two new options: Lars is currently developing exchanges that will allow French IEP students to take Engineering courses in French in Quebec and perhaps in Compiègne; upon Dean Richmond's suggestion, I am currently working with Dania Brandford-Calvo on the possible launching of the URI Summer Institute in Marseille, France starting in 2005.

French Club: We continue to encourage our students to develop and promote activities through their French Club. In order to help our students, I made arrangements with Euromed Marseille to provide us every year, starting next semester, with assistants that will help our students to organize and to promote activities for the French Club. Euromed French students have to complete, as part of their business degree, a "community project" abroad. This is how the idea of having them work with our students in the French Club came to me.

Alumni Community: I am working on creating the same "French Community Atmosphere" after students graduate by keeping in touch with them and them with us. In addition to maintain that sense of community by using the URI French listserv created several years ago by Joe Morello, I am going to create a web site that will gather all alumni news, etc. In addition, I am currently organizing a special and separate ceremony for our French class of 2003/2004 that will take place

in April or May. I hope to make this an annual event that will gather, in addition to the graduating class and professors, URI administrators, French officials, and French alumni invited to come back on campus for the occasion (more on this in the coming months). In the long run, I am confident that our network of alumni will generate scholarships and help for jobs and internships prospects.

French Government: slowly but surely we have succeeded in at least getting noticed and somewhat considered by the French government through the Consulate of France in Boston and French Embassy in Washington DC (and anyone who is familiar with French Diplomacy will understand what an accomplishment that is). This is a very long process but we hope, with Lars, that it is going to pay off big eventually in the (long) future. Through our efforts and tact, we are now on first name and "tu" terms with the Scientific and Cultural attaches. At the moment, our relationship is still at the discovery stage: scientific attaches respond to Lars' invitations to attend the IEP colloquium and invite him for the French scientific fair in Boston, and the cultural attaché works with me to make it easy for our students to be selected and to obtain their first geographic choice for the French Government Teaching Assistantship to France program and for summer fellowships. She visited URI last spring and talk to our students. Since last summer, I have tried to lobby to the top of the French Consulate Pyramid. I was put on the list of special events and was therefore invited for the National French Holiday reception at the Meridien on July 14 in Boston and at the Beaujolais Nouveau banquet in Providence before Thanksgiving. This allowed me to be introduced and to talk to the Consul of France and to his wife. I plan to build on this new acquaintance.

## **B. MA in French Studies**

The MA in French should be revised and restarted. The principal target audience for this Master's degree will be language teachers in the region's secondary schools. The Rhode Island Department of Education has eliminated the lifetime teaching certificate and all teachers currently must maintain their teaching certificates by ongoing professional development. Starting in May 2004, all new teachers must design an I-Plan (an individualized plan for professional development). French teachers in Rhode Island currently have virtually no options for professional development in their content area. The only graduate program in French in the state, at Brown University, is not designed for their needs and is prohibitively expensive for many of them. The Language Department at URI has received numerous inquiries from French teachers needing graduate-level courses in recent years. In the Providence school district alone, there were 110 educators who retired in 2003, which means a new, young teaching staff for whom a Master's degree is a likely component of their professional development plan.

The revisions of the program would entail the following. Courses would be offered primarily in the summers (using current staff) in order to appeal to teachers' schedules. Courses would be taught primarily in Providence to reach the largest numbers of teachers. Additional summer courses would be arranged in France for those who would like an immersion study experience abroad. In addition to graduate-level courses in French, candidates would take LIN 420 *Second Language Acquisition* and (the newly created) EDC 540 *Advanced Foreign Language Methods*. Depending on students' interests, they would also be able to take courses in Comparative Literature, Political Science, or Community Planning, for example. The core of the program would be 21 credits of coursework in FRN.

Given the growing need of Rhode Island foreign language teachers, the revival of the MA in French seems to be a logical and important part of the department's strategic plan.

### C. IEP-French Strategic Plan by Lars Erickson, Director

Long-Term Objectives - The French IEP's rapid growth will continue over the next five years. I have set the target at sixty enrolled students by the academic year 2007-08, a 100% increase in students from its current level. For the five years that follow, another 100% increase will bring enrollments in the French IEP to 120 students.

Rationale - The French IEP expects success on par with the German branch. Although at one fifth of their FTE we have already achieved a third of their enrollments. The size of the French economy is just slightly less than the German economy. The French program benefits from the international scope of the language which is spoken not only in France, but also in Switzerland, Belgium, Québec, and throughout north and West Africa. In addition, French is more commonly taught in American high schools. While recent political animosity toward France may continue, the high profile of the country can be used to tout the importance of studying it. The strategies below outline how the long-term objectives of the program will be implemented.

Recruit Students - The French IEP is a unique program that has a national draw. While I will continue to recruit Rhode Island students (please see attached recruitment plan for details), I recognize that the IEP can attract many highly qualified students from across the nation. To do this, I plan on sending brochures to high school counselors throughout the nation. My role as vice-president of the Rhode Island branch of the American Association of Teachers of French (RIAATF) has benefited local recruiting and can be used as a springboard for national recruiting.

Retain Students - The IEP benefits from its culture of exceptional students. It is critical that the IEP students recognize that along with the rigorous demands come tangible rewards.

Internships - The internship experience defines the IEP. Without valuable internships the program would cease to exist. Recent efforts have increased exponentially the internships available to students. Between 2000 and 2002, a total of three students received internships. In the 2002-03, four students were placed and in 2003-04, six will be placed. As current and returning interns share their experiences, the program will cement its reputation as one that consistently provides exciting and rewarding professional internships.

Expand Pedagogy - Part of developing the IEP students' skills involves teaching them technical French. However, they are scattered throughout the curriculum, some as beginners others at higher levels. Also, to maximize recruiting, it is important that the program be open to those who have had no prior French. Our plan to meet the technical French language needs of the diverse population centers on modules, brief pedagogical units that can be plugged into our existing curriculum. For the moment I have created them for a few classes. As more are developed, I intend to compile them into an interactive cd-rom software package. Another part of skill development involves the secondary skills inherent to a liberal arts degree. We need to continue to emphasize the importance of communication skills, problem-solving skills, and adaptability to the engineers.

Develop Exchanges - Exchanges with French-speaking technical institutions will allow students to develop their language skills while progressing toward completion of their engineering degree. Currently, I have drafted an exchange agreement with the Université de Technologie de Compiègne, one of France's ten best engineering schools. It is expected that the exchange will be in place by the 2005-06 academic year. In addition, I have been negotiating with the Université Laval in Québec City about an exchange that would be open to all URI's French students including business and engineering students. Exchanges like these are powerful recruiting, retention, and educational tools.

Develop Corporate Relations - The potential for corporate support for the French IEP has yet to be tapped. As I continue to expand internship placement, I expect that we will see more assistance from the cooperation companies.

### **3. Impact on staffing**

**The project growth as outlined above calls for the addition of two (2) tenure track lines, one immediately (Fall 2005), the other within the next few years, in addition to replacements for retirements.**

## **German**

### **Current Status**

The University of Rhode Island's German program is an undergraduate program leading to the Bachelor of Arts degree. It is among the largest of its kind in New England and has received national recognition for its collaboration with other disciplines. Currently 224 students are enrolled in German courses, including twenty of our students who are in Germany this year for a combined study abroad and internship experience. The German program has 114 majors, of whom 103 are in the German International Engineering Program. In 2003, 17 students graduated with a BA in German. The German IEP continues to secure significant amounts of external grant funding. The German Summer School, one of five immersion programs for German language and culture in the U.S., draws participants from across the U.S., continues to thrive, and will celebrate its 25th anniversary in 2005. The ongoing scholarly activity of the section's faculty members includes work in the areas of German Studies, German Linguistics, Language Pedagogy and Program Development.

### **Strategic Plan / Goals**

Increase overall enrollment in German in line with increases projected by the university

Continue and solidify all aspects of our core program, the German International Engineering Program (including recruiting, course development, faculty development, internship placement, Braunschweig exchange program, study tours, fund raising, materials development for applied language teaching, national leadership in collaboration with other disciplines)

Continue and solidify all aspects of our intensive summer immersion program, the German Summer School of the Atlantic.

Attract more dual majors from other professional and technical fields, especially Business and Computer Science. We always have had dual majors from a variety of fields. In the areas of Business and Computer Science we see the greatest chances for successful programs modeled on the German IEP.

Attract more liberal arts majors to a dual major with German (e.g. other languages, history, political science, journalism, etc.)

Continue leadership in developing housing /learning community opportunities for student in our programs and those of other language sections.

Work with the department and the College of Engineering to determine the future leadership and direction of the IEP.

## **Italian**

Italian Studies Section  
Strategic Plan, 2004-2008

### **I. CURRENT PROFILE**

#### **A) Teaching Staff:**

- o Three tenure-track positions

Prof. Remo Trivelli

Assoc. Prof. Catherine Sama

Assist. Prof. Michelangelo La Luna

- o Four per course adjunct positions  
covering 7-8 courses

Nearly half of our courses are currently taught by per course adjunct instructors, and the demand for Italian courses is increasing. Because we are stretched to staff the language courses, we are usually unable to offer more than two to three upper level courses a semester, thereby forcing majors who need more upper-level credits to take Directed Studies in order to make up enough credits. This is not only less satisfying for students, but it places undue demand upon current faculty; one semester there were 9 students doing directed studies with 2 professors!

#### **B) Students:**

- o Number of students enrolled in all Italian courses per semester: 350-360

Each semester roughly 200-270 students are enrolled in our 101-102 courses alone (3-6 sections of 101 and 3-5 sections of 102). More students are continuing on to 103-104, and more students are entering at the 103 level; on average growth from 15 students in 2000 to 23 this spring in 103; since 2000, 104 enrollments have varied from 7 to 23 students, averaging c. 17 students. Mid-to-upper level courses: 200-level, c. 14 per semester; 300-level, c. 24 per semester, 400-level, c.16 per semester, Directed studies: 2-9 per semester (avg. 6 a semester)

TOTAL: 270 (101-102) + 17 (103) + 14 (104) + 14 (200-level) + 24 (300-level) + 16 (400-level) + 6 (Dir. Study 400-level) = 361 students each semester

- o Current number of majors: 23

Other disciplines represented among our current majors (as double or triple majors or with a minor in another field): African American Studies, Biological Sciences, Communications, History, French, International Business, Political Science, Secondary Education, Spanish.

- o Current number of students planning to minor in Italian: 24

Clearly, now that we have the names and contact information for these students we will target them for recruitment to major status.

- o Number of graduating majors, 2002-2004: 12

#### Detailed history

May 2000	no figures available
Aug. 2000	0
Dec. 2000	2
May 2001	3
Aug. 2001	2
Dec. 2001	1
May 2002	3
Aug. 2002	0
Dec. 2002	1
May 2003	2
Aug. 2003	0
Dec. 2003	0
May 2004	6
Aug. 2004	
Dec. 2004	

We have had an average of 4 grads a year.

This spring alone:

- highest # ever: 6
- equivalent to all graduating majors in May 2002-Dec. 2003

o Number of students studying in Italy this academic year (2003-4): 33  
Only 4 of these students are Italian majors! Five are TMD majors; 8 are Communications majors; others are from a variety of programs. There are enough students deciding to study in Italy--independently of studying the language with us--that targeting all such students for Italian major recruitment will produce results.

o Number of students currently planning to study in Italy: 21  
Again, now that we have the names and contact information for these students we will target them for recruitment to major status.

## II. PROJECTED GROWTH - at least 25% per year

Many factors are already increasing the numbers of students studying Italian at URI and will continue to do so over the next 5 years:

### 1) Freshman Class Size

President Carrother's plan to increase size of the freshman class over the next 3 years will increase numbers of students in 101-102 courses and will bring opportunity for recruitment of majors. Already, we cannot open enough sections to satisfy student need.

### 2) New General Education Requirements

In addition to fulfilling language requirements, our courses will satisfy the requirement for Diversity-tagged courses.

### 3) Study Abroad in Italy

Italy, along with Spain, is currently the most popular (non English-speaking) destination for URI students studying abroad. Up from an average of 7-10 students per semester between 1995-1999, we have increased to 24, 29 and 27 students per semester (or roughly 16% of all students studying abroad) in the Spring 2001, 2003 and 2004 semesters. We need to capitalize on this fact by recruiting students who go to Italy without studying the language~both before and after their experience abroad. We will do this via collaboration with the Office for International Education and with programs such as Art, Art History, Communications, History, International Business, and TMD whose students are among the most frequent travelers to Italy. Study in Italy will undoubtedly increase also due to the Fall 2002 ruling by the College of Arts and Sciences that BA students cannot satisfy the Foreign Language Requirement by study abroad in an English-speaking country.

### 4) New URI Study in Italy Programs- Starting in Summer 2005

Most importantly, we are developing our own Study Abroad programs (for both summer and academic year programs). Prof. La Luna will inaugurate the first URI summer program in Italian next summer in Calabria-Sicily (2005). Our program will be unusual because it is not located in the tourist-ridden cities typically chosen for study abroad programs where students so often go only to socialize with other American students; students in our program will have a full-immersion experience in the Italian language and culture. They will experience two of the most beautiful regions in the Italian peninsula: the two regions, in fact from where most of Rhode Island's (and NY's and NJ's) Italian American community hails. In this program students will have the opportunity to return to Kingston with credits towards a major and with the ability to enroll in mid-to-upper level courses.

In time, we can also organize content-specific courses (in collaboration with other programs/colleges at URI) such as Italian and the Language of Fashion, Italian and the World of Business, Italian and Art/Art History, etc. For a year-long program in Italy, we need to decide whether to form an exchange program or create a program directed by us. We might start out by forming an exchange program (in addition to our own summer program) and then work our way to building our own year-long academic program. We will most likely do this in close collaboration with the Textiles, Fashion Merchandising and Design Program, with whom we are planning to design a dual degree program (see #5 below).

### 5) New Partnerships with other Colleges or Programs at URI

We are in the initial phases of trying to establish partnerships to encourage dual degrees and internships modeled on the IEP program.

Italian and Fashion & Design are natural partners! We have already begun to meet with members of the Textile, Fashion Merchandising and Design (TMD) program to discuss how we might best design a double major in TMD and Italian, instituting a study abroad program and/or an internship in Italy in the area of fashion merchandising and design. We might also designate a section of ITL 101-102 dedicated to the language of fashion to get students started in the five-year program. There are many exciting possibilities in this partnership,

which would be unique regionally, if not nationally.

Other obvious connections need to be made with Business, Engineering, and Communications Studies (International Communications). Oceanography has expressed interest, and there might be possibilities with students pursuing Underwater Archeology in the Mediterranean. Needless to say, after exploring the various possibilities, the Italian section will have to decide which direction(s) to follow, since we will want to focus on one or two areas in particular.

#### 6) New Masters Program in Italian

We want to establish a Masters Program in Italian at URI~ something that is long overdue. Rhode Island has the largest per-capita percentage of people of Italian heritage in the entire U.S.: 20.1% of its total population (compared to 5.8% for whole US, 14.9% for NY, and 18.5 for NJ) Italian is taught in our high schools at a level nearly unmatched nation-wide. As the state university of Rhode Island we should have a Masters Program in Italian. Currently, RI residents must turn to our neighboring state of Connecticut to receive a graduate education in Italian at State University rates.

There is a great draw for an affordable and rigorous Masters Program in Italian in the New England region. This is true for traditional students (graduating university seniors) and for non-traditional students (RI teachers in the grade schools and high schools. Our program would be unusual in its special focus on Italian American Studies (rarely, if ever part of graduate programs in Italian Studies), Women,s Studies (a burgeoning field much in demand), Dante Studies (a very popular field that is more developed in the US than in Italy), and on advanced writing skills (frequently neglected in graduate programs). Our study abroad program could also add prestige to our Masters program (not unlike the Middlebury model). Finally, as a further benefit to the Italian section, graduate students in Italian would be able to help us staff our numerous 101-102 language courses.

The RI Department of Education,s elimination of the lifetime teaching certificate and its new (spring 2004) requirement for all teachers to maintain their teaching certificates through on-going professional development has a direct impact on our program. Teachers in RI school systems already come to us for professional development by taking an occasional upper-level course with us (adapted for graduate-level performance). Now the demand for courses will be constant and broad-based, and there are virtually no other options for these teachers aside from the graduate program in Italian at Brown, which is not designed for their needs and which is prohibitively expensive. Among our offerings to them could be: our summer program in Italy, graduate level courses during the academic year (scheduled to accommodate their teaching schedules) and during the summer, and access to the new EDC 540 Advanced Foreign Language Methods with Prof. Hammadou of the French section.

Since so many students who double (or triple) major in Secondary Education and Italian (or History, or French, etc.) already usually have to spend a fifth year at URI, we might propose (somewhat along the lines of the Boston College model) the possibility designing an Italian-Education Masters program with two possible specializations: Italian Studies (literary, etc,) and/or Education

(i.e., pedagogical). Students who want to specialize in the pedagogical end of the Masters would take most courses in Education, and those who want to specialize in the Italian Studies focus would take most courses with us in the Italian section.

#### 7) Student-run Italian club C.I.A.O.

We have an extremely vital student-run club for all students at URI interested in Italian language and culture, C.I.A.O. (Cultural Italian American Organization). This group recruits students, organizes events and programs like a new tutoring group for students, Italian film nights and conversation hours, fund-raising dinners for the larger Rhode Island Italian community, a farewell party for recently retired Professor Viglionese, and the new CIAO Italian Student Scholarship for fellow students of Italian at URI.

#### 8) URI Italian majors entering graduate school

The Italian section has some good news which reflects its growing strength and regional (if not national) reputation. Two of our graduating majors this spring have been accepted (with scholarship) to the Masters program in Italian at Boston College (and one of them was also accepted to the University of Connecticut). Last spring, Italian major Matthew Papino was accepted in the Italian Masters program at Middlebury college, and is currently spending his first year in the program in Florence. Middlebury and Boston College are among the very best Italian MA programs in the United States, and we are sure our students, presence there will spread word of our undergraduate program, and that younger students of Italian at URI will be encouraged by their model of achievement.

#### 9) Italian Chapter of the URI Alumni Association

We have a well-established chapter which keeps us in direct contact with our alumni for purposes of database formation, (inter)national visibility, fundraising, student career advising and placement opportunities, conferences, and other events. We will continue to strengthen this relationship and to link it with a new donor database (see below).

#### 10) Cultivating Current (and Potential) Donors to the Italian section

The Italian section already has the largest number of local supporters (donors) in the Languages Department. We have the passionate local support of organizations such as the Italian Culture Society of South County and the Dante Alighieri Society of RI and of individuals of Italian descent who annually provide us with scholarship award money for our most accomplished students. For this reason, the Italian section has the greatest number of awards each year at our department's annual ceremony. We need to do a more thorough and forward-looking job of cultivating current and potential donors to the Italian section and to think beyond donations for student awards (such as a URI Italian Foundation, see #11 below). We will develop a donor database and be sure to update it regularly and keep donors informed of Italian section events and student accomplishments.

#### 11) Create a URI Italian Foundation

We would like to establish an Italian Foundation at URI would support

conferences, exhibits, grants and exchanges between Italian students and URI students. This is a multi-year project, but in the meantime we can begin to contact potential donors from the National Italian American Foundation (which has already indicated an interest in us), URI alumni, and import-export businesses in the larger New England area. We could also decide for the moment to dedicate one of our URI Foundation accounts to this purpose and christen it as the URI Italian Foundation.

12) Ongoing Recruitment Efforts and General Promotion of Italian Program

- o High school articulation: visiting grade schools and high schools across the state; having current majors write letters to their high school teachers or visit high school classrooms to tell of their experience here; as professors of excellent students, we can write to former high school teachers, principals and superintendents congratulating them on the impact they had on the students; contact high school guidance counselors about our program; invite high school teachers and/or their students to visit our classes for a day.

- o Network of RI teachers of Italian: As more of our URI graduates become teachers of Italian in local school systems, our contacts for encouraging students to come to URI to study Italian increase. (More on RI teachers of Italian in the Masters Program in Italian section, #8 above).

- o Recruiting current students: instituting a "Recruit Majors Day" each semester; designing a personalized letter to send to good students currently enrolled in Italian courses to invite them for a personal interview with professors to encourage them to pursue an Italian major.

- o Student Databases: we are developing database of current students of Italian: use to inform students of scheduled events, invite them for personal interviews to discuss the Italian major, study abroad programs, etc.

- o Exit polls for students: questionnaire re: why students discontinue language study in order to understand and correct attrition rates.

- o Website development: We have already begun to develop an Italian section website (which is part of the Languages Department Website) to better reflect our growing program (and student achievements) and to increase our visibility and accessibility nation-wide.

- o Our regular programs of invited speakers and conferences: Because of the large Italian American population in RI we have a built-in audience for most of our events, and our public extends to the greater New England community: This semester, for example, the Italian section joined forces with the Italian Culture Society of South County in order to sponsor a highly successful talk-movie series on the changing images of Pinocchio over the centuries in book and cinematic formats.

### **III Impact on Staffing**

In order to accommodate student demand and program growth (including a masters program), we need a fourth tenure-track position (in addition to replacements for retiring faculty). We also request a lectureship for one of our per-course teachers (someone who might coordinate the ITL 101-104 courses).

## Spanish

FTE Staff (7):

Gitlitz, Manteiga, Morín, Trubiano, White, De los Heros, Echevarria

**The following areas constitute the main focus of our concerns.**

**Staffing:** Beginning in the fall of 2004 the Spanish Section will increase the number of its tenure track members to seven. Even though the Section welcomes the addition of another staff member, we agree that we are still in dire need of more tenure track positions. Not only do we service the largest number of students in the Department, but several of our colleagues have yearly time releases, which, in essence means that we are never really at full staff. The consequences are obvious and far-reaching. It means that we must constantly rely on per course instructors to meet the unusual demands for our courses—a demand buttressed by the URI language requirement and the rising consciousness of the strategic importance of Spanish in this hemisphere. Those of us who each year play a role in trying to recruit part-time instructors know all too well that it is a stressful, unscientific adventure which leaves us in June and July still hoping to fill all our positions. Of greater significance, however, is the fact that our majors suffer if at any point we are unable to provide them with the courses that they need.

This is not an *either/or* proposal. Yet, while we are grateful for the per staff instructors and recognize their indispensable contributions, the fact is that *most* part-time instructors are not allowed to teach the upper level courses. Most of us have had the unhappy experience of informing majors (or potential majors) or minors, at the 200 level that we are unable to accommodate them. The section should not be penalized for its success; in fact, the opposite should be true. A healthy program will continue to grow and prosper when it is at fully staffed. We once again urge the Dean's office to revisit this issue. A very good undergraduate program can become an excellent one when this deficiency is duly rectified.

**Recruitment.** Even though enrollments are at an all time high, there is still more that the section can do to recruit majors and double majors. Among the suggestions are informal meetings with prospective majors to discuss the virtues of double majors, a film series on the Hispanic language in Spain and in the Americas, frequent visits to our community schools to explain the benefits of a Spanish major and the value of a URI education, detailed propaganda sheets, and web sites extolling the highlights of our program.

**IEP Program** The IEP in Spanish continues to attract many students. At present the number of students fluctuates 30 and 40. According to Professor Roberto Manteiga, Director of the program, the goal is to have a maximum of 50 students. Even though it is possible to attract more students, higher numbers would make internship placement and exchanges more difficult. Students are placed at various working sites in Spain and Latin America. Other countries, such as Brazil, are being targeted as possible sites for internships.

**Study Abroad Programs.** Professors Trubiano, Morín and Manteiga have worked closely with study abroad programs in Spain and Mexico, an important component for our Spanish majors. Additionally, Professor Morin has proposed setting up a summer program in Mexico for elementary and high school teachers and has already begun to lay the groundwork. The major components will be the culture and literature of Mexico. Among the many features of the proposed program

are trips to pre-Hispanic museums, visits to pyramids, and contact with Mexico's numerous indigenous groups. Our URI Summer Program in Salamanca, directed by Professor Mario Trubiano continues to serve both our undergraduate and graduate students. Students not part of the IEP program are also allowed to study at the universities where the IEP students study. These include ITESM in Mexico and Navarra, Valladolid, and Zaragoza in Spain.

**Graduate Program.** Over the past six years approximately 40 students have obtained MA degrees in Spanish. During this time frame, roughly 10 students have also earned Ph.D.'s in Spanish or Spanish linguistics and are professors at reputable institutions in this country and abroad. Meanwhile, several other former students are at various stages of their PhD programs. Since September 11, however, there has been a great challenge to attract and maintain students from abroad--students who always added a very important dimension to our program. These students are now faced with bureaucratic hurdles at every step of the application process. When this is coupled with the fact that the section is only allowed three Teaching Assistantships, it is easy to see why the recruiting challenge becomes greater each year. In 1996-1998, for example, we had 6 students from Spain; these numbers continue to dwindle as the high cost of travel and tuition makes studying at URI an undue hardship for these prospective candidates. In spite of this fact, the MA program continues to flourish as we focus our attention on another group--teachers in Rhode Island and the neighboring states.

The linguistic and pedagogical components of the program are becoming increasingly important for these teachers who by state law must comply with certification requirements. Professor Susana de los Heros has devised courses in these areas and we continue to receive frequent inquiries from teachers interested in pursuing studies in those areas. The program continues to be in healthy shape, and we expect about six new graduate students in the fall of 2004. However, the section is unanimous in its feeling that our small number of TA Ships is injurious to our program. Once again we ask for support as we try to convince the Dean's office of the very crucial role that we play in preparing new teachers and helping to insure the certification of others. We hope that during the next two years another TA will be added, and by 2006 we hope to have a total of 5.

**Overview.** The Spanish Section is in very good standing, with its numerous majors and the interest generated by our language, literature, and linguistics/pedagogy courses. The number of students interested in studying Spanish both at Kingston and CCE in Providence continues to rise steadily. The number of students interested in pursuing the MA in Spanish also continues to rise. Programs such as the Study Abroad and the added linguists/pedagogy component no doubt make our Spanish program an attractive one. In spite of this rosy outlook, however, the Section fears that without sufficient staffing support and additional TA ship support, in the long run both our graduate and undergraduate programs might suffer. To avoid this, and to help insure continued success the section is unanimous in urging intervention by the Dean's office. In spite of the various challenges facing our Section and Department, the Section is very optimistic about the direction in which we are headed and expect serve our students at the highest possible level.

### **III. Service Languages**

At the present time, we offer from two to six semesters of the following languages:

Arabic (2)  
Chinese (2)  
Hebrew (4)

Japanese (4)  
Modern Greek (4)  
Portuguese (6) (see A below)  
Russian (4) (see B below)

The growth in the number of service languages recently, some of which has occurred without consultation with the Department, has led to the establishment of guidelines for their future role in the Department.

1. The Department must be consulted before any new language is added to its offerings.
2. No service language should be offered for less than a four semester sequence (101-104).
3. Where student demand exists, the University should consider creating a minor level program in the language

#### **A. Portuguese and the minor program**

Portuguese presents a test case for point #3 above. Given the local importance of this language (see Appendix for argument offered in support of a tenure-track position in Portuguese in Spring 2003), the number of heritage speakers at the University and the number of students expressing an interest in minoring in Portuguese (13 In Spring 2004), we believe it is time to offer sufficient courses for the minor. To do this, we must increase the current staff (one full-time lecturer teaching four courses per semester) by ONE tenure-track line. A combination of a tenure track position plus a lecturer will allow us to offer sufficient courses at the 101 and 102 level to insure a flow of students to the more advanced courses required for the minor. We believe that it is essential to have at least one permanent member in Portuguese, someone who will take ownership of the program and work to develop it.

The lesson of the Portuguese minor as described above is that no minor program in a language can be viable without the commitment of at least one tenure track position and one full time lecturer.

#### **B. Strategic Plan for Russian**

The renewed interest in Russian Studies at URI is commensurate with

- Increased enrollments in Russian classes in high schools in our competitive recruitment areas
- Increasing population of heritage speakers
- Renewed language programs
- Government funded study abroad opportunities for undergraduates in all disciplines
- Expanding Russia-USA economic, political, IT, educational, scientific, and military alliances (see <http://russiahouse.org/wrf> for April 26-27 annual "World Russian Forum" of 2004 in the US Congress)
- Full scholarships available for a fifth year of study for Russian majors interested in high school teaching in post-baccalaureate program to earn teaching credentials
- Our current participation in a national online survey being conducted by the College Board of fourth through sixth semester courses in college level Russian/Japanese/ Chinese to develop AP © curricula and exams

To provide broader opportunities for our students to participate in the program and to prepare them for the greater opportunities that await them, the Russian Section requests a lectureship be added to its current tenure track position. The Section's ongoing plans and goals are

- Increase 101 sections to sustain upper level enrollments
- Organize an off-campus "Friends of Russian Culture" support group
- New team-taught GenEd Letters course on Russian Civilization to include film, popular culture, and Russia and the Middle East, Eastern Europe, Central Asia, and the Far East
- Participation in a Diversity Workshop
- New web-based one credit Russian-across-the-curriculum course
- Establish Russian internships and public service opportunities
- Further develop joint majors/minors with the new International Studies minor(PSC), the Forensic Science Program(FSP) and Communications Studies

At the current time, there are increasing demands for a minor in Japanese and for more course work in Russian. We anticipate that there will be similar demands for additional offerings in Arabic and Chinese. The University needs to make a decision about the future of these languages. If we are to commit to satisfying student demands, we must have a clear statement of how that will be done.

#### **IV The Language Learning Resource Center (LLRC)**

The LLRC is vital to the teaching mission of the Department. Its future seems uncertain at this time. As it is currently "owned" by IITS, it is part of the larger technology picture of the University and subject to changes caused by issues not involving the department itself. We propose that the LLRC be "returned" to the Department and that its operations be funded by a \$50 lab fee assessed on all 100 level language courses. Such a fee this current year would have produced an operating budget of \$193,800, more than sufficient to pay the labor costs of running the lab and to allow for the development of the Center's capabilities in language learning.

#### **VI Summary of additional staff requests, 2005-9**

To accommodate the growth we see as probable in the next five years, we believe that we will need x new tenure-track lines, i. e., in addition to replacements for retirement:

Classics	1
French	2
Spanish	1
Portuguese	1
Spanish	?

Also, in order to support a Portuguese minor and to reduce the number of adjuncts we must hire in Spanish every year, we will need x additional lecturer positions:

Portuguese	1
Spanish	?

## **V Conclusion**

As we look at the Department's programs and offerings over the next five years, we see continued growth for all the reasons enumerated at the outset of this report. The University must decide how this growth will be managed. We understand our dual role as a provider of general education courses and as the trainer of hundreds of majors who will be the leaders of the global society of the 21st century. We believe that, by providing the means through which our students learn first hand about the cultures of the world, we are central to the mission of this University which, according to its own mission statement, "strives to meet the rapidly changing needs of the state, the country and the world". Among those needs, the study of world languages and cultures must be seen as essential.

# Appendix

## Why URI should offer a minor in Portuguese Prepared by Alain-Philippe Durand

### INTRODUCTION

#### 1 - Local, Regional Contexts

The state of Rhode Island has been the home of Portuguese speaking populations (mainly from Portugal - including the Azores Islands, and Cape Verde Islands) for many years. Several facts testify to the importance of the Portuguese speaking community in Rhode Island. Whereas most foreign nations maintain a consulate in Boston for their diplomatic representation in New England, **Portugal also has a consulate in Providence**. The Ministry of Foreign Affairs of Portugal, with the aim of contributing to the establishment of the Heritage Harbor Museum in Providence and considering the historic presence of the Portuguese community in Rhode Island as well as its contribution to the state's common heritage, decided to grant \$400,000 to the museum to build a replica of a 15th century Portuguese Caravel (<http://www.heritageharbor.org/OurSponsors/>).

Furthermore, **the only independent Portuguese and Brazilian studies academic department in the US** (meaning not coupled with Spanish and/or as part of a larger department) offering a doctorate degree is also located in Providence (Brown University).

**The Portuguese national television network (RPTI) is the only foreign language channel that comes with Cox Limited Basic Cable package (23 channels) in Rhode Island.** An additional channel, the Portuguese Channel, is also available with expanded service. Although there are important Italian and Hispanic communities in the state, one must pay extra for additional packages in order to get Spanish and Italian speaking networks. In other media, *The Portuguese Times*, the weekly newspaper of the Portuguese American community, is published in nearby New Bedford, MA (<http://www.portuguesetimes.com/Default.htm>).

Finally, several national Portuguese speaking associations have their headquarters in Rhode Island or nearby New Bedford, MA: the Portuguese American Federation (Bristol, RI; <http://www.portuguese-american.net/>), The Portuguese American Connection (<http://users.rcn.com/olmckey/portamer.htm>), SPIA (<http://www.spiaimedia.com/home.html>).

Consequently, it appears that the states of **Rhode Island and Massachusetts have the largest (with perhaps California) Portuguese speaking communities in the United States**, as well as strong historical, political, and commercial links with Portugal and Cape Verde Islands.

#### 2 - National and International Contexts for Portuguese Studies

Spoken by more than 200 million people, Portuguese is the official language of eight countries on four continents: Portugal, Brazil, Angola, Cape-Verde, Guinea-Bissau, Mozambique, São Tomé e Príncipe, and East Timor. It is also widely spoken in Goa and Macau, although not the official language there. Each area of the world has contributed to the cultural richness that provides context for the study of Portuguese. In the case of Brazil, its abundant resources as well as its strategic conditions make it a heavy-weight player in today's global arena. In addition to the new dynamics of our academic world, the study of the Portuguese language and culture is important to the United States for it is one of the essential elements in maintaining and strengthening the relationship between the US and Brazil, which form a natural axis of balance in the Western hemisphere. (Antonio Simões, U of Kansas)

### **3 - The URI Context**

The University of Rhode Island has the perfect context for the teaching of Portuguese for several important reasons. First of all, as the state public research institution, it has the duty to educate the citizens of Rhode Island. The data and figures presented in section 2 of this report show the large number of Rhode Island residents who have ancestry/origins in Portuguese speaking countries. If these residents have an obvious interest in learning more about their origins, it is also important for the rest of the URI and New England communities to be exposed to these cultures.

In addition, through its Multicultural Center and through its redesigning of the general education curriculum, URI is strongly committing to cultural diversity in its programs. Because the Portuguese speaking world includes peoples of so many different cultures, races, and continents, and because it has such a strong connection with Rhode Island and the United States, it has the perfect profile for the teaching of cultural diversity.

The current university curriculum also makes the presence of a full time specialist of the Portuguese speaking world indispensable. Indeed, URI currently offers a BA in Latin American Studies as well as a BA and MA in Hispanic Studies. As it was already mentioned in this report's second section, Brazil is one of the major players and the largest country in Latin America. And even if our MA deals mainly with Spanish and Spanish American literatures, one cannot complete a graduate degree in any Spanish American literature without at least a basic knowledge of Brazilian trends (just like one cannot complete a graduate degree in Brazilian studies without an understanding of Latin America as a whole).

### **CONCLUSION**

We recommend that we replace our retiring colleague with a full time tenure track position in Portuguese. It is primordial to hire someone on tenure-track (as opposed to a lecturer or adjunct) because the university needs someone who will totally invest himself/herself in the program and beyond: establishing contacts and collaborating with other programs, organizations on campus such as Study Abroad, Multicultural Center, Hispanic Studies, History and the community at large.