

THE UNIVERSITY OF MEMPHIS

DEPARTMENT OF WORLD LANGUAGES & LITERATURES

SELF-STUDY 2020

Chapter I Focus Areas

Department Profile

The Department of World Languages and Literatures at the University of Memphis is composed of 33 full-time faculty members and 2 staff members. There are 20 tenure-line faculty, 12 full-time instructors, and 1 lecturer at the Lambuth Campus in Jackson, Tennessee. One tenure-line faculty member serves as chair of the department. In terms of staff there is one administrative associate and one clerical assistant. The department offers both the Bachelor of Arts in World Languages and the Master of Arts in Romance Languages, each described in detail later in this document. The department offers coursework at some level (introductory through graduate) in eleven different languages: Arabic, Chinese, French, German, Italian, Japanese, Korean, Latin, Portuguese, Russian, and Spanish. In addition, there are several courses offered in English under the Classics and LALI (Languages and Literatures) headings.

Each language section is represented by a section head, except for Spanish. The section head coordinates the internal business of the section, including curriculum, advising, scheduling, course coordination, and recruitment, among other duties.

The department also employs (as of the Spring 2021 semester) twenty-one adjunct faculty (in Arabic, Chinese, Classics, French, Italian, Japanese, Korean, Russian, and Spanish). Finally, the department, through an agreement with the Spanish Agency for International Cooperation and Development and the Spanish Embassy in the United States, employs a visiting lecturer from Spain who teaches two courses per semester and engages in other activities in the Spanish section.

The tenure-line faculty in the department are all committed to enhancing the department's profile through scholarship and engagement in professional activities. All faculty are expected to be productive by publishing and presenting at conferences, as well as engaging in professional activities in the community and in professional associations.

Distinctive Features of Individual Language Programs

Chinese

Chinese is offered as a single concentration, one of two or three concentrations, as well as a minor in World Languages and Literatures. The program is taught by one associate professor and two adjunct faculty. In addition to core language courses from 1000 to 4000 levels, it offers elective courses focusing on culture, linguistics and Chinese language for business. The course Readings in Culture introduces various topics in Chinese culture through readings of thematic chapters in Chinese. Students can improve their reading comprehension ability while learning about Chinese culture. Introduction to Chinese Linguistics covers basic linguistic concepts of the Chinese language. This course is beneficial to students who are interested in pursuing a teaching career. The program offers two Business Chinese courses and Independent Study is also available for students wishing to study a particular topic.

To further accommodate students' interests and needs, special topics courses have also been developed recently, which include a CHIN course in extensive reading of Chinese tales and legends, and two LALI courses, one on Chinese culture and society, and the other on Chinese film. The LALI courses are taught in English.

To offer opportunities for the students to practice speaking outside the classroom, a Chinese language table is organized weekly. The students can meet with their instructors and other learners in an informal setting.

At the end of the fall semester, the program organizes an essay contest. The purpose is to encourage students to practice their writing skills.

Classics

Classical civilization has been and continues to be broadly influential in American and Western culture. The study of Classics (including Greek and Latin languages, literature and civilization) undoubtedly provides a firm foundation for the study of the liberal arts and should be part of every student's general education. The classical languages, moreover, especially Latin, played a fundamental role in shaping the English language, and they should be available to students who wish to deepen their understanding of our language and deepen their knowledge of classical culture.

The aims of the undergraduate program in Classics at the University of Memphis are:

- 1) To provide students, regardless of their field of study, with a basic competence of Latin and an awareness of their classical heritage (from both a linguistic and a cultural point of view).
- 2) To promote a basic knowledge of Greek and Roman civilization in the Mediterranean context.
- 3) To offer students a deeper insight into ancient languages and civilization, not only for their own benefit and enjoyment, but also for a wide range of careers: a) teaching Latin and Greek in the primary and secondary schools; b) continuing their graduate studies in Classics and pursuing a career in teaching and research in colleges and universities.

Although high schools often teach Latin language or introduce some information on our classical heritage in courses such as English or Mythology, many students arrive at college with little or no knowledge of classical culture. For this reason, the program in Classics at the University of Memphis makes available to all students a basic competence in Latin language (through 4 semesters of Latin: 1010, 1020, 2010, 2020) and many general courses in classical culture, including literature in translation, mythology, medical terminology and historical linguistics. For those students who intend to deepen their knowledge beyond the two foundational years, the program offers courses on Latin poetry and prose with reading and commentary on authentic texts, on specific authors or literary genres, as well as courses on Greek language and culture.

Students with a strong classics background are especially attractive to future employers, to professional schools and to graduate programs in other disciplines. The program of Classics in the Department of World Languages and Literatures offers a minor in Classics, which is often combined with another academic major, such as, but not limited to, history, philosophy, psychology, or another foreign language.

Developing a major in this program would definitely facilitate students in their careers as teachers of classical languages at the high school level or scholars at the college and university levels.

French

The French section is composed of five tenured and tenure-track professors, one instructor, and two adjunct faculty. It also benefits from the support of four graduate assistants, two of whom are currently teaching two sections each, and two who are helping with tutoring and cultural activities. There are currently 230 students registered in French courses, 49 of which are at the upper level (3000 level and above). The French section is composed of a cohesive group of faculty members who share the same vision of excellence and accessibility. All of them are active in their research, publishing many books and articles nationally and internationally and participating in conferences here and abroad. They are able to offer a wide variety of courses going from Seventeenth-century Literature and Culture to Contemporary French Culture and Francophone Studies. In an effort to build a stronger and more global program, the French curriculum is constantly evolving in order to offer a wider variety of courses in Francophone culture as well as courses oriented towards the professions, such as translation for students attracted to this field and teaching of the French language for students interested in pursuing a career in education. The newly created online program is experiencing remarkable growth and is quickly being developed further. A strong partnership with the Université Catholique de Lille provides a rich and safe environment for our students to study abroad. A new BMA (Bachelor-Master of Arts) in Romance Languages is about to be created which will greatly improve accessibility to students who want to pursue their education in French. High school visits by the French section's faculty, film presentations, French club meetings, and cultural events developed in coordination with the Alliance Française de Memphis help promote and strengthen French culture and language in the area.

German

With a multitude of topics and real-world applications spanning from engineering and tech to education and cinema, German Studies go beyond the mastery of a new tongue. While acquiring linguistic tools to build their language proficiency, students learn to communicate interculturally in order to devise and exchange ideas effectively and clearly. Our most basic goal for students is to get to know and critically appreciate the diversity of human, cultural and social experiences. All of our courses, regardless of the level of instruction, emphasize communication and participation in an engaging environment. Our language classes provide a sound foundation in the vocabulary and structure of German. We create immersive environments (German-only classes) to help students hone their speaking, listening, reading, and writing abilities. We believe that language-learning is and should be enjoyable. Consequently, we designed our German curriculum with an emphasis on creative and interesting activities for pair and group work. Through explorations of literature, film, music, politics, and society, we seek to deepen students' understanding of the culture of German-speaking countries. Our learning community extends beyond the classroom to encompass a variety of co- and extra-curricular activities, ranging from academic lectures, film nights and our weekly German table to free tutoring by a native speaker on most days of the week. Our intermediate and advanced courses are designed both to enhance language skills and to

explore central issues in all areas of German Studies. Our 4000-level classes provide an introduction to the discourse and substance of various disciplines within German Studies and thus become stepping-stones to coursework outside of the major. We aim to integrate language learning with a wide array of students' academic interests, so we offer courses on various literary genres and topics (i.e. integration, German humor, exile literature, Weimar Germany). Apart from being internationally recognized scholars, our three faculty members are award-winning instructors and current or former undergraduate advisors, thus able to provide close mentoring of students in all things pertaining to their academic journey. Our faculty usually teach three courses per semester and frequently a fourth (Honors Forum). Two of these are lower-division classes in beginning and intermediate German, the third is generally an upper-division course for advanced learners.

Italian

The faculty of the Italian program consists of Dr. Cosetta Gaudenzi, Associate Professor of Italian, Head of Section; Rita Pasqui, Instructor of Classics and Italian; and Imma Nicoletta, Adjunct Instructor of Italian. Courses in Italian language and culture are attended mostly by students who are pursuing a B.A. in World Languages and Literatures, and a major in History, Performing Arts, Art History, Communication, Business, International Studies, Education, and Hospitality and Resort Management. As such, Italian language and culture courses support the university's focus areas, preparing students for success in a diverse, innovative, and global environment. The program offers a major concentration in Italian (starting Fall 2014) and an Italian minor. The Italian language courses range from elementary to advanced Italian language and culture and include credits for studying abroad. (We offer a Summer Study Abroad in Bologna.) Among the upper-division courses taught recently in Italian are Introduction to Italian literature, Views of Italy in Cinema: La commedia all'italiana, Italian Women Writers, and Business Italian. In addition, the Italian program also teaches courses on Italian culture in English (LALI courses and Freshmen Honors courses for recruiting purposes). (In Fall 2019, the enrollment in LALI 4797 Food and Italian Identity was 15 students, and in UNHP 1100 Food and Italian Identity it was also 15 students.) Other recent courses taught in English under the prefix LALI are Dante, Views of Italy in Cinema: Italian Mafia in the movies, and Italian Women Writers (offered online). As far as service is concerned, the Italian program regularly invites guest speakers from other universities and promotes activities that benefit the Memphis community like the yearly Department's Language Fair, a weekly Italian Table, outings to attend local Italian opera performances, and an Italian Film Festival in the fall and spring. In particular, in the Spring semester of each year, the Italian film festival is part of the larger event -- Italian Film Festival USA -- and invites to its screenings the Memphis community. For this spring event, the Italian program has received financial support from the University of Memphis (Public Service Awards), from the Memphis Chapter of the Italian American organization UNICO, and from the Italian Film Festival USA organization itself (2014-2019). Finally, the Italian program has produced various student success stories. Among the most notable ones, in 2014 Chimene Okere (Italian Minor) was accepted to study at the School of Advanced International Studies of Johns Hopkins University Bologna, Italy. In 2017 Hamesha Marshall (Italian major concentration) was awarded a SITE scholarship for an eight-month internship to teach English at a high school in Como, Italy. In 2018 Claudia Pinera (Italian minor) was also awarded a SITE scholarship for an eight-month internship to teach English at a high school in Varese, Italy. And in Fall 2019 Gina Iovinelli (Italian major concentration)

was awarded a scholarship for a three-month internship as an English teaching assistant at the elementary and middle schools of Cologne in Brescia, Italy.

Japanese

The Japanese section is composed of one tenured professor, one tenure-track professor, one instructor, and three adjunct faculty. As the only university in the mid-south region to offer a Japanese major, the University of Memphis became a central institution for providing Japan-related educational services and cultural events for the entire mid-south communities of the United States. For this reason, the university recognizes its Japanese program as a “destination program.” The Japanese program attracts both in-state and out of the state students who chose the university specifically to study Japanese. The number of majors is notably high among departments at the university, even according to the national standard, and the program continues to grow. In 2018, the Department of Education in the State of Tennessee certified the University of Memphis to offer the Japanese Teaching Licensure Program (Japanese Education Program) in the College of Education, and we became the only higher institution to provide the PreK-12 Japanese licensure in this state. This development was especially great news for our students who wanted to teach Japanese in local K12 schools after graduation. The program also places a strong emphasis on the study abroad experience, community-based service learning, and community outreach in the forms of volunteer and internship at local Japanese companies. To consistently produce highly skilled graduates, the program built a set of benchmarks in 2007 when the department decided to offer the Japanese major and implemented performance-based assessment methods based on the ACTFL OPI and WPI to measure the achievement of graduating seniors. Since 2008, our program consistently graduates at least ten students every year, and each year, about seventy to seventy-five percent of the graduating senior reach the level higher than the expected learning outcomes.

Portuguese

The department offers courses in Portuguese in the spring and fall semesters. These courses are intermediate and advanced, 3000- and 4000 levels, including topics in culture, literature and cinema which allow students to minor in Portuguese and facilitate majoring for students choosing a second or third language concentration. In the latter case, the more common combination of languages is Japanese, Spanish and Portuguese; Spanish, Portuguese and French; and Italian, Portuguese and Spanish. The faculty member teaching Portuguese, Dr. Fátima R. Nogueira, has a Masters in Literary Theory from the Pontificia Universidade Católica de Campinas (1980) and a PhD in Spanish and Portuguese from Vanderbilt University (2007). The course offerings in Portuguese allow for the discussion of a broad range of cultural topics from Brazil, Portugal, Angola, Mozambique, and Cabo Verde which represents a unique opportunity for a broad audience and especially for students in the field of cultural studies, literature, sociology, anthropology and history. Additionally, the Portuguese program attracts students from Rhodes College who enroll in these courses.

In short, the strengthening of the program in Portuguese has been instrumental in creating more opportunities for students in various fields of study and has also interacted well with faculty and students of several languages taught in the department. Finally, the course Portuguese 4024/6024 (Brazilian Short Story) has become a popular class for graduate students who need to

fulfill a reading knowledge requirement of a foreign language other than that of the concentration. The Brazilian Short Story class allows both students who have taken other Portuguese classes and students who have a solid knowledge of another Romance language.

The Portuguese program has also played an important role on campus for students, faculty members and the general public by organizing cultural events such as the conference *Politics and Poetics of Race* sponsored by the Department of World Languages and Social Studies in 2018 with invited well-known scholars from several research universities. These types of activities are very successful in attracting students from various academic units and making possible a significant participation of the Memphis community.

Spanish

The Spanish section consists of seven tenured professors. There is also a search for an Assistant Professor position which will be hopefully filled in the next few weeks. This will make eight professors in Spanish. There are also nine full-time and eight adjunct instructors as well as ten graduate assistants. The section also benefits from a Visiting Lecturer who comes from Spain as a part of a competitive Spanish Ministry of Education program that brings excellent lecturers and outstanding cultural opportunities to a handful of American universities, the University of Memphis being one of them. The majority of the courses in upper-division are taught by tenured faculty and most of the courses in the basic language program are taught by full and part-time instructors as well as the graduate assistants. Of the 227 students majoring in World Languages, 107 are majors in Spanish, a remarkable number in the overall. There are 245 students minoring in Spanish, making it the number one minor on campus. It is noteworthy that in some subject areas, nearly all of the minors are in Spanish. The Spanish section faculty offer a wide variety of courses in Hispanic literature and linguistics. Some of those are in Iberian and Latin American literature and cinema. The offerings in linguistics cover topics as varied as syntax, translation, applied linguistics as well as courses in Spanish language for specific purposes such as legal and medical Spanish. This makes for a very cohesive Spanish curriculum that provides students with the tools for success in a global society. As a part of the latter, the study abroad program offers a wide variety of opportunities for students willing to expand their knowledge beyond the classroom, offering programs in Costa Rica, Spain and Peru. The majority of graduates in Spanish usually pursue a career in education, translation or international studies. In regard to the new on-line offerings, it is worth mentioning the tremendous growth and great potential. Of the 60 sections that offered in the Fall 2020, one-third were on-line classes. The Spanish program coordinates approximately fifteen internships yearly for Spanish majors and minor in the Memphis area. Some of the more frequent community partners for internships are Shelby County Schools, Su Casa, Peer Power, Church Health, and The Family Safety Center. Concerning the promotion of the Spanish language and culture in the area, the Spanish section offers many opportunities for exposure not only in the university but also in the community, such as the visit of several contemporary Hispanic authors and other speakers from other universities. It also offers students many opportunities to volunteer with Spanish speakers. Finally, a yearly Spanish film festival provides screenings of Hispanic films to the Memphis community. All these activities help strengthen the ties with the community and the promotion of Spanish in the area.

Chapter II Mission

University of Memphis

The University of Memphis was founded under the auspices of the General Education Bill, enacted by the Tennessee Legislature in 1909. Known originally as West Tennessee State Normal School, the institution opened its doors on September 10, 1912. In 1925, the name of the college changed to West Tennessee State Teachers College. The college changed names again in 1941, becoming Memphis State College. In 1950, graduate studies were initiated.

In 1957, the state legislature designated Memphis State full university status. In 1959, the university admitted its first African-American students, and the first doctoral programs began in 1966.

The 1990s were characterized by another name change and another building boom. In 1994, MSU became The University of Memphis.

Today, The University of Memphis is one of Tennessee's three comprehensive doctoral- extensive institutions of higher learning. With an enrollment of more than 22,000 students, it awards more than 3,000 degrees annually. The University of Memphis is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, first professional, master's, educational specialist, doctoral degrees, and graduate certificates.

University Mission (Source: University of Memphis Strategic Plan, 2019-2023)

(<https://www.memphis.edu/presweb/stratplan/>)

Vision

The University of Memphis is an internationally recognized, urban public research university preparing students for success in a diverse, innovative, global environment.

Mission

We provide the highest quality education by focusing on research and service benefitting local and global communities.

Values

Accountability

Integrity, transparency, excellence and the highest standards govern everything we do.

Collaboration

We seek partnerships both within and beyond the University to enhance our actions and our outcomes.

Diversity and Inclusion

Everyone is respected, included and given the opportunity to excel.

Innovation

We consistently seek a better way, and we embrace challenges.

Service

Our purpose is to benefit our students and society through knowledge and effort.

Student Success

We provide every student with the opportunity to excel.

Highest Priorities

- Student Success, Access and Affordability
- Academic Excellence
- Research and Innovation
- Diversity and Inclusion
- Community, Alumni and External Collaborations
- Brand Enhancement and Global Visibility
- Sustainability

Department Mission

The Department aims to provide effective academic programs in world languages and literatures at the undergraduate and graduate level.

The Department encourages all its faculty members to share the University's goal of becoming an outstanding research institution and strives to maintain the quality of the scholarly productivity achieved among its members by encouraging submissions to prestigious publishing houses and refereed national and international journals. It encourages, moreover, increased visibility of faculty scholarship by funding presentations at professional conferences here in the United States and abroad.

The Department offers the opportunity for students to become proficient in one or more world languages and gain cross-cultural skills. While promoting the diversity of world languages and literatures, our mission is to facilitate global learning by providing effective language instruction and innovative interdisciplinary learning opportunities inside and outside the classroom. The Department strives to provide effective language instruction and a thorough understanding of literature and culture. Its goal is to prepare students to participate in a global economy by giving them a nuanced skill set. Offering study abroad opportunities and internships for students plays an essential part.

Chapter III Departmental History

Although precise information is not available, it is likely that courses in languages other than English have been offered at the University of Memphis since its early years. We do know that by the end of the Second World War there was a Department of Languages and Literatures, which combined both English and foreign languages and literatures, and that French, Latin, and Spanish were taught. In 1947, a separate Department of Classical and Modern Languages was created, offering majors and minors in French, Latin, and Spanish. Shortly afterwards, German was added to the curriculum and became a major in 1956. In the late 1950's and early 1960's, Greek, Hebrew, Italian, and Russian were each added to the curriculum.

In 1965, graduate programs were added in French, German, and Spanish, and in 1969 the department was renamed Foreign Languages and Literatures. After a lengthy period during which little change came to the program, the first courses in Japanese were added in 1984, and coursework in Arabic and Chinese was added to the curriculum in the early 1990's. By the end of the first decade of the 21st century, Japanese became an option for the single-language concentration in Foreign Languages, Italian was added as an option in 2014, and Chinese was added in 2016. Finally, courses in Korean were offered beginning in 2016.

The department changed locations in 2012, moving all offices from Dunn Hall to the current location in Jones Hall (where the department had been located previously until the 1970's). Perhaps the most recent major development in the history of the department has been the change in department name, approved in 2016, to World Languages and Literatures. One final addition to the curriculum has been the introduction of basic courses in Korean during the past few years (with tremendous success).

Another major change in the department has been the move to offer an increasing number of courses online, in keeping with a university-wide trend. As of Spring 2020, all of the basic courses (1010 through 2020) in both French and Spanish are now available online, as are CLAS 2481 (Mythology) and CLAS 3021 (Medical Terminology). A few other online courses have been developed or are forthcoming.

Chapter IV Undergraduate Program

The Department of World Languages and Literatures offers basic and advanced coursework in several of its languages. Students may pursue a B.A. in World Languages with a concentration in one or more languages, as described below. In addition, the department offers a minor in seven different languages. The department offers the basic coursework in languages for students with a language requirement or for those who are interested in pursuing study of another language as an elective. The department offers several courses in English under the LALI (Languages and Literatures) heading. Finally, the department also offers courses taught in English under the Classics heading (Mythology, a General Education course, and Medical Terminology, a required/recommended course for students interested in pursuing graduate degrees in the health professions), and contributes to the interdisciplinary Classical Studies minor.

Catalogue description of major and minor

World Languages and Literatures (B.A.) (From the 2019-2020 Undergraduate Catalog)

Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) being able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Being able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.

University General Education Program (41 hours)

Communication	9 hours
Humanities/Fine Arts	9 hours
Social/Behavioral Sciences	6 hours
History	6 hours
Natural Sciences	8 hours
Mathematics	3 hours
Total	41 hours

College and Degree (B.A.) Requirements (6-9 hours)

The College and Bachelor of Arts requirements are in addition to the University General Education Program requirements and are listed above.

Foreign Language	6 hours [Note: redundant for World Language majors]
Fine Arts	3 hours (required only if no Fine Arts course taken for GE requirements)

The Major (24-33 hours)

Successful completion of one of the following concentrations:

1. A single-language concentration in French, Chinese, German, Italian, Japanese, or *Spanish: 24 upper division semester hours.
2. A two-language concentration chosen from Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish: 27 upper division semester hours with a minimum of 9 semester hours in each language.
3. A three-language concentration chosen from Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish: All three language concentrations require prior consultation with the approval of the department chair. Plans will normally include at least 33 upper division semester hours to include at least 12 semester hours in each of two languages plus approved course work in a third language.

* Students with a single-language concentration in Spanish must take

SPAN 4410 - Spanish Lit and Civilization

SPAN 4510 - Spanish Amer Lit/Civilization

SPAN 4563 - Hispanic Literature Genres

The Minor (18 hours)

Completion of 18 semester hours consisting of (1) courses numbered 1020, 2010, and 2020 (or their equivalents) in the foreign language in which upper division hours are to be taken, and (2) 9 upper division semester hours in one of the following languages: Chinese, French, German, Italian, Japanese, Russian, or Spanish. Students placing directly into 2010 or higher on the foreign language placement exam may complete the requirements for the minor by either: (1) applying for retroactive credit for 1020 and any subsequent courses out of which they have placed; or (2) completing additional upper-division hours to bring the total number of hours for the minor to 18.

Undergraduate Audience

The audience for the undergraduate offerings of the department can be categorized as follows:

1. World Language majors and double majors
2. World Language minors
3. Students with a language requirement (6 hours at the 2000 level or equivalent)
4. Students pursuing study of a language or culture as an elective (includes senior auditors)

Language Requirement

The following majors have a language requirement of 6 hours at the 2000 level or equivalent in a single language:

1. All Bachelor of Arts (B.A.) programs in the College of Arts and Sciences and the College of Communication and Fine Arts
2. International Business major in the Fogelman College of Business and Economics

Additionally, students pursuing the International and Global Studies (B.A.) major must take 6 hours of coursework in a single foreign language at the 3000 level or above.

Finally, students pursuing a Bachelor of Science Biology major may use one year of coursework in a single foreign language to fulfill the Skills Courses requirement for the major.

Undergraduate Courses

Basic courses (elementary and intermediate; 1010 through 2020) are offered in each of: Arabic, Chinese, French, German, Italian, Japanese, Korean, Latin, Russian, and Spanish. In addition, the following courses are listed in the Undergraduate Catalogue:

Chinese

CHIN 3301	Conversation and Composition I
CHIN 3302	Conversation and Composition II
CHIN 3402	Readings in Chinese Culture
CHIN 4301	Modern Chinese Fiction
CHIN 4304	Advanced Chinese I
CHIN 4305	Advanced Chinese II
CHIN 4401	Business Chinese I
CHIN 4402	Business Chinese II
CHIN 4501	Introduction to Chinese Linguistics

Classics

CLAS 2481	Mythology
CLAS 3021	Medical Terminology
CLAS 3413	Greek Literature in Translation
CLAS 3414	Roman Literature in Translation
CLAS 4791	Studies in Classics

French

FREN 3301	Conversation and Composition I
FREN 3302	Conversation and Composition II
FREN 3401	French Civilization
FREN 3402	France and the Francophone World
FREN 3791	French for Commerce
FREN 4302	Advanced French Grammar
FREN 4307	French Literature and Civilization to 1789
FREN 4308	French Literature and Civilization 1789-Present
FREN 4310	French Translation
FREN 4415	Francophone Literature
FREN 4801	Contemporary France and the Francophone World

German

GERM 3301	Conversation and Composition I
GERM 3302	Conversation and Composition II

GERM 3303	German Translation
GERM 3411	Introduction to German Literature and Culture I
GERM 3412	Introduction to German Literature and Culture II
GERM 3790	Advanced German Grammar
GERM 3791	Business German I
GERM 3792	Business German II
GERM 3900	Germany Today
GERM 4443	German Writers 20 th Century
GERM 4451	German Drama
GERM 4465	German Narrative Prose
GERM 4466	German Poetry
GERM 4480	Goethe
GERM 4501	Teaching German Pedagogy
GERM 4511	German Language Development/Structure

Italian

ITAL 3301	Conversation and Composition I
ITAL 3302	Conversation and Composition II
ITAL 3311	Advanced Conversation/Composition I
ITAL 3312	Advanced Conversation/Composition II
ITAL 3411	Introduction to Italian Literature
ITAL 4401	Business Italian
ITAL 4441	Dante

Japanese

JAPN 3301	Conversation and Composition I
JAPN 3302	Conversation and Composition II
JAPN 3401	Introduction to Japanese Literature
JAPN 3402	Readings in Japanese Culture
JAPN 3500	Japanese Writing System
JAPN 4401	Advanced Japanese I
JAPN 4402	Advanced Japanese II
JAPN 4501	Japanese Linguistics
JAPN 4701	Japanese for Professional Purposes I
JAPN 4702	Japanese for Professional Purposes II

Languages and Linguistics

LALI 4441	Dante
LALI 4442	Italian Cinema
LALI 4500	Japanese Culture and Society

Latin

LATN 4001	Latin Prose
LATN 4002	Latin Poetry

Portuguese

PORT 3301	Conversation/Culture I
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PORT 3302	Conversation/Culture II
PORT 4024	Brazilian Short Story

Russian

Although we do have three Russian courses in the catalog, students wishing to take advanced Russian courses do so through a consortium with Rhodes College.

Spanish

SPAN 3301	Conversation
SPAN 3303	Composition
SPAN 3304	Introduction to Hispanic Studies
SPAN 3308	Spanish Phonetics
SPAN 3312	Advanced Conversation
SPAN 3313	Advanced Composition
SPAN 4306	Applied Spanish Linguistics
SPAN 4307	Advanced Grammar/Writing
SPAN 4308	Advanced Grammar/Speech
SPAN 4310	Spanish of Heritage Speakers
SPAN 4410	Spanish Literature and Civilization
SPAN 4431	Contemporary Spanish Prose
SPAN 4432	Contemporary Spanish Poetry/Drama
SPAN 4510	Spanish American Literature/Civilization
SPAN 4561	Pre-Contemporary Spanish American Fiction
SPAN 4562	Contemporary Spanish American Fiction
SPAN 4563	Hispanic Literature Genres
SPAN 4564	Hispanic Cinema
SPAN 4701	Spanish for Commerce I
SPAN 4702	Spanish for Commerce II
SPAN 4703	Languages/Cultures/Communities
SPAN 4704	Spanish for Healthcare

In addition to the preceding, independent studies and special topics courses are also available in all languages for which the major or minor is offered.

Academic Advising

In the Department of World Languages and Literatures, students with a declared major in World Languages are advised by faculty in each of the languages for which a single-language concentration is available:

Chinese: Dr. Lan Zhang, Associate Professor of Chinese
 French: Dr. Will Thompson, Associate Professor of French
 German: Dr. Heike Polster, Associate Professor of German
 Italian: Dr. Cosetta Gaudenzi, Associate Professor of Italian
 Japanese: Dr. Yuki Matsuda, Professor of Japanese
 Spanish: Jennifer Johnston, Instructor of Spanish

Advisors also act as contacts for non-majors needing advice on course selection, placement, and other information specific to an individual language.

Advisors are evaluated by their students when the latter apply for graduation once they have reached senior status. In addition, advising responsibilities are considered as part of the faculty member's annual evaluation. Department advisors also engage in workshops offered by the College of Arts and Sciences and the university-wide Academic Advising Network.

Undergraduate Assessment

As required by the University, the department conducts an annual assessment of its undergraduate program through an analysis of the skills of students who have senior status and are nearing the completion of their studies.

Below is a copy of our anticipated outcomes and assessment methods.

OUTCOMES

Fundamental oral communication skills: Students will demonstrate the fundamental speaking and listening skills in the language(s) of the major.

Assessment Details:	Method	Students will be evaluated during either an in-depth oral presentation or an oral interview with a faculty member.
Benchmark (and how determined):	(and how determined):	Students will perform at an Intermediate High level or better according to ACTFL guidelines.

Fundamental written skills: Students will demonstrate the fundamental written skills of the language(s) of the major.

Assessment Details:	Method	Students will submit an uncorrected written term project, research paper, or other approved writing sample from an advanced-level class
Benchmark (and how determined):	(and how determined):	Students will perform at an Intermediate or Advanced level according to ACTFL guidelines.

Cultural Knowledge: In utilizing the fundamental language skills, students will be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of the language(s) of concentration.

Assessment Details:	Method	Students will submit a research paper or project from an advanced-level language class which has as its focus a cultural or literary topic.
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Benchmark (and how determined):	Students will perform at an Intermediate or Advanced level according to ACTFL guidelines.
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Appendix F provides the complete report for the 2018-2019 academic year, which offers a summary of the assessment results, as well as plans for improvement and follow-up.

Student Evaluation of Undergraduate Program

The University of Memphis Student Evaluation of Teaching Effectiveness (SETE) provides an opportunity for students to evaluate all of their courses and instructors.

All colleges and universities use some instrument to evaluate their courses and faculty. The University of Memphis has developed the Student Evaluation of Teaching Effectiveness for this purpose. Many people contribute to the SETE process: among these are students, faculty, teaching assistants, department staff, and computer services.

Every faculty member and teaching assistant who teaches must be evaluated. The results of the SETE are an important tool used by the chair and dean to evaluate the teaching ability of a faculty member. They are especially important during the tenure and promotion process. The instructor does not learn of the results of the evaluation until after the students have received their grades. They are important to the instructor so that changes in teaching formats reflect student progress.

Other Opportunities for Students

Study Abroad

University of Memphis study abroad programs provide students with the opportunity to combine a rigorous academic program with a cross-cultural learning experience that is not available in the United States. As part of the University of Memphis (UofM) Center for International Education Services, the Study Abroad Office provides rigorous academic programs with a cross-cultural learning experience that is not available in the United States.

The Study Abroad Office offers more than 200 semester-, academic-year and short-term programs in over 60 countries worldwide to meet the diverse needs of the University of Memphis student population. The Study Abroad staff are available to advise students, about study abroad program options, policies, and procedures as well as scholarship opportunities.

In the Department of World Languages and Literatures we highly encourage all students, in particular World Language majors and minors, to pursue a study abroad program as part of their academic program. The department offers several study abroad programs through partner institutions during the summer. The department works closely with the Study Abroad office and with the Office of Admissions to make sure that our students who are studying abroad receive the appropriate academic credit for their coursework.

Chinese

The Chinese program offers an intensive summer Chinese language study abroad program at Central China Normal University, located in Wuhan in the mid-south of China on the Yangtze River. Central China Normal University has an enrollment of 30,000 students, and Wuhan is

recognized as the political, economic, cultural, educational and transportation center of central China. The program is five weeks long and offers 6 credits in Chinese language. All levels of Chinese language courses are offered, including Elementary, Intermediate, Conversation and Composition, and Advanced Chinese. It also includes three field trips to local places of interest. These include the Yellow Crane Tower, East Lake and Hubei Provincial Museum, which offers a variety of artifacts including a set of ancient bronze bells.

Classics

A study abroad program for students of Classics at the University of Memphis has never been created. We have now started working on a project (a flexible program at Umbra Institute in Perugia, with trips to the major Italian cities and archaeological sites, starting in summer 2022).

French

There are many programs available for students interested in studying French. However, the French section works most closely with the Université Catholique de Lille (UCL), which offers several options from a summer session to full-year study. While a few students decide to spend a semester (Spring or Fall) at UCL, the majority chooses to go during the Summer. Between eight and fifteen students take advantage of this opportunity each summer. Given the pressures to graduate as soon as possible for financial or personal reasons, the UCL's program represents a great opportunity to earn, in 4 weeks in Lille, six credits toward a degree during the Summer. Moreover, the UCL Summer Program offers a wide array of intercultural and interactive courses. Usually, students attending the summer program take a language course in the morning and have the option to choose among several courses in the afternoon, either in French (*Communication Française, La France et son Cinéma*) or in English (*Understanding Contemporary France, World-Class Museums, Politics in a Digital Era, European Union Policy-Making*, to name just a few). The flexibility of French and English courses allows students to earn credits toward their undergraduate degree requirements, a degree in French, or another degree, for example, in Political Science or Journalism. The UCL's Summer Program offers several field trips to Bruges, Brussels, Paris, Normandy, and Amiens. In addition to the rigorous and rich academic experience, the small city atmosphere of Lille, the safe environment provided by the UCL, the proximity to Paris (60 minutes), Brussels (35 minutes), and London (80 minutes) constitute a remarkable asset for the French program at the University of Memphis.

German

One of the highlights of any student career is studying abroad. This is especially true for students of languages and cultures. As the world becomes ever more globalized, companies increasingly invest in the international market. Any prospective employer will appreciate our students' international experience, understanding that it takes self-motivation, independence, and the ability to cope with diverse situations and problems. We encourage and support all of our students, not only majors and minors, to study and live in Germany and generally recommend they do so at the Intermediate or Advanced Intermediate level. Our summer, semester, and year-long programs at the University of Eichstätt and the University of Bremen are popular and affordable choices for intensive and immersive study at a German university. Thanks to long-standing partnerships with these institutions, both have recently provided us with additional - but limited - funding towards summer abroad in the form of two course-fee stipends. Every year, 10-15 students participate in our summer abroad programs, and one or two spend a semester or year abroad.

When we conduct exit interviews for graduating majors, nearly all of whom spent time studying in Eichstätt or Bremen with one of our programs, they consider their study abroad experience deeply gratifying, from an academic as well as personal perspective. Over the years, we observed that their competence and confidence in speaking German greatly increases even after a short period of full immersion, and they often return functionally fluent.

In the past, a German faculty member used to meet our summer abroad program participants in Eichstätt and Bremen to facilitate their arrival and course placement. These trips are also essential to form professional relationships with the local teachers and program directors. Citing budget restrictions, the Study Abroad Office no longer provides funding for a faculty member every year, limiting visits to partner universities to one trip every three years. We continue to petition that an annual trip be fully funded.

Italian

Since 2008, the Italian Program has been offering each year a Summer Study Abroad in Italian Language and Culture in Bologna. In the last 6 years, 25 UM students have attended this program. Lately the number has slightly declined. Given its reduced size, starting from 2020 the program will no longer be able to be directly administered by UM Study Abroad, though the students attending this program (two this coming year) can apply for the University of Memphis Study Abroad Scholarship.

Japanese

The Japanese section continues to emphasize the value of studying abroad, and many students take advantage of our exchange programs. Currently, eight students are studying abroad (J.F. Oberlin University in Tokyo, Meiji University in Tokyo, Nagoya Gakuin University in Nagoya & ISEP affiliated universities throughout Japan). We exchange the same number of students with Japanese partner schools. Therefore, there are many exchange students from Japan on campus throughout the year. The presence of these international students has a positive effect on our Japanese students. Through the interaction with them, our students become even more motivated to apply for our various study abroad programs. In 2019, the university added one more exchange partner school in Tokyo (Seikei University) in the list of expanding exchange partner schools across the country to encourage more students to go to Japan. Seikei University offers an internship program at its K-12 schools and affiliated corporations in Tokyo. Most of the Japanese students go to Japan for a year, but some students are not ready to engage into such an adventure from the beginning. For this reason, this summer, we revived a faculty-led summer program. With this program, the participating students can study the Japanese language intensively and visit historical and cultural sites to learn about Japanese culture under the supervision of our Japanese faculty.

Spanish

There are numerous study abroad opportunities available for students seeking to improve their Spanish proficiency. These opportunities are available during the summer, winter, semester-long, and academic year. Some of our most popular programs take place in Costa Rica, Spain, Peru, Argentina and Chile. Excellent scholarship opportunities are available for qualified students, who can obtain up to six credits in the four- to five-week programs. The Spanish Section sent over 35 students to their programs in Salamanca and Costa Rica. All students who participate study for approximately five hours a day in small classes of mostly American students and are taught by

native, well-qualified instructors who rarely - if ever - speak anything but Spanish. The standards in both locations are very high, and consequently students spend much of their afternoon studying and doing homework. Almost all students receive six credits for the month of study. The students live with local families which provide them with additional speaking opportunities and insight into the culture. On several afternoons in Costa Rica, guided excursions to museums are provided as well as dance classes that are well attended and fun. Students commonly arrange for other travel on the weekends themselves. During the summer, most students (about 20) are abroad for 4 weeks and receive 6 credit hours. About 5 students go for the 8 week summer program to receive 12 credit hours. During the fall and spring semester, students usually earn 12-15 credits, depending on the country. Although study abroad is not a requirement of the major, Spanish faculty highly encourage students to plan for this opportunity during their junior year of college. Junior year seems to be the optimal time to be abroad and allow for their international coursework to transfer back to the United States in time to graduate.

University of Memphis/Rhodes Consortium

Rhodes College (a private Liberal Arts college in Memphis) and the University of Memphis have an agreement whereby Rhodes will provide to University of Memphis students instructional opportunities in advanced Russian courses not currently available at the University of Memphis and the University of Memphis will provide instruction in Arabic, Italian, Japanese, and Portuguese to Rhodes students. Students enroll in those courses at their home institutions and will pay fees for those courses to their home institution at the normal rate. No exchange of tuition or fees between the consortium partners occurs. The department chair at each institution will be listed as the instructor of record for the consortium course and will submit the student's grade. Approximately 2-3 University of Memphis students take Russian courses at Rhodes in any given academic year, and approximately 5-6 Rhodes students take language courses at the University of Memphis that are not available at Rhodes.

Honors College

The University Honor College offers opportunities for high-achieving students to enhance their experience at the university by enrolling in smaller classes with select faculty, by participating in a variety of national programs, and by engaging with other honors students on campus.

The Department of World Languages and Literatures collaborates on a regular basis with the Honors College. Several faculty members have taught the Honors Forum, a one-hour course for Honors College Freshmen, have led or will be leading study abroad programs for Honors students, have taught honors sections of courses in the department, or have agreed to honors contracts for students wishing to obtain honors credit in regular courses.

Honors Sections of Department Courses

We regularly offer honors sections (imbedded and independent) of the following courses:

CLAS 2481 Mythology

SPAN 2010 Intermediate Spanish I

SPAN 2020 Intermediate Spanish II

Honors Forum

The following faculty have taught sections of the Honors Forum (UNHP 1100):

Dr. Will Thompson, “The World Today” (2012-present)

Jennifer Johnston, various topics related to the Hispanic world (2014 to present)

Dr. Robert Kelz, “German Fairy Tales” (Spring 2019)

Dr. Heike Polster, “Representations of the Holocaust” (Fall 2018) and “German Children’s Literature” (Fall 2019)

Dr. Cosetta Gaudenzi, “Food, Culture and Italian Identity” (Fall 2019)

Other Honors Courses (with study abroad component)

UNHP 3256, “The French Connection” (Dr. Will Thompson, Spring 2010)

UNHP 3261, “Costa Rican Culture” (Dr. Robin Rash, Spring 2015)

UNHP 4901, “Costa Rican Culture” (Dr. Diana Ruggiero, Spring 2020)

Honors Contracts

Contracting for honors credit enables students to earn honors credit by incorporating an honors component within a regularly offered class. The honors contract is a written agreement made between an honors student and a professor; the agreement stipulates exactly what additional or different work a student must do in order to earn honors credit for a course. In general, it is preferable for the contract to consist of “something different” rather than “something more.” In the Department of World Languages and Literatures, students regularly contract for honors credit in the 2000-level intermediate language courses and in upper-division courses. The majority of the faculty in the department indicated having agreed to an honors contract, some doing so on a regular basis (more than one per semester).

In addition to the guidelines of the Honors College, the department has its own written policies regarding honors contracts which are available to faculty in a link on the department website (<https://www.memphis.edu/wll/policies.php>).

Departmental Resources for Undergraduate Students

Academic instruction in the department is supplemented by several resources, including the Language Media Center, the student lounge, and tutoring in individual languages.

The Language Media Center (LMC) is a university-funded computer lab housed in the department (Jones Hall 220). The room is equipped with thirty computer stations for use by all students. The main features which distinguish the LMC from other computer labs on campus are: 1) it is the only place on campus where we administer the language placement exam; and 2) it is the repository for department-owned DVDs which students and faculty can sign out and watch while in the LMC. The LMC is open Monday through Friday during the fall and spring semesters

from 9 a.m. to 4 p.m. (hours may change depending on demand). The LMC is staffed by student workers who are majors in World Languages (almost always juniors and seniors with very good academic standing).

The department lounge (Jones Hall room 241) is open Monday through Friday during the fall and spring semesters from 8 a.m. to 4:30 p.m. The lounge is open to any student for individual or group study, or for department activities such as conversation groups and language clubs. On occasion the lounge is reserved for a departmental event. The lounge is equipped with a variety of seating, tables, supplies, a whiteboard, and a sink.

Tutoring is available in the department in several languages. Actual availability may vary from semester to semester, but normally tutoring is offered in Chinese, French, German, Italian, Japanese, and Spanish on a walk-in basis 2-3 hours per week. The Educational Support Program, housed under the umbrella of Academic Affairs at the university, also provides both in-person and online tutoring in Spanish.

Student Organizations

The Department of World Languages and Literatures offers numerous extra-curricular opportunities for undergraduate students, including clubs, language tables, and honor societies

Clubs and Honor Societies:

Sigma Delta Pi (Spanish Honors Society)

Japanese Culture Club

Pi Delta Phi (French Honors Society)

Delta Phi Alpha (German Honors Society)

Spanish Club

Chinese Culture Club

Classical Club

Language Tables

Language tables are offered once a week during the fall and spring semesters and are open to all students. Tables are offered in Chinese, German, Italian, Japanese, and Spanish, and are guided by faculty members from the respective sections.

Undergraduate Recruitment

The department's undergraduate recruitment efforts can be divided into four categories:

1. Involvement in university-wide recruitment activities
2. New Student Orientation
3. Department events targeting high school students
4. Outreach efforts by individual faculty members

The department regularly participates in university-wide events such as #MemBound (for high school seniors; held twice a year in the fall) and Discover Your Major Day (for current students; also held in the fall). At these events the department has a table with promotional materials, and faculty and students engage with interested individuals about department programs and opportunities.

The department also has a strong presence at the information fair at New Student Orientation. In fact, World Languages and Literatures is the only academic department that participates in the fair, since we recognize the importance of speaking with new students about their interest in language as soon as they arrive on campus.

The department's annual Language Fair (described in detail in Chapter VII) also serves as a recruitment endeavor, in that almost 1000 local high school students attend the event, held on campus, and are exposed to the department and the university and their programs.

Finally, individual faculty members regular engage with local high schools by volunteering to come and talk to classes, clubs, and honors groups, thus drawing attention to our department and institution.

Chapter V Graduate Program

Overview

The Department of World Languages and Literatures offers the M.A. in Romance Languages with concentrations in French and Spanish. The M.A. program prepares the student in the areas of literature, culture, grammar, and linguistics and is oriented toward the preparation of students who may be interested in teaching in public and private elementary and secondary education, teaching as a part-time or full-time instructor at the college level, pursuing a Ph. D. in the field of concentration, and enhancing the student's skills for a career in law or business as well as in government agencies. The M.A. requires 33 hours of coursework. Students accepted into the graduate program are also eligible for graduate assistantships, although these are competitive in nature. In the M.A. program there are, as of December 2019, twenty students (seventeen in Spanish and three in French). Thirteen of these students are on graduate assistantships as of the Fall 2019 semester.

Graduate Program Requirements. 2019-2020 Graduate Catalogue Description.

A student entering the program will be assigned a major advisor, usually the respective graduate coordinator for French or Spanish. This advisor is to be consulted in all matters concerning the student's program of study. It is the student's responsibility to familiarize himself/herself with the detailed online description of the program concerning requirements, policies, and procedures including—but not limited to—the reading list, coursework requirements, course descriptions, comprehensive examination procedures, reading knowledge of a second language, independent studies, language proficiency, grade point average requirements, time limitation, academic misconduct policies, and other issues. It is also the student's responsibility to consult with his/her respective graduate coordinator and/or the chair for further clarification.

Program Prerequisites

1. The applicant must provide an official transcript showing that a bachelor's degree was awarded by an accredited college or university. Official transcripts should be sent to the Office of Graduate Admissions.
2. A minimum of a 3.0 quality point average on a scale of 4.0 is highly desirable. Students with less than a 3.0 quality point average may be admitted with the approval of the Department Chair and the Coordinator of Graduate Studies.
3. A minimum of 24 upper-division semester hours or the equivalent in French or Spanish. Examples of an equivalent preparation in French or Spanish include having native or near-native proficiency, university studies in a French/Spanish-speaking country, etc.
4. A reasonable proficiency in the language of concentration, to be determined by the Department prior to admission. An oral interview in French or Spanish is required. The applicant must contact the respective coordinator in French or Spanish early in the admission process to make arrangements for the interview.
5. A writing sample in French or Spanish depending on the concentration chosen must be submitted to the respective coordinator of French or Spanish. This documentation is intended to demonstrate the student's adequate command of writing skills in his/her field of concentration.

6. A letter of intent explaining the applicant's motivation and objectives in pursuing a graduate degree in French or Spanish.
7. Two letters of recommendation from professors who have taught the applicant.
8. A 3.0 GPA for upper-division courses in the field. A GPA below 3.0 requires the approval of the Department Chair and the Coordinator of Graduate Studies.
9. International students, i.e. applicants whose highest degree is from a foreign university, must have their credentials evaluated. The university will accept evaluations done by any credentialing agency listed on the National Association of Credential Evaluation Services web site <http://www.naces.org>. The course-by-course report is required. International students must therefore:
 - score a minimum of 94 on the web-based TOEFL and a minimum of 26 on the speaking portion of the same exam.
 - convert their educational credentials—grades and diploma—into their US equivalents with an appropriate agency listed on the National Association of Credential Evaluation services;
 - Ask the same agency to submit the official transcript and diploma along with their respective conversion and translation to Graduate Admissions, University of Memphis.

Program Requirements

1. A total of thirty-three (33) semester hours.
2. The possibility of collateral hours — i. e. coursework in another discipline or department which is related to the field of concentration—are handled differently in French and Spanish. Students interested in taking collateral hours will need to consult with the respective coordinator in French and Spanish to see if these hours are available in their concentration and if they are eligible. At least 23 hours must be taken in 7000-level courses (eight [8] courses in all).
3. Satisfactory completion of minimum standards for eligibility to take the comprehensive exams. Students in the program must seek advice from the respective coordinator in French and Spanish to determine that the coursework they carry fulfills these minimum standards.
4. A reading knowledge of a foreign language other than that of the concentration. This may be demonstrated in the following ways:
 - achieving a grade of B (“3.0”) or better in a fourth-semester language course (e.g. FREN/GERM/ITAL/SPAN 2020),
 - achieving a grade of B (“3.0”) or better in a graduate reading course (FREN 7000 and GERM 7000 are the only two courses available for this option. They are usually offered in the summer)
 - achieving a grade of B (“3.0”) or better in upper-division courses at the 3000- or 4000-levels (e.g. FREN 3302/GERM 3790/ITAL 3311/PORT 3301/SPAN 3303),
 - achieving a grade of B (“3.0”) or better in graduate courses taught in the target language at the 6000- or 7000 levels (e.g. FREN 6302/PORT 6024/SPAN 6307,
 - students who provide evidence of knowledge of a foreign language other than that of the concentration equivalent to a fourth-semester language course or superior may arrange with the section head of the specific language for a written test to demonstrate competency.
5. A comprehensive written and oral examination after completion of 33 hours and fulfillment of the reading knowledge requirement. These examinations will be conducted in the language of the

concentration. For a full description of the comprehensive examination procedures, please visit the department website at <http://www.memphis.edu/fl>

Graduate Assistantships

Graduate Assistantships carry a stipend of \$10,000 per academic year and cover the cost of tuition for the entire program. This award is offered on a competitive basis. Students interested in obtaining a teaching assistantship must be officially admitted into the M.A. program in Romance Languages. Part-time students or students who have a full-time job or any other activities that may interfere with their academic responsibilities are not eligible for these assistantships. There is no stipend for the summer. Graduate students who obtain a graduate assistantship are supported for two academic years provided their academic and teaching performances are satisfactory. GA's may also request to teach courses in the summer provided their academic and teaching performances are satisfactory. Summer courses cannot be assigned or guaranteed in advance since they are offered according to enrollment figures. In previous years our graduate assistants have generally been assigned courses, especially in the second summer session. This additional source of income may increase significantly the total amount of the stipend.

In addition to satisfying all the previous requirements set by the Graduate School and the Department, students interested in obtaining a teaching assistantship should submit a letter of intent, addressed to Dr. Will Thompson, Chairman, Department of World Languages and Literatures with a copy to Dr. Fernando Burgos Pérez, Coordinator of Graduate Studies. Prospective candidates will be interviewed by the Spanish faculty to determine their command of the language. Candidates are also interviewed by the Chairman of the Department.

Duties and Responsibilities of Graduate Assistants

Each semester GA's must register for a minimum of nine (9) credit hours of graduate work chosen from courses taught in the Department of World Languages unless an exception is approved by the coordinator. All courses must be approved by the Coordinator of Graduate Studies. Only graduate students who have successfully completed a minimum of eighteen graduate hours are allowed to teach lower-division courses. Therefore, the vast majority of the graduate assistants do not teach during their first semester at which time they are required to take—in addition to their normal academic preparation—a course in teaching methodology, observe classes and discuss their feedback with the teaching supervisor, teach a class monitored by the supervisor, and be involved in other academic activities which are part of the probationary teaching training period and are required throughout the entire semester. Only graduate assistants who complete their training successfully are allowed to continue. Starting in their second semester, all graduate students engaged in the teaching of lower-division courses are supervised by faculty, who evaluate their classroom performance carefully. Supervision of all teaching assistants is assigned to a faculty member responsible for the entire planning of the courses: textbook selection, material to be covered, methodological approach, grading system, and use of technology in the classroom. In addition, graduate assistants remain in close contact with the graduate coordinators in French and Spanish, who play a key role in the supervision of the students as teaching assistants and as graduate students working for a degree. Non-native English speakers must also pass the SPEAK

test or have scored 26 or higher on the speaking portion of the TOEFL iBT exam before they can be appointed teaching assistants.

Admission Standards

The Department may accept transfer of credit for graduate work completed at another institution accredited at the graduate level. Evidence of the undergraduate degree must be provided as well as transcripts from all the graduate institutions. In compliance with University regulations, the Department may approve transfer credit for a maximum of six semester hours of course credit toward the M.A. in Romance Languages. For approval of transfer credit, the Department adheres to all the guidelines set by the Graduate School: (1) Transfer credit will not be accepted if the courses have been used for a previous graduate degree. (2) Courses must be related to the content of the graduate program and/or must be comparable to those offered in the Department. (3) Courses must not exceed the time limitation of six years established for the Master's program. (4) A grade of "B" or better is required. Also, in coordination with the Graduate School, the Department certifies that courses considered for transfer meet the Tennessee Board of Regents' requirement of a minimum of 750 contact minutes for each semester of credit (2250 for a three-hour course) and the Tennessee Conference of Graduate School policy of a minimum of three hours of class work per week for three hours of credit. Courses taken by correspondence are never accepted for graduate credit.

The requirements to enter the Master of Arts degree program in Romance Languages more than meet national standards. Admission procedures and criteria at both the University and departmental level are rigorous in order to ensure that entrance to the M. A. program in Romance Languages will be granted only to students who comply with requirements equal to or higher than those established at other research-oriented institutions nationwide. Graduate Assistants appointments are carefully screened and the assistants' teaching progress is constantly monitored.

Adequate proficiency in the language of concentration is carefully screened before a student can be recommended for admission into the M.A. program. Whenever deficiencies in the command of the language are identified, the admission of the student to the graduate program is contingent upon immediate correction of such deficiencies. Recommendations to improve the command of the language include taking more undergraduate courses offered at The University of Memphis or at other available programs abroad. All such language courses must be approved with a minimum grade of "B" or better.

The main purpose of the prerequisites and/or conditions established for entrance into the M.A. program in Romance Languages is to ensure that all entering graduate students have an appropriate educational background and skill level, which will enable them to successfully pursue graduate study.

The coursework and academic demands are fully explained to the graduate student as soon as he/she is admitted in the program. An internal document prepared by the graduate faculty is also posted on the University web site for the student. This document details the course work requirements, language proficiency requirements, reading lists, possibility of independent studies, guidelines concerning comprehensive examinations, and other important information the graduate

student should be aware of in order to familiarize himself/herself with the program and complete his/her graduate education successfully.

Graduate Faculty

Only members of the graduate faculty may teach graduate-level courses. Graduate faculty members in the Department—all of whom hold a Ph.D.—are fully engaged in scholarly research, and their contributions to their field in the form of publications in refereed journals and well-established publishing houses are both qualitatively and quantitatively outstanding. The research of the graduate faculty covers a broad spectrum of interests. Graduate students in the M.A. program are the primary beneficiaries of this scholarly endeavor. Graduate faculty members in the Department are actively engaged in the presentation of papers at national and international conferences. Current graduate faculty is listed in Appendix C.

Outcomes and Assessment

For the MA program in Romance Languages, three student learning outcomes are assessed every academic year.

1) The first student learning outcome is in the category of outstanding communication where the students will demonstrate a superior level of written and oral communication skills in French and Spanish. The benchmark requires that more than 80% of the students achieve level one (1) based on the standard assessment rubric used by the program which measures oral and written proficiency in French and Spanish. The assessment is embedded in the courses taken by the students. Research projects and oral presentations are required for all students. The research project is used to detect weaknesses in the written skills of the student, and the oral presentations identify potential flaws in communication in the various professional areas in which the student will need to interact once he/she graduates, such as education, business, and healthcare. A level one (1) proficiency indicates that the students have no difficulty in understanding spoken language delivered at native speed, can express themselves spontaneously, fluently and precisely, differentiating shades of meaning even in more complex situations. They can use language flexibly and effectively for social, academic and professional purposes, and can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals in the fields of literature, culture, and linguistics. A level two (2) proficiency indicates that the students can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar, can express themselves fluently and spontaneously without much obvious searching for expressions, and can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples in the fields of literature, culture, and linguistics. The average for the last five years is as follows: 85.18% of the students achieved level one (1) and 14.82% of the students achieved level two (2).

2) The second student learning outcome is in the category of conducting research projects in the fields of literature, culture, and linguistics based on solid theoretical foundations. The benchmark stipulates that in the completion of research paper projects, 85% of students will score

above 85 points based on the standard assessment rubric used by the program which measures purpose and cogency, content, organization, tone and sentence structuring, and references. The research papers must demonstrate a balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic where the reader gains important insights. It is also expected that the ideas are arranged logically to support the purpose or argument and the tone is consistently professional and appropriate for an academic research paper. The main source of references will be peer reviewed professional journals or other approved sources such as scholarly books. The assessment is embedded in the courses where faculty members collect the student papers and periodically review these papers using a common rubric. This type of assessment allows for effective feedback between the student and the instructor, permitting clarification of analytical perspectives as well as expansion of theoretical points. The average for the last five years is as follows: 82.36% scored above 90 points and 17.64% scored above 85 points.

3) The third student learning outcome is in the category of textual analysis and major figures. Students are expected to generate close textual analysis aimed at recognizing and interpreting the aesthetic, political, and cultural significance of literature in the context of its socio-historical production. They should also be able to demonstrate superior analytical skills in both applied and theoretical linguistics, and demonstrate knowledge and advanced skills in the area of French and Spanish for the professions and specific purposes. In courses with a specific literature content, students will demonstrate a solid interpretation of the relevance of major figures, works, and artistic periods of French and Hispanic literatures and cultural production. The benchmark requires that 90 % of the students achieve a minimum score of 85 points on both the written and oral examinations on the first attempt based on the standard assessment rubric used by the program. The assessment for this learning outcome is the completion of a comprehensive written and oral examination graded by a graduate faculty committee. The comprehensive exam is taken after students successfully complete 33 credit hours and fulfills a reading knowledge requirement of a foreign language other than that of the concentration. The questions involved in these exams assess the student's preparation to make significant connections between literature and its political, cultural, and socio-historical contexts and demonstrate specific knowledge regarding the content of linguistic, translation and pedagogical courses. Furthermore, the questions are oriented toward highlighting the critical thinking attained by the student upon interpreting French and Hispanic artistic works as well as those in the field of linguistics, translation and pedagogy. For courses with a specific focus on literature, the comprehensive exam will have questions which will measure competence to discuss and interpret the relevance of major figures, works, and artistic periods of French and Hispanic literatures and cultural production. The average for the last five years is as follows: 82.96% scored above 90 points and 17.04% scored above 85 points.

In short, for all three learning outcomes, the graduate program uses standard assessment rubrics which can be viewed in Appendix C. The assessment is rigorously conducted every academic year by collecting the data of all the courses offered in the program. After the data are analyzed, the outcome results are recorded in the University of Memphis Nuventive Improve software database. Whenever deficiencies and gaps are detected in the analysis of the data, specific improvement actions are taken which are immediately shared with the French and Spanish graduate faculty. This meticulous approach has contributed to further enhance the quality of the program by making adjustments and changes beneficial to the student learning potential.

Professional Development and Academic Support

The Romance Languages M.A. program makes a comprehensive effort to ensure that all of our graduate students benefit from a robust net of academic support as well as valuable professional development opportunities that will be central to the students' intellectual growth and significantly improve their chances to have an edge in a competitive job market. The activities, actions and opportunities described below have helped us to make the program stronger and attract more students.

1) A graduate student orientation session and a teaching effectiveness workshop are offered every academic semester for all graduate assistants at the University of Memphis. These activities—sponsored by the Graduate School—are extremely important in two respects. First, they allow an interaction among graduate assistants from various departments so that they can share their experiences and also understand that they are valued as an essential constituent of the university teaching community. Secondly, students receive crucial information designed to educate them in the many necessary aspects they need to be familiar with when they start teaching. The teaching effectiveness workshop covers aspects such as FERPA (Family Education Rights and Privacy Act), ADA (American with Disabilities Act), web-based grading, legal issues on campus, familiarity with the Office of Student Judicial and Ethical Programs, important guidelines on managing a course, setting student expectations, finding the best approach to creating syllabi, and building teaching effectiveness progressively so that the class environment will be conducive to a more productive learning experience and a constructive relationship between the student and the instructor.

2) The activities described above are followed by a departmental workshop at the beginning of each academic semester. This event is conducted by the teaching supervisor who is also assisted by senior instructors. The justification for a workshop in the department deals with specific topics related to both the graduate assistant expectations in assisting faculty members in the teaching of upper-division courses as well as a basic knowledge of the standardization of the first- and second-year courses, procedures and schedules for class visitations, guidelines of common syllabi, exams, practice activities, use of bank resources, methodology principles, and evaluation tools.

3) Selected webinars throughout the academic year that will further increase the student's acquaintance with technology in the classroom, eCourseware (Desire2Learn), streaming media services, project collaboration, web-conferencing, web-based file management, and testing development. These webinars are recommended to all graduate students in the program and required for graduate assistants.

4) On-campus lectures and workshops scheduled during the academic year, which are conducted by world language faculty members and educators in the region and from experts nationwide. Both the lectures and the workshops cover topics such as the understanding of the principles underlying ACTFL (American Council on the Teaching of Foreign Languages), new developments in foreign language education, various pedagogical approaches to the four language skills (listening, speaking, reading, and writing), and innovations in state-of-the-art techniques for instructional technology. Both the lectures and the workshops are essential components of the

graduate assistants' pedagogical training and their attendance is also recommended for all graduate students in the program.

5) Talks and presentations of invited writers and scholars on topics such as literature, culture, linguistics and translation are provided for all graduate students in the program with the purpose of enhancing an intellectual environment appropriate to graduate education.

6) French and Spanish film festivals organized on a regular basis are significant sources for enriching and stimulating the critical thinking of the graduate students. Some of those films may be recommended for the courses that the graduate students take in that particular semester.

7) Study carrels on the third and fourth floors of the Ned R. McWherter Library are available for individual assignment to support study and research of graduate students. Additionally, when graduate students use interlibrary loan services they have one semester checkout privileges with a limit of 50 items. Graduate students can also check out at the library laptop computers with chargers, headphones and markers for four hours.

8) Study abroad scholarships are available for full-time graduate students who at the time of application must have completed six (6) semester hours and be in good academic standing.

9) Competitive meritorious teaching awards are available for graduate assistants and part-time master's fellowships are awarded to entering students in the amount of \$750 per semester.

10) Registration fees are paid for by the Department for graduate assistants attending and/or participating at conferences devoted to pedagogical topics in languages. Some of these conferences are held in Tennessee, thus facilitating their travel to the conference site.

11) Financial support is available in the Department for graduate students reading a paper at conferences organized by graduate students. These papers are overseen by a graduate faculty member.

Placement of Graduates

The M.A. program plays a vital role in the regional workforce for both elementary and secondary education. Furthermore, with the creation of courses devoted to the professions, i.e. business, health care, legal and real estate fields, there will be a most needed contribution for economic development in the region. It is important to note that in addition to the current coursework necessary to obtain the M.A. degree, students whose goal is to teach in elementary and secondary education are offered the possibility of taking up to nine (9) credit hours of coursework in the College of Education. These are collateral courses which will allow them to graduate within the required 33 hours, thus completing a concentration in either French or Spanish. In this way, these students make significant progress toward a teaching licensure which is required by the State of Tennessee to work in public schools. A high percentage -- 85% -- of our graduates in French and Spanish are hired promptly. A few examples of actual employment of our graduates include establishments such as Hutchinson School; Christian Brother High School; Balmoral Ridgeway Elementary; Presbyterian High School, Bartlett High School, St. George's Independent

School, St. Mary's Episcopal School, and Lausanne Collegiate School. This type of hiring has certainly enhanced the visibility and reputation of our program. Our graduates are sought-after because employers in elementary and secondary education in Memphis and the region are familiar with the superior quality of our program and the fact that our graduate assistants are a) required to have a one-year of training period in teaching, b) have one year of experience as instructors of record, and c) have additional teaching experience in our summer program. 10% of our graduates are hired by institutions of higher learning and/or continue to pursue a doctoral program in fields such as literature, linguistics, and cultural studies. 5% of our graduates make use of their degree to pursue a career in business, the legal field, and foreign language related job opportunities abroad.

Enrollment and Potential for Future Expansion and Diversification of the M.A. program

The M.A. program has a graduation rate of 7-8 students per calendar year and the total enrollment in both French and Spanish fluctuates between 16-20 students per academic year. These are clearly strong numbers. However, the Department believes that there is still room for further growth. In order to achieve this expansion related to graduation rate and enrollment, four initiatives will be considered.

1) The first one is the creation of an Accelerated B.A./M.A. Program for students interested in pursuing an M.A. in Romance Languages with a concentration in French or Spanish. This program will facilitate the pursuit of an M.A. degree, in particular for students interested in a teaching career. Motivated students who would take advantage of summer opportunities to study abroad could potentially complete their M.A. in one year. Given the increasing demand for qualified language teachers, this program would serve well both the Memphis community and those students interested with no cost to the Department or the University. The accelerated B.A./M.A. program will offer an opportunity for exceptional undergraduates to begin the coursework for the Master of Arts in Romance Languages with a specialization in French or Spanish during their senior year. Students will be encouraged to begin planning to enter the accelerated B.A./M.A. program early in their undergraduate career, in consultation with their advisor in the Department of World Languages and Literatures. Undergraduates selected into this program will be provided with a tailored course of study which will allow them to complete their B.A. degree while they also begin the coursework toward the M.A. Students who are accepted in this program will be able to apply for up to twelve (12) hours of graduate course work toward both the undergraduate and graduate programs. However, graduate coursework will not be part of the undergraduate GPA. This proposal has been already discussed and approved by the Department and was submitted to the College and University graduate councils in Fall 2020.

2) The second initiative has to do with adding more practical courses to the M.A. curriculum like the ones created in the last five years, i.e. Special Topics in French Literature, Special Topics in Hispanic Literature and Linguistics, Hispanic Cinema, and Teaching Spanish for Specific Purposes. The idea is to continue to add more flexibility to the program by offering a variety of topics beyond the traditional literature and linguistic courses. This initiative also contemplates the creation of graduate certificates within the program such as a certificate in translation.

3) The third initiative is a curricular revision intended to reduce the actual amount of face to face campus teaching in the M.A. program. Students will be able to complete the course content of nine (9) credit hours during the summer preceding their first semester in the fall, during the break between the fall and the spring semesters, or during the following summer. Students who are not taking a heavy course load during the fall and spring can also accomplish this during these semesters. The students will work on their own but they will be assisted by a faculty member. Students will be able to register for the summer term but also in the fall or the spring if that were to fit their needs better. There will also be more requirements in each course such as research papers and a culminating graduate activity that will show not only the completion of readings in each field but also evidence of critical thinking achieved in the students' essays. Additionally, actual meetings with the students via Skype or on campus, if requested, will take place when the faculty and/or the student deem it necessary. In short, this revision is crucial since our program is planning to reach students in Tennessee and the region who, because of their jobs, cannot always attend a traditional lecture class on campus. It also serves to increase our enrollment, especially the tuition-paying student base. In other words, nine (9) credit hours that will count toward the degree will be achieved without attendance in a campus classroom.

4) Finally, as a way to adjust to the new reality of both public universities affected by budget restraints and reorientation of M.A. programs nationwide, our program will also be looking in the near future at the feasibility of creating some courses online, and/or reviving the thesis option as six (6) credit hours that will count toward the degree as part of the 33 hours. The final goal is to achieve a hybrid type of M.A. program, where the students will be required on campus classes for only two semesters. In order to achieve this goal, the faculty members in each concentration (French and Spanish) will meet to discuss the best way to further restructure the program. All of these initiatives will be included in the promotional material which is shared with prospective students at the graduate recruitment fair and gatherings in the Department for majors and other students who may be interested.

Recommendations for strengthening the graduate program

The strength of the graduate program in the Department of World Languages and Literatures is based on the ability of its faculty to continuously scrutinize it and make the necessary revisions and changes to ensure the academic quality of the Master's program. The recommendations listed below will further improve and develop the full potential of the Master's degree offered in the Department. These recommendations take into account suggestions made by previous outside evaluators, graduate students, and the graduate faculty directly involved in the program.

1) Increase of financial support for graduate assistants. The Department's aim is to increase the stipend to \$12,500 - \$15,500 per academic year. It is a well-known fact that graduate students should apply themselves to achieving excellence in their studies, but in several cases they need to work part-time outside the University because they are inadequately funded.

2) Reduce the teaching load for faculty members engaged in graduate teaching and research to a maximum of five courses per year. In other words, in any given semester that a faculty member teaches a graduate course, his/her teaching load will be two (2) courses instead of three (3) classes.

Graduate faculty who are not active in research (i. e., publication of articles and books) will not be eligible for the proposed teaching-load reduction.

Conclusions

The graduate program makes a significant contribution to the University and to the community. By offering the only Master's program in French and Spanish in Western Tennessee, the Department meets a definite need by providing the region with quality post-graduate instruction, both for current and future elementary and secondary school teachers, and for graduate students interested in later pursuing the doctoral degree elsewhere. In short, the strength of the M.A. program is validated by the fact that it has provided for more than 40 years a steady source of graduates who have impacted productively on the Memphis community in critical areas such as education and business. The Department thus meets a real need by providing the region with quality post-graduate instruction, both for current and future elementary and secondary school teachers, and for graduate students interested in later pursuing the doctoral degree elsewhere. Several of our M.A. graduates have continued with doctoral studies at other institutions (i.e., Emory, Duke, Florida State, Vanderbilt, Washington University-St Louis, and the University of Kentucky) with considerable success. With increased financial support for additional tenure-track positions in Spanish and a larger stipend for teaching assistants, the M.A. program will expand further, thus serving the needs of an already large Hispanic population in the Memphis area and the increasing demand for language services in the medical and legal professions.

The M.A. in Romance Languages clearly meets the highest state, regional, and national standards. Furthermore, many of our graduate students come from and/or are employed as far away as Dyersburg, Martin, or Jackson. Since our seminars are offered usually once a week, students are able to travel from these more distant locations. The Department thus offers an invaluable service to citizens of the state of Tennessee and has the potential to grow even more in the field of International Business, given the number of corporations with international connections in and around the city of Memphis.

Chapter VI Trends and Data Analysis

This chapter will focus on two major components of department life:

1. The faculty profile
2. Enrollment/graduation trends and course scheduling

Faculty Profile

Department of World Languages and Literatures Faculty, 2020-2021

The following chart provides the basic information about the 2020-2021 faculty positions in the department. Appendix A provides profiles for all current faculty.

FACULTY	RANK	LANGUAGE	HIGHEST DEGREE	YEAR HIRED
Ralph Albanese*	Emeritus Professor	French	Ph.D., Yale	1990
Pilar Alcalde	Associate Professor	Spanish	Ph.D., Southern California	1998
Vania Barraza Toledo	Professor	Spanish	Ph.D., Arizona	2008
Fernando Burgos	Professor	Spanish	Ph.D., Florida	1981
Melanie Conroy	Associate Professor	French	Ph.D., Stanford	2013
Regan Frink	Instructor	Spanish	M.A., Georgia	2013
Cosetta Gaudenzi	Associate Professor	Italian	Ph.D., Texas	2002
Denis Gréle	Professor	French	Ph.D., NYU	2007
Jennifer Johnston	Instructor	Spanish	M.A., Memphis	2010
Patty Joyner	Instructor	Spanish	M.A., Memphis	2017
Robert Kelz	Associate Professor	German	Ph.D., Vanderbilt	2010
Jennifer Lastra	Instructor	Spanish	M.A., Memphis	2020
José Magaña	Instructor	Spanish	M.A., Memphis	2016
Yuki Matsuda	Professor	Japanese	Ph.D., Southern California	2000
Joshua Nave	Instructor	Spanish	M.A., LSU	2016
Monika Nenon	Professor	German	Ph.D., Freiburg	1993
Hironori Nishi	Assistant Professor	Japanese	Ph.D., Wisconsin	2016
Fatima Nogueira	Professor	Spanish	Ph.D., Vanderbilt	2003
Errol O'Neill	Associate Professor	French	Ph.D., Illinois	2008
Ivan Ortega Santos	Associate Professor	Spanish	Ph.D., Maryland	2008
Rita Pasqui	Instructor	Classics; Italian	M.A. Perugia	2019
Heike Polster	Associate Professor	German	Ph.D., Washington Univ.	2007
Robin Rash	Senior Lecturer	French, Spanish	Ph.D., Cincinnati	2012
Romar Rodriguez-Leon	Instructor	Spanish	M.A., Memphis	2020
Diana Ruggiero	Associate Professor	Spanish	Ph.D., Ohio State	2012

Lindsey Shelton	Instructor	Spanish	M.A., Memphis	2011
Benjamin Sparks	Instructor	French	Ph.D., LSU	2016
William Thompson	Associate Professor	French	Ph.D., Cornell	1989
Francisco Vivar	Professor	Spanish	Ph.D., UCLA	1996
Shinobu Watanabe	Instructor	Japanese	M.A., Memphis	2018
Lan Zhang	Associate Professor	Chinese	Ph.D., South Carolina	2007

* Retired at the end of the Fall 2020 semester.

Scholarship

The tenured and tenure-track faculty in the Department of World Languages and Literatures have maintained a high standard of scholarly production for many years, and this in spite of having some of the highest average teaching loads at the university (as documented below). Over the course of the past seven years, faculty have been actively producing single or co-authored monographs, edited collections, journal articles, proceedings, book and film reviews, conference presentations, and invited talks.

The majority of faculty have received one or more Professional Development Assignments (research sabbaticals for a semester or academic year) as well as other professorships and fellowships offered by the university.

Most notably, several faculty members have been recognized in recent years for their achievements in scholarship and contributions to the profession. Although these are listed in full in Appendix C, it is worthwhile to highlight these accomplishments in this chapter:

Ralph Albanese	Willard R. Sparks Eminent Faculty Award, 2008 Chevalier dans l'Ordre des Palmes académiques, 2008 Alumni Association Award for Distinguished Research (Humanities), 2017
Vania Barraza	Freeburg Fellowship, Marcus W. Orr Center for the Humanities, 2018
Fernando Burgos	Alumni Association Award for Distinguished Research (Humanities), 2003 Dunavant Professorship, 2004 Catherine and Charles Freeburg University Professorship, 2019
Melanie Conroy	Freeburg Fellowship, Marcus W. Orr Center for the Humanities, 2017
Robert Kelz	College of Arts and Sciences Early Career Research Award, 2015 University of Memphis Dunavant Professorship, 2016
Yuki Matsuda	Outstanding Achievement Award, SEATJ, 2018
Monika Nenon	Hardin Faudree Professorship, 2006-2008
Hironori Nishi	Michael K. Harless Faculty Excellence Award, 2020
Diana Ruggiero	ACTFL Nelson Brooks Award, 2018 College of Arts and Sciences Early Career Research Award, 2019

William Thompson Chevalier dans l'Ordre des Palmes académiques, 2009

Instruction

The department faculty take great pride in the quality of its teaching. Student evaluations of teaching, which take place university-wide, consistently show the department to have among the highest ratings for teaching effectiveness at the institution.

Several faculty members have been recognized by the college, the university, or professional organizations for the excellence of their teaching:

Adoracion Berry	Alumni Association Distinguished Teaching Award, 2019
Fernando Burgos	Alumni Association Distinguished Teaching Award, 2008
Denis Grélé	Thomas Briggs Award for Excellence in Teaching, 2016
Jennifer Johnston	Alumni Association Distinguished Teaching Award, 2015 University of Memphis Faculty Advising Award, 2020
Patty Joyner	Top 50 Faculty in Lower-Division Courses, 2019
Robert Kelz	Alumni Association Distinguished Teaching Award, 2015
Yuki Matsuda	Alumni Association Distinguished Teaching Award, 2008
Monika Nenon	Alumni Association Distinguished Teaching Award, 2007
Diana Ruggiero	AATSP Outstanding Teacher of the Year, 2019
Lindsey Shelton	College of Arts and Sciences Award for Excellence in Teaching, 2019 Top 50 Faculty in Lower-Division Courses, 2019
Francisco Vivar	College of Arts and Sciences Award for Teaching Excellence, 2012

Teaching Loads

The teaching loads for full-time faculty have traditionally been set according to the guidelines set by the Tennessee Board of Regents, according to which tenure-line faculty have a maximum 3/3 teaching load (which assumes active research and service) and full-time instructors have a maximum 5/5 teaching load (with no requirement for research or service).

Tenured and Tenure-Track Faculty

Currently, the majority of tenure-line faculty in the department do have a 3/3 load. This is currently reduced in the following cases:

Dr. Pilar Alcalde (2/2): Coordinator of graduate students for spring 2020 and 2020-2021.

Dr. Fernando Burgos (2/2): Departmental graduate coordinator, also responsible for part-time faculty and scheduling in Spanish

Dr. Denis Grélé (3/2): French section head, department faculty senator

Dr. Yuki Matsuda (3/2): Japanese section head and advisor

Dr. Monika Nenon (3/1 for 2019-2020): Acting Chair for spring 2020

Dr. Errol O'Neill (3/2): French basic and online program coordinator

Dr. Heike Polster (3/2, although 3/3 for 2019-2020): German section head and undergraduate advisor

Dr. Will Thompson (1/1): department chair (on leave spring 2020)

It must be pointed out that several faculty frequently teach more than their regular load (extra courses, independent studies) in order to accommodate student needing coursework to complete graduation requirements in a timely manner.

Full-Time Instructors

Historically, full-time instructors with no service responsibilities have all had 5/5 teaching loads. Over the course of the past few years, attempts have been made to substantially reduce the number of instructors with a 5/5 load. Currently reductions to 5/4 or 4/4 are the norm for instructors with more than three years of service. Reductions are made for instructors in the following circumstances: Coordination of a multi-section lower-division course; Supervision and/or mentoring of graduate assistants; Co-direction of the Language Fair; Academic advising; Other major departmental projects

Hiring

The department has consistently followed stringent procedures for faculty recruitment, conducting national searches for tenure-track faculty positions and for full-time instructorships as they become available. Searches are conducted by a departmental committee appointed by the chair. The committee is charged with assuring compliance with all pertinent guidelines and regulations. In the case of tenure-track searches, once a short list of candidates has been composed, initial interviews are conducted by Skype, with finalists (normally 3-4) being invited for on-campus interviews. For instructor positions, only phone or Skype interviews are permitted.

Full-time instructors are yearly positions, with renewal up to three years. In the third year, instructors with exemplary performance may be renewed for another three-year period without a search being conducted.

Faculty Compensation

Ranking	#	High	Low	Mean
Professor	5	124,303	73,669	90,188
Associate Professor (with Chair)	12	85,953	64,745	68,825
Assistant Professor	2	62,506	59,649	61,078
Instructors	11	45,831	40,000	42,923
Senior Lecturer	1	54,739	54,739	54,739

Summer compensation

The department offers courses during the summer terms (first and second summer, roughly corresponding to the months of June and July, respectively). Courses are offered in Classics, French, Italian, and Spanish (the latter offering by far the largest number of sections). Full-time faculty who teach in the summer earn 9.375% of their regular salary up to \$7,000 for teaching a three-hour class. Part-time faculty and graduate students are paid at the same rate, which corresponds to the rate paid to adjuncts during the regular academic semesters.

Travel Funding

All full-time faculty are eligible to apply for travel funds to present at conferences, and most faculty (especially those in tenure-line positions) take advantage of this funding every year. In recent years the scope of activities eligible for travel funds has been expanded to include opportunities for substantial professional development, primarily in the realm of pedagogy for full-time instructors, and research for tenured/tenure-track faculty. Faculty are also receiving full or nearly full funding for travel, due in large part to the availability of revenue earned from online course offerings (described in full in Chapter VIII). Such funding would have been inconceivable even five years ago.

Tenure and Promotion

(Information provided based on the department's full T&P guidelines)

Tenure-track faculty members apply for tenure and promotion in the fall of their sixth year in the position (unless a shorter probationary period has been approved when the faculty member was hired into the position). Candidates for tenure and promotion in the Department of World Languages and Literatures are judged on the traditional three criteria of teaching, research, and service. The guidelines for tenure and the guidelines for promotion to associate professor are the same. No faculty member can be awarded tenure without meeting the eligibility requirements for associate professor or having already attained that rank. As described in the Faculty Handbook, faculty members may request that their "tenure clock" be stopped for family or personal reasons.

The department conducts a major midterm evaluation of untenured faculty in tenure-track positions. This evaluation is typically held during the faculty member's third year and is conducted by the Tenure and Promotion Committee and the Department Chair. A report is sent to the Dean.

A. Tenure and Promotion from Assistant to Associate Professor

TEACHING

1. Competence in the major area(s) and language(s) taught.
2. Favorable evaluations of classroom performance, as determined by student evaluations and required classroom visitations by peers.

RESEARCH

1. Candidates must show sustained research activity.

2. Minimum of one article/essay accepted per year in a refereed publication, or one book accepted, in the candidate's area of expertise. This requirement does not apply to any period of time during which the tenure clock has been stopped.

SERVICE

A record of discipline-related service indicating a commitment to serving the institution, the profession, and/or the community as well as the promise of such service in the future.

B. Promotion to Full Professor

TEACHING

Firmly established record as an effective and excellent teacher, as demonstrated by student evaluations and additional evidence of outstanding accomplishment.

RESEARCH

The general guidelines for promotion are stated in the Faculty Handbook of the University of Memphis. Promotion to professor requires demonstration that the candidate has achieved a position of national/international prominence and influence within his or her research area. The candidate should show a sustained production of research which should substantially exceed the requirements for associate professor. Submitted work should be judged by quality and quantity. The ranking of research items outlined in the section on tenure and promotion from assistant to associate professor also applies here.

SERVICE

Substantial evidence of a continued commitment to professional service, as evidenced by service at various levels (Department, College, University, and professional activities) and in various capacities (chair of committees, section coordinator, etc.).

Faculty Service

All faculty in the department are expected to engage in service activities at the section, department, university, community, and professional levels. This engagement may take various forms, but the expectation is that all faculty will contribute at some level. Appendix E lists all service activity as reported by faculty for the 2019-2020 academic year.

Department Committees

The department has several standing committees as well as a variety of ad hoc committees convened as needed by the chair of the department to address issues that require faculty input and expertise.

Current Standing Committees

Graduate Faculty (composed of all faculty approved for graduate faculty status)

Tenure and Promotion (composed of all tenured faculty)

Language Fair (c. 12 faculty members representing different language sections)

Undergraduate Curriculum (composed of section heads of major language sections)

Ad Hoc Committees

As mentioned above, ad hoc committees are regularly convened by the department chair to address issues that come up and need faculty input. Usually these committees engage in work that lasts no more than two academic years, often less. Recent examples of ad hoc committees in the department include:

Online Budget

Advanced BA/MA proposal

American Sign Language (status as option for language requirement)

Mary Pettus Scholarship Selection

Hybrid instruction

Department representation on college and university committees

The department has permanent representation on the following university and college committees:

College of Arts and Sciences (CAS) Undergraduate Curriculum Committee

CAS Graduate Council

CAS Tenure and Promotion Committee

University Faculty Senate

Other Committee Representation

On occasion faculty may be elected or appointed to other university committees. Currently department members serve on the following:

University Graduate Council (Dr. Melanie Conroy, elected by CAS faculty)

University General Education Committee (Dr. Will Thompson, nominated by CAS Dean)

President's Panel (Dr. Heike Polster, nominated by Faculty Senate President)

Faculty and Chair Evaluation

Full-time faculty are evaluated on an annual basis during the spring semester (for the previous calendar year). During the month of January, faculty submit online a list of activities in the areas of teaching, research, and service. During the month of February, the chair of the department uses the information provided by the faculty members to perform an evaluation which results in a numerical score (1-5, with 5 being exceptional) and a brief narrative. This evaluation is then submitted to the Dean's office for the Dean's consideration.

Also during the month of January, the department chair provides the full-time faculty with information to help the latter evaluate the chair through the university's online system. The results of that evaluation are shared with the chair in a meeting with the Dean after the entire evaluation process has concluded. The scores and comments of the faculty are submitted anonymously.

Spanish Lectureship

The University of Memphis has an agreement with the Director of Cultural and Scientific Relations of the Spanish Agency for International Cooperation and Development (AECID), a national Agency attached to the Ministry of Foreign Affairs and Cooperation of the Kingdom of Spain, to provide a Lecturer in the Department of World Languages and Literatures with the aim of supporting Spanish studies at the University. The Lecturer may hold the post for a maximum of three academic years, teaching two courses per semester and engaging in cultural duties in cooperation with the Embassy of Spain in the United States and the University. The University of Memphis assists the lecturer with accommodations and any necessary training. The Lecturer is provided a salary through funds from both the AECID and the University.

The lecturer must be a university graduate, holding the equivalent of a Master's, and with a degree in Philology, Linguistics, Literature, Translation and Interpretations, and/or Humanities. Prior experience in teaching Spanish is highly desirable. The Lecturer should have excellent speaking skills in English.

Adjunct Faculty

The department employs several adjunct faculty members on a regular basis in nearly all languages offered in the department.

Adjunct may teach one or two courses per semester. There is a possibility of obtaining an exception for an adjunct to teach three courses in a given semester with approval from the Provost's office, although this can normally not be done for consecutive semesters. Adjunct faculty are also eligible to teach in the summer, if courses are available (normally only in Classics).

The salary per course for adjunct faculty varies according to experience and qualifications. The base rate is \$754 per credit hour per semester, with increases up to \$854.

Current adjunct faculty (as of Spring 2021)

Arabic	Dr. Nabil Bayakly
Chinese	Yan Gao, Yang Qi
Classics	Maria Carlenius, Patrick McFadden, Michael Savage, Abigail Simone
French	Ibrahima Diallo
Italian	Imma Nicolella
Japanese	Kaori Fujii, Akemi Sommer, Yukiko Terada
Korean	Hyeyeon Kang
Russian	Larisa Hasty
Spanish	Natahlie Aguilar, Isadora Belmonte, Kelsey Carmody, Paul Jennemann, Javiera Navarrete, Mary Reed, Harriet Skupin, Halle Wright

Enrollment and Scheduling

Master's Program

In the M.A. program in Romance Languages there are, as of December 2019, twenty students (seventeen in Spanish and three in French). Thirteen of these students are on graduate assistantships as of the Fall 2019 semester.

Undergraduate Majors

As of the end of the Fall 2019 semester, there were 227 students majoring in World Languages or Foreign Languages (the latter designation currently being phased out after the change of department name in 2016; there is no difference in the requirements for the two majors).

The number of students with a concentration in each language is summarized as follows (noting that some students have more than one concentration, in which case they are listed more than once):

Chinese:	22
French:	19
German:	19
Italian:	3
Japanese:	63
Portuguese:	4
Russian:	4
Spanish:	107

The number of majors has remained consistent for the past four years after seeing a drop compared to the previous four-year period, when the number of majors climbed to approximately 270:

UG Majors	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
# of majors	268	233	222	229	227

Minors

Official numbers on minors are not readily available through the Office of Institutional Research. However, unofficial records have been maintained in the department based on the "Major Report" posted online by the Registrar's office on a regular basis.

The increase of the number of minors in a world language is nothing short of remarkable. In October 2011, the first year during which numbers are available, there were 173 minors in one of Chinese, French, German, Italian, Japanese, Russian, or Spanish. Subsequently, minors in Classical Studies (an interdisciplinary program requiring coursework in Classics and Latin, and for which students are advised in our department) have been added to the list.

In October 2015, the number of majors had increased to 215. In a comparable (4-year) period, the number of minors climbed from October 2015 to October 2019 from 215 to 341. In short, between 2011 and 2019, the number of students minoring in a world language had increased nearly 100%.

As of December 2019, the number of students minoring in the department has risen to 354, and can be summarized as follows:

Chinese:	17
Classics:	13
French:	23
German:	9
Italian:	4
Japanese:	38
Russian:	5
Spanish:	245

It must be pointed out that languages are the most popular minor at the University of Memphis in terms of numbers; Spanish alone is the number one minor on campus.

Additional Information

Given the relatively large number of elective hours that students pursuing a B.A. program have at the University of Memphis, and with the encouragement of academic advisors, many World Language majors also double major or have minors in other subject areas. Conversely, as noted above, a minor in a language is a very popular option for students in other majors.

Of the 216 majors in World Language at the end of the Fall 2019 semester, 112 (more than 50%) have a second major, and nine of those have three majors. The most popular “co-major” with World Language is English (17) followed by International and Global Studies (15), Political Science (14), and Psychology (11).

Among the World Language majors, 58 also have minors across a wide range of disciplines, with the top three being English (10), International Studies (7) and Criminal Justice (5).

The 354 students minoring in the department also come from a wide range of disciplines, with the most common majors being:

Psychology:	44
Biology:	29
Health Studies:	25
English:	24
Int’l. Business:	21
Communications:	16

Criminal Justice: 15

Nursing: 15

It is noteworthy that in some subject areas, nearly all of the minors are in Spanish (Biology: 24 out of 29; Criminal Justice: 14 out of 15; Health Studies: 22 out of 25; Nursing: 15 out of 15).

Degrees Awarded

The number of degrees awarded at both the undergraduate and graduate level has remained consistent over the course of the past six years. In both cases the average number of graduates is well above any benchmark established to identify low-producing programs at the university.

Undergraduate Degrees Conferred (Summer, Fall, Spring)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
41	55	42	47	40	39

Graduate Degrees Conferred (Summer, Fall, Spring)

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
8	6	5	6	5	10

Enrollment Trends

The following chart provides some indication of the enrollment trends in the entire department over the course of the past five years. Numbers provided in the chart are for the fall semester only.

Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Undergraduate	3065	2907	2811	2783	2711
Graduate	51	55	45	37	38

Over the course of the past five years, the department has experienced a decrease in enrollments primarily at the lower-division level. A major factor in this decrease was the decision, approved for implementation in Fall 2016, to eliminate the foreign language requirement for all B.S. degree programs (previously the requirement had been for 6 hours of language credit). A rough calculation at the time estimated that this would result in a drop of the number of students with a language requirement by approximately 7%, and in fact the drop in enrollment has reflected that estimate. In addition, the College of Arts and Sciences as a whole has experienced an overall drop in course enrollments, and the department statistics seem to match this trend with little deviation.

Enrollment Trends by Language (all levels)

Language	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Arabic	35	46	49	55	36
Chinese	58	59	41	55	43
Classics**	175	189	214	268	216
French	334	333	310	274	251
German	178	154	125	93	90
Italian	62	76	66	49	43
Japanese	219	219	205	187	181
Korean	X	X	X	40	30
Portuguese	7	11	12	12	X
Russian	19	20	18	18	24
Spanish	1892	1724	1683	1688	1639

Some programs, including Italian and Japanese, offer in addition to language courses, literature and culture courses offered in English under the prefix LALI. Furthermore, some programs also teach, for recruiting purposes, Freshmen Honors Seminars in English on specific aspects of that program's culture. For data on these programs, see the narratives of the individual language programs below.

** The category "Classics" includes courses in Latin language and culture and in Mythology (taught in English).

It is somewhat difficult to determine exact trends in terms of enrollments by language, since some of the language programs are small, and the reasons for any fluctuation in numbers can be impossible to determine.

Comments on Enrollment trends

Classics

From 2015 to 2018 there has been a consistent increase in enrollments, with a peak in 2018 as a consequence of a greater interest and demand, especially in Classical Mythology and Medical Terminology. More sections have been opened for those courses and some online courses have been offered as well, with very positive results (classes filled up very quickly).

Even though Classical languages do not have large numbers (students' preferences go to modern, spoken languages), the program in Classics is quite strong, when we consider the overall general courses taught in English. If we observe Latin language courses in particular, they show a pyramidal trend: every Fall semester, students can register in Latin 1010. Usually, two parallel classes are open, which merge into one (Latin 1020) every Spring semester. Similarly, one class of Intermediate 2010 is offered in Fall, whereas Intermediate 2020 is offered in Spring. This way

students can take 4 semesters of Latin in a row; however, if the initial number is 30-40 (in 2 classes of 1010), those who end the fourth semester are 1/5.

The total number of students taking Latin in high school has been increasing for several years now. There are states in the U.S. where Latin and Greek are taught since Kindergarten. Classical schools are more and more popular, not only in Christian private schools, but also in public and charter schools. In some areas this has led to a shortage of qualified Latin teachers. Therefore, a further development and increase in enrollments would be beneficial for the Classics program at the UofM, in order to provide solid training for future teachers.

Students who pursue graduate work and a professional career in Classics are usually very few, but those who do should have a solid major in Classics that includes, if possible, three or four years of one classical language and two years of the other, and as much work as possible in related areas, such as in ancient history, archaeology, and ancient philosophy. As already noted, the program of Latin and Classics at the UofM does not have a Major. Students who plan for graduate school (Ph.D.) in Classics may want to consider spending a year or two in a good M.A. or post-B.A. program first.

French

We have perceived a decline in enrollment in French of about 80 students during the past five (5) years (about 25%). While we can only speculate as to the reasons for this drop, we believe that several main factors are at play. First, high schools are having increasing difficulties recruiting qualified teachers in the area of foreign languages and in French in particular. This directly impacts our programs, especially at the upper level of our curriculum (3000 and above). Second, the rise of East Asian Languages in high-school curricula, specifically Chinese, has taken away some students who were traditionally interested in French. Third, the growing popularity of STEM programs which do not have a language requirement for graduation also has a negative impact on our numbers. Fourth, recently, there appears to be a declining interest in Europe in the United States. Despite the fact that France is still one of the most visited countries in the world, we are dealing with this misperception that France and French language are less important today even if, demographically, French is about to become one of the most spoken languages in the world. The decline in French enrollment numbers on campus is one reason that we have decided to go online. We have seen and expect to see growth in our student numbers in the online courses. The only risk here is that students in online courses may not continue into the 3000 level; we have, therefore, resolved to maintain a strong on-campus program, even while growing online.

German

The German enrollment has changed dramatically over the past five years. We attribute the decrease to two trends: first, the fact that all but three of the biggest and most longstanding local high school German programs have been canceled. Usually, after a German teacher leaves (to retire or relocate), the school will not replace them. We continue to appeal to the schoolboard, principals, and language program coordinators to continue or reinstate German classes, even recruiting our own program graduates to teach there (and mentoring those teachers). The second possible reason for this enrollment change may have to do with the continuity of instruction. When one of our faculty is on research leave, their courses are taught by a temporary replacement, often

someone with much less teaching experience and less knowledge of the work culture at the U of M. Over a two-year span, 2014 and 2015, all three of our faculty took Professional Development Assignments (research leave), and contingent faculty had to be hired. Considering that before 2015, roughly two thirds of our majors had studied at those high schools that now no longer have German programs, our current enrollment numbers are actually a sign that our changing recruitment efforts are working: we are now drawing in many more students who haven't taken German before. Our new strategy is based on visibility, availability, and retention. Frequently, students wait too long to fulfill their language requirement for the BA and don't have enough credit hours left before graduation to complete a German major. Consequently, we try to speak to students in the very early stages of their college career. We meet honors students by teaching a freshman "Honors Forum" with German-content topics; we attend freshman orientation events, and we visit high school German teachers with very small programs. We have hosted campus field trips and course visitations for high school students, and we recruit heavily during the annual World Language fair. Our retention strategy is based on the relationship we build with our students: We are a learning community that supports all of our students, the ones with straight A's as well as the struggling ones. We tutor beginning students in one-on-one meetings and we conduct independent study projects with our majors.

Italian

As pointed out by the Chair Will Thompson, over the course of the past five years, the Department of World Languages and Literatures has experienced a decrease in enrollments primarily at the lower-division level due to the university's decision, approved for implementation in Fall 2016, to eliminate the foreign language requirement for all B.S. degree programs, and also due to an overall drop in enrollment of the College of Arts and Sciences as a whole. Despite the department's general decrease in lower-division enrollment, the data for the Italian Program show that the enrollment for this language and culture has been rather stable within the 2015-2019 time range. (The enrollment data recorded for Fall 2018 should not be taken into account because Dr. Gaudenzi, the only tenured faculty member of the Italian Program, was on a PDA leave; therefore, the Italian Program offered fewer courses. Also, as pointed out above, the data presented in the chart by the Chair for Fall 2019 do not include LALI 4797 *Food and Italian Identity*, 15 students, and UNHP 1100 *Food and Italian Identity*, also 15 students). This positive trend is in part related to the standing of the Italian language and culture within the Mid-South area as well as to the Italian faculty's dedication to its program. First, as recorded in the most recent MLA Language Enrollment Database, the Italian enrollment in Tennessee universities and academic institutions adjacent to Memphis like the University of Mississippi at Oxford has remained quite stable: UT Knoxville and Vanderbilt have even slightly increased their Italian enrollment and the University of Mississippi at Oxford has a very healthy Italian Program. As far as Memphis itself is concerned, it should be noted that this city has a considerable number of Italian American families (we have a Memphis Chapter of the Italian American organization, UNICO) and that in the last five years there has been an increasing number of Italian firms moving to Memphis and its surrounding areas because of profitable arrangements with the state). To name a few, *Evercompounds* in Olive Branch and *Tecnotiles Inc.*, *Martinelli Group*, and *Florim USA* in the Nashville area. (Being the Memphis representative of the Italian Consulate of Detroit, Dr. Gaudenzi joined Maria Manca, the Italian Consul of Detroit, to meet several of these firms in Spring 2018). Another potentially profitable relation recently being explored by Dr. Gaudenzi is between the US representative of

Mpl-us Engineering, Marco Montanari (a business headquartered in Chattanooga, TN, which is eager to hire engineers willing to spend some training time in Italy), and our Herff College of Engineering.

Japanese

As of Fall 2019 the Japanese section had 63 majors. The department started to offer the Japanese major in Fall 2008 and the enrollment went up rapidly to reach 55 students in Fall 2011. We hit the record high (83 students) in 2016-2017. After the college-wide decline in enrollments in 2018-2019, we are keeping a steady growth (60-75) to this date.

We had about 250 students enrolled in Spring 2015. Just as the number of the Japanese major, we saw some decline in 2018-2019. However, this spring, the enrollment came back to 200. The Japanese section has 10 to 15 students in Japan annually, and these numbers are not included in the chart below.

	2015	2016	2017	2018	2019	2020
Fall	219	219	205	187	181	
Spring	247	231	224	176	178	201

Spanish

Of the 227 students majoring in World Languages, 107 are majors in Spanish, a remarkable number in the overall. The number of majors has remained consistent for the past four years after seeing a drop compared to the previous four-year period. This was a major factor in this decrease the decision, approved for implementation in Fall 2016, to eliminate the foreign language requirement for all B.S. degree programs (previously the requirement had been for 6 hours of language credit).

Of the 354 students minoring in the department, Spanish students are 245, remaining to be the number one minor on campus. It is noteworthy that in some subject areas, nearly all of the minors are in Spanish (Biology: 24 out of 29; Criminal Justice: 14 out of 15; Health Studies: 22 out of 25; Nursing: 15 out of 15).

The enrollment in Spanish remains strong. For the Fall 2020 semester, more than 60 sections will be offered for first- and second-year courses. Nineteen of those sections are online classes and more sections could be created because of the continuous demand in both online and on-ground classes. For the third- and fourth-year courses, nineteen sections will be offered in the upcoming fall semester with room for another four sections. Tenured and tenure-track faculty members alone are not sufficient to handle these many courses for the majors and minors which requires our use of the most experienced senior full-time instructors to teach some of these courses. Furthermore, a robust increase in the number of heritage speakers has already impacted the course offerings in Spanish in terms of considering the creation of additional especially designed courses in the near future. Not all the heritage speakers consider majoring in Spanish, but the vast majority of them have the motivation to improve their speaking and writing skills in order to enhance their profile for a competitive job market. Considering the demographics in Memphis regarding a growing Hispanic population, this sector of students interested in Spanish will continue to grow

and will consequently expand the demand for additional courses and further increase the enrollment. Furthermore, five years ago, all the courses in Spanish were scheduled from Monday to Friday in the mornings with only a few courses taught at 1:00 p.m. and some evening classes after 5:30 p.m. In the last two years, because of the extraordinary demand the Spanish classes are scheduled from Monday to Friday from 8:00 AM until 3:45 PM Mondays and Wednesdays and until 4:05 p.m. Tuesdays and Thursdays in addition to the traditional evening courses from 5:30 p.m. to 8:30 p.m. This means that the Spanish section is using ALL the standard class meeting times that the university allows in order to accommodate the increase in enrollment. If this trend were to continue, other alternatives such as offering classes over the weekend may be considered.

Scheduling

Class scheduling in the Department of World Languages and Literatures is a team effort. Each language section head or designee creates the schedule for Fall, Spring, and Summer (if applicable) in collaboration with the other faculty in that language. The chair of the department then checks the schedule for any issues. Finally, the department secretary is responsible for entering each semester's schedule for the entire department into an online system (new in 2019), also communicating with the Registrar's office to make sure that all changes to the schedule are confirmed and correct.

Careful attention is paid to enrollment trends, making sure that sufficient sections are offered of basic courses (those that satisfy the language requirement) and of courses needed by majors and minors.

In several languages, Special Topics courses frequently complement the regular curriculum. These are courses that are offered a maximum of three times, and that provide a vehicle for offering new curricular or subject areas of particular interest that are not part of the regular curriculum. Special Topics courses must be approved by the appropriate administrative offices prior to being offered.

The Department offers a reduced schedule in the summer. Typically, multiple sections (both on-ground and online) of the basic Spanish sequence are offered, as well as one section each of the basic French courses, CLAS 2481 (Mythology); both on-ground and online) and CLAS 3021 (Medical Terminology; both on-ground and online). In recent history there has not been sufficient enrollment to offer other languages nor advanced French and Spanish courses. ITAL 1010 has been offered online on a trial basis (funded by a grant from the Italian consulate).

The Department also offers language courses at the Lambuth campus, with Spanish drawing the largest enrollments. French is offered provided there is sufficient interest; German has been offered in past years, although not currently.

Chapter VII Departmental Evolution

This chapter will describe developments in the department over the course of the past seven years and the current status of some aspects of the department not previously discussed in this document. Finally, a faculty analysis of the status and vision of the department will provide insight into areas for future improvement and development.

Curriculum

Several modifications to the department's curriculum have been made over the course of the past seven years. These include new courses and revisions to existing courses, not unusual in any department over the course of time. However, other changes have had a more significant impact on the department's programs, as described below:

Online offerings

The department has, with financial and technical support (not to mention the encouragement) of the university administration, greatly expanded its course offerings through the development of online versions of existing courses. The greatest demand was in Spanish and Mythology (CLAS 2481), a general education course, and as a result the first major online course development was in these subject areas (although there had also been some work on an online basic Italian course already). Demand for these online sections has been driven by the tremendous growth at the University of Memphis of full online degree programs, including many B.A. programs with the language requirement. In the case of Mythology, since this is a university general education course (Humanities requirement), it represents an attractive option for online-only students.

As of spring 2020, both Spanish and French are offering all lower-division language courses (1010 through 2020) in an online format with tremendous success (as of the beginning of the spring semester, all M50 online sections were full in these courses). In addition, the online CLAS 2481 continues to be offered and, as of fall 2019, Medical Terminology (CLAS 3021) is also being offered online (this course is listed as a required or recommended course for various post-baccalaureate programs in the health sciences). All of these sections have been full at the beginning of the semesters in which they are offered. The German section is currently developing an online version of its basic language sequence. In addition, several faculty members have expressed interest in developing online courses at the upper-division level as well (both new courses and online versions of existing courses). We now, for example, have an online Medical Interpretation course in Spanish that has been developed for online delivery. Finally, the Italian program has received funding from the Italian Consulate to transform some its courses to the online format to add Italian language to the UM Global program.

Language Concentrations

In response to student demand, both Chinese and Italian have been added as options for a single-language concentration in the World Languages undergraduate major (they had previously been options only for a two- or three-language concentration). Unfortunately, Latin has been removed as an option for both the major and the minor due to the lack of student interest and the loss of two of our tenure-track positions in Classics in the department.

Other Curricular Development

Individual language sections have added courses or revised their offerings to address program growth or changes in faculty areas of expertise. Perhaps most notable among these new offerings are courses in Hispanic Studies and the Japanese writing systems. Both courses were developed to address concerns that arose from our undergraduate program assessment. The Spanish faculty determined that a 3000-level course Introduction to Hispanic Studies would be of particular interest to Spanish minors, who do not take enough courses to be eligible to take the most advanced content courses in Spanish. In Japanese, the need to provide students with more exposure to writing in Japanese led to the development of their new course.

More substantially, in the French section offerings in translation and Francophone studies have been developed, and the entire curriculum (both undergraduate and graduate) has subsequently been revised to create more attractive programs for students, and to replace courses no longer taught due to faculty leaving.

In recent years, the only entirely new area of instruction has been Korean. In response to student demand, the first year of Korean was offered in spring of 2016 on a trial basis and with tremendous success, and the KORE course prefix was implemented in fall of 2018, making Korean courses (1010 through 2020) a permanent addition to the curriculum.

One current endeavor is the promotion of a teacher licensure “track” for undergraduate majors interested in pursuing a career in teaching. Originally designed to be a concentration within the undergraduate major, this program will be advertised to students as an option to complement the major, although it will not appear in the catalogue as a formal program (this at the advice of the Associate Dean in the College of Arts and Sciences).

Re-Design and Retention

Spanish

Six years ago, during fall of 2013, the Spanish section at the University of Memphis, in the Department of World Languages and Literatures, was very interested in improving the quality of instruction and equality of coursework for the students studying in the basic Spanish program. The most important factor was to make sure that students receive the same quality instruction, within the same time frame, and to provide support to faculty teaching the various sections on different days and times of the day. For this reason, a redesign group was created. The group consisted of one professor and two instructors who started the standardization of all four traditional basic courses: SPAN1010, 1020, 2010, and 2020. Starting with the redesign of all four syllabi, course content on grammar, vocabulary, readings, and listening materials were reviewed and adapted. In addition, standardized exams and other pedagogical materials were generated. For the first and second year, the team received two TBR grants for such work on SPAN 1010 and SPAN 1020.

After the first year, the work was divided in teams with a team leader for each one of the four Spanish sections (SPAN 1010, 1020, 2010, and 2020). The team leaders, in cooperation with the instructors, TA's and adjuncts worked and are still working to improve the quality of all four

courses. The standardization has improved the learning curve of all students, and at the same time has assisted faculty teaching the courses. This is because the same syllabus, content and exams are created, modified and continually reviewed in teams among instructors, TA's, and adjuncts.

At the same time, and with the same goals and objectives, the Spanish online courses were designed and developed. The most important was to mirror the traditional courses as much as possible within the online environment. If a student wants to move from the traditional setting to the online or vice versa, there is no difference in content and pedagogical methods. At the same time, retention was the key when developing such courses. The lower-level Spanish courses offered through the state-wide system had a very high attrition rate and it was very important to make sure the UofM Spanish online courses were different. For this reason, a team of professors and instructors worked on the development of four Spanish courses. Training and workshops on how to teach online were organized and are offered all the time to online instructors and adjuncts. Finally, teamwork and training are key factors for the success of a well-designed course, reducing attrition and increasing retention and graduation.

French

Courses redesigned

The French section in the Department of World Languages and Literatures made several changes to the graduate and undergraduate curriculum, opening new courses which are more appropriate to each level, and closing out some others which were more specialized. Two literature courses which have existed as 4000/6000 courses were closed out and replaced by 7000-level courses:

FREN 4413/6413, Nineteenth-Century French Literature

FREN 4414/6414, Twentieth-Century French Literature

Several other courses are being closed out because we are no longer teaching them or no longer include the content in our M.A. comprehensive exams:

FREN 4301/6301, French Phonetics

FREN 4412/6412, 17th/18th Century French Literature

FREN 7102, French for Commerce

FREN 7401, Hist Lang & Old French

FREN 7402, Medieval French Lit

FREN 7421, French Renaissance

Three new courses at the 4000/6000 level were created:

FREN 4307/6307: French Literature and Civilization until 1789

FREN 4308/6308: French Literature and Civilization from 1789 to the Present

FREN 4310/6310: French Translation

The first two courses replaced Introduction to French Literature course so that students can have a more in-depth introduction to French literature and civilization at the advanced undergraduate and graduate level. The course is being taught at the 6000 level so that students

who may not have acquired a strong background in French literature at the undergraduate level can do so before taking more advanced coursework at the 7000 level. In addition, the French translation course has been offered several times as a special topic with great success, and as this is an area of great interest to students, and one that can help them with future employment prospects, we wanted to make it a permanent course.

We also introduced two new courses at the 7000 level that are in line with the modernization of French programs nationally and the expertise of our newer faculty: Advanced Pedagogy, which has been taught as a special topic, and Topics in Francophone Literature. The first course reflects the need for our graduate students, many of whom intend to pursue careers in teaching, to acquire knowledge in the area of second-language acquisition. The second course provides students with an in-depth perspective on aspects of the literature of the French-speaking world outside France.

We are currently discussing further changes to make our Master's Degree more useful to students who decide to teach at the middle- and high-school level. Since many of the graduate students in French are pursuing a career in secondary education, it is our aim to rebuild the program in order to satisfy the local need for French teachers.

Italian

As the Head of the Italian section, Dr. Gaudenzi continues to improve the offering of courses in Italian language and culture. Not only has Dr. Gaudenzi taken on teaching overloads every semester, so as to provide the opportunity to UofM students to take Italian at different times, but she has also re-designed Italian language courses and curriculum to align the Italian Program to the needs and interests of incoming UofM students. In 2015-2017, she created and redesigned eCourseware material for the elementary and intermediate language courses; and in Spring 2018 she redesigned the elementary and intermediate language curriculum. As far as upper-division courses are concerned, the Italian Program has offered *Culture and Business Italian Style* (LALI 4011, Fall 2015), *Business Italian* (ITAL 4401, Fall 2016), *ITAL Women Writers* (ITAL 4792, Fall 2017), and *Food Culture and Italian Identity* (UNHP 1100 and LALI 4797, Fall 2019). In addition, Dr. Gaudenzi has been creating and teaching Italian online courses (mostly language, but also an *Italian Women Writers* course). This online project, which is supported by the Italian Consulate of Detroit (which gave 7,000 Euros for the academic year 2016-2017 and 5,000 Euros for Summer 2019), is still in development and, it is hoped, will expand the Italian language and culture enrollments thanks also to local support of the UofM Global Program. Finally, Dr. Gaudenzi has been improving student mentoring, making our students focus on their future careers, helping them find internships, and creating for them connections with local Italian firms, as pointed out above.

Outreach and Department Activities

Language Fair

The Department continues to offer the annual Language Fair for high school students, an annual event first offered in 1991. The Fair, held annually on a Saturday each spring, is the primary high school recruitment event for the Department of World Languages and Literatures. In 2019, 969 students were registered participants from 26 regional schools including 13 public schools and 13 private schools from 3 counties in Tennessee and 2 counties in Mississippi. These numbers do not include the teachers, friends, parents, and family members who come to support the registered

participants nor do they include teachers who simply bring groups of students to observe the Language Fair. Sponsors also attend the Language Fair, both representing the University of Memphis and third party sponsors who support awards (e.g., Teacher of the Year Award) and other components of the Fair (e.g., Teacher Hospitality Room). University sponsors include departmental sections and student organizations as well as other student services. A conservative estimate of 1,500 people are on campus on the day of the Language Fair to participate, observe or support.

The Language Fair is an opportunity for students earning high school credit in a world language to create, perform and know about the target language and culture they are studying. From academic to artistic production, the Language Fair offers activities for students studying Arabic, Chinese, French, German, Japanese, Latin, Russian and Spanish. Creative events include Arts, Crafts, Essays, Greeting Cards, Original Poetry, Posters and Videos. Performance events include Costumes, Dance, Music and Poetry Recitation. Knowledge events include a Culture Bowl, a Greek and Roman History and Mythology Quiz, Research Projects, and Vocabulary Quizzes. Language-specific events are offered from Levels I to IV, corresponding to high school Levels I – IV. The diversity of events allows students to participate regardless of their linguistic proficiency, novice to heritage speaker.

A four-tiered team of people carries out the administration of this event:

1. Some World Language high school teachers who have participated in the Language Fair in the past have been asked to serve on the **Language Fair Advisory Committee**, which meets each fall to determine the theme of each Language Fair and make some decisions about questions proposed by the Language Fair directors.
2. All **World Language and Literature full-time faculty and graduate students** participate on the day of the Language Fair as event judges, with registration, language section representation, and recruitment events. Full-time faculty also participate in the creation/selection of materials for certain events.
3. The **Language Fair Committee** is comprised of full-time faculty who meet at least twice throughout the year and complete tasks as needed before, during and after the Language Fair. The current composition of the 2020 Language Fair Committee is attached.
4. The **Language Fair leadership team** is comprised of the Language Fair Director, the Co-Director, the Past Director, the Department Chair, the Web/Social Media Coordinator and the department Administrative Associate. The members of this team execute all administrative actions.

Department-Sponsored Events

The number of events sponsored or co-sponsored by the department and individual language sections has grown tremendously over the course of the past few years. Undoubtedly the most important factor contributing to this development is the availability of funds to support such programs from our online revenue. However, increased faculty engagement with organizing events and seeking outside funding has also contributed greatly to this aspect of department life.

Appendix G provides a nearly comprehensive list of events with departmental sponsorship from 2014 to the present, including lectures, film festivals, conferences, and pedagogical seminars.

New Student Opportunities

Internships

The University of Memphis was ranked as one of the top 10 most successful internship programs by U.S. News and World Report in 2013. Over 50% of our students complete an internship before graduating, meaning that each year more than 5,000 University of Memphis students are interning in schools, hospitals, businesses, nonprofit organizations and government agencies. Employers rate relevant work experience as the most important criterion during the job selection process. A high-quality internship provides the key to a more meaningful education and future.

Spanish majors have had the opportunity to intern in the following Memphis companies and organizations during the last 5 years; Latino Memphis, Community Legal Center, Church Health, The Kindred Place, The Family Safety Center, The Dixon Gallery and Gardens, Shelby County Schools, Peer Power Foundation, Su Casa Ministries and Hope House. Approximately eight students per semester have been able to successfully complete an internship. Most internships are semester-long and range from working 10-20 hours per week.

Scholarships

The Department of World Languages and Literatures has one endowed scholarship, the Mary Pettus Thomas Memorial Scholarship, which it has been offering for many years. The endowment, created in 1993, is small, meaning that at most three or four students have received anywhere from \$300-\$500 annually.

Thanks to a very generous gift from a donor, from 2014-2019 the department was able to offer numerous substantial scholarships. Through the Elizabeth T. Caldwell Fund in support of the Mary Pettus Thomas Memorial Scholarship, eligible World Languages majors enrolled in a University of Memphis study abroad program received nearly \$500,000 in funding. Beginning in the spring of 2014, when funds from the gift were first made available, more than 170 World Languages majors were able to study abroad with many of their costs covered by the scholarship (the awards have typically ranged from \$1,000 to \$2,000 for summer programs, and \$2,000-\$4,000 for full-semester programs). Unfortunately, the Caldwell funds are now exhausted, and we made the last awards for the Fall of 2019.

Beginning in the fall of 2019, a new means to support our majors and graduate students pursuing study abroad programs was established within the department. Utilizing revenue from online course fees, the department has started supporting student study abroad by covering the cost of airfare to the study abroad destination. Working with the University travel agency, Travellenium, the department now purchases the airline ticket for eligible students.

Study abroad is a crucial component of the academic program of any World Languages major, yet many of our students find the costs of such experiences out of reach. We are indeed fortunate that we have had the means to have such a huge impact on the academic experiences of many of our students, and hope that such an opportunity will remain viable for future majors in our department.

Student Ambassador Program

The purpose of the Student Ambassador program in the Department of World Languages and Literatures is to provide undergraduate students with a volunteer opportunity through which

they may contribute to departmental activities and help the department in its promotional and recruitment efforts. Among the activities in which student ambassadors may be involved are recruitment events, the Language Fair, going to high schools with UofM faculty members, and in-house projects as the need arises. Ambassadors should have Junior or Senior status, a cumulative and major GPA of 3.00 or higher, and be recommended by a faculty member in the department.

Communication

The department uses various means to ensure excellent and timely communication with faculty and students. The departmental Gazette has existed for many years, although not always in its current format and with its present audience. The department's social media presence is a Facebook page. Individual language sections also have Facebook pages and other means of communicating with students.

Gazette

A weekly "Gazette" is sent via email to all department faculty, undergraduates majors, graduate students, as well as people outside the department who might be interested. The "Gazette," which is sent out every week during the fall and spring semesters, includes general announcements, faculty achievements, events, and any other information deemed of interest to faculty and students in World Languages and Literatures. The Gazette is also posted on the department website: <https://www.memphis.edu/wll/newsletter.php>. As of the 2019-2020 academic year, Will Thompson, department chair, compiles and sends out the "Gazette."

Facebook

The department maintains a Facebook page (<https://www.facebook.com/umfll/>), which is used to announce events and share any information that might be of interest to world language educators and students. As of December 2019 the page had 330 followers.

Chapter VIII Departmental Resources

Budget

210200 - Dept	2013	2014	2015	2016	2017	2018	2019
Faculty Salaries	1,474,184	1,663,292	1,680,004	1,660,734	1,688,735	1,821,600	1,962,808
Staff Salaries	102,766	110,391	61,415	62,742	62,642	64,419	66,545
Other Salaries	318,371	274,339	252,043	250,657	250,264	239,649	241,116
GA Stipends/Tuition	288,450	255,067	219,980	244,100	248,259	225,348	243,768
Travel Expenses	11,329	15,486	24,311	26,676	32,780	40,679	64,172
Total Operating Expenses	44,552	40,207	25,622	26,836	35,154	50,233	71,390
Print/Copying	1,207	2,667	5,692	3,042	4,404	5,337	4,182
Phone/Mail	10,814	6,267	4,037	3,915	4,246	3,905	4,027
Maintenance	612	236	405	185	879	74	289
Supplies	13,669	13,396	4,758	2,648	5,087	6,761	7,211
Other Operating	18,237	17,641	12,559	20,108	20,538	34,156	55,681

412752 - Revenue	2013	2014	2015	2016	2017	2018	2019
Revenue Fall/Spring					9825	110546	265521
Revenue Summer				4344	14567	26833	52167
Total Revenue				4344	24392	137379	317688
Support Pay Admin-Extra Comp							8000
Adjunct Salaries					2400	12015	32457
Summer Other							4000
Summer Credit Instruction						9838	7585
Fringe Benefits					176	2942	
Total Salaries					2576	24795	52042
Travel Budget Pool							20000
Travel - Out of state							7354
Travel - Out of country							7301
Travel - Visitors							199
Total Travel							14854
Operating Budget Pool					21817	97485	278622
Supplies							950
Equipment							749
Computers						768	3644
Instructor positions						30000	51500
Total Other Operating						30768	56843

410108- Language Fair	2013	2014	2015	2016	2017	2018	2019
Operating Budget Pool	\$20,900	\$9,000	\$9,918	\$7,000	\$9,000	\$5,500	\$7,000
Expenses	\$9,816	\$8,050	\$5,099	\$6,130	\$5,323	\$6,390	\$6,954

219849 - TAF Funding/Lab	2013	2014	2015	2016	2017	2018	2019
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Operating Budget Pool	7400	7500	7250	7250	7250	7250	7250
Salaries for Lab Workers	7342	7236	7223	6783	6489	6033	6808

210202-Native Assistants	2013	2014	2015	2016	2017	2018	2019
Operating Budget Pool	17985	11542	7721	11778	16356	19851	23391
Student Salaries	1838	1686	3898	3821	4591	4194	5090
Grant/Subsidy - Housing	12760	9570	6380	6500	6700	7085	7445
Scholarships	4580	11907	5091	5698	5381	5477	5477
Total Operating Expenses	19178	23163	15369	16019	16672	16756	18012

220200 - Research	2013	2014	2015	2016	2017	2018	2019
Academic Masters GA							8000
Masters GA Fee Waivers							538
Travel Budget Pool	10800	8200	7150	1750			
Travel - Instate		700					
Travel - Out of State	6314	1150	799	1703			
Travel - Out of country	4361	1350	2500				
Operating Budget Pool	12527	8252	5209	6110	5617	17	267
Other Services/Expenses	1200	5893	1200	6085	5600		

The Online Revenue that the Department received through on-line teaching has been used for following purposes:

- Instructor positions, visiting instructor salary, and adjunct salaries for online courses taught in the Fall, Spring, and Summer.
- Increase in Graduate Student Stipends.
- Research support for faculty such as travel to conferences, book stipends/indexing, professional development.
- Study abroad travel for students (airfare only).
- Computers, printer, and tablet for faculty and staff.
- Training of faculty for teaching on-line courses.
- Instructional materials such as books, supplies, software.
- Course developments.
- Outreach programs such as Film Festivals.
- Recruitment materials (brochures, gifts for high school teachers and students).
- Guest speaker's honorarium and travel expenses.

Departmental staff

In terms of support personnel, the department has two full-time staff members: an administrative associate (Glynda Luttmann) and a clerical assistant (Patricia Pinkney).

The administrative associate (Glynda Luttmann) has the primary responsibilities of:

Financial Management:

Prepare and approve financial documents (Travel requests/claims both domestic/international), cash reimbursements, meal reimbursements, and invoices. Monitor budgets, payroll, expenses, revenue and foundation accounts. Prepare budget/revenue projections

for the next fiscal year. Monitor start-up accounts for new faculty. Arrange study abroad student scholarships airfare through Travellenium and prepare travel requests/claims. Help faculty with monitoring and preparation of documents for internal grants, summer research grants (travel authorizations, travel claims, reimbursements ordering equipment). Provide guidance in adhering to University policy.

Administrative/Clerical Support:

Prepare paperwork for Native Assistant contracts, and payment for housing or tuition by the department. Prepare paperwork for new faculty visa applications. Prepare contractor forms to pay exam administrators, monitor, and submit extra compensations and summer compensation for faculty. Prepare guest speakers travel authorizations/claims, hotel arrangements and contracts for honorariums. Maintain key inventory. Prepare space report, records management, and others. Handle inventory for the department. Order equipment for faculty and department.

Human Resources:

Prepare all graduate assistant offer letters. Submit eContracts for graduate assistants and student workers. Approve bi-weekly time for clerical assistant and student workers. Help chairman monitor faculty leave reports. Prepare separation and clearance forms for student workers, GAs, staff, and faculty.

Handle all Workforum functions for faculty (request to fill position, ad for advertisement, coding of candidates after the search committee has made its recommendations to the chairman. Help chairman prepare offer letters. Prepare paperwork for full-time faculty and instructors for Faculty Services to hire/renew. Monitor adjunct instructor pools. Handle first-time hiring of adjunct faculty and submitting eContracts for 25 individuals including writing of exceptions. Prepare clearance/termination forms for faculty. Provide guidance in adhering to University policy.

Clerical assistant's (Patricia Pinkney) responsibilities:

Her duties include any type of front desk communication with the public, faculty, and students including incoming telephone calls. The clerical assistant is also responsible for implementing the fall, spring, and summer schedules. This includes learning new systems or procedures to maintain class schedules. Furthermore, she is tasked with scheduling or reserving rooms both within and outside of the department. She also maintains forms of language credit or credit by exam. After the form has been completed and processed, the student is notified via email. Her other duties include requesting and distributing copies through our copying service, ordering supplies, maintaining copies of textbooks requested each semester, contacting publishers for desk copies, and maintaining updated email addresses for mass distribution upon request.

Space

Classrooms

The classrooms in the basement and on the second floor of Jones Hall are almost exclusively used for courses offered by department (003, 005, 007, 009, 200, 212, 214, 218, 226, 237, 239, 243, 249). Due to the large number of courses offered by the department, many classes

are also offered in other buildings across campus. All classrooms in Jones Hall are equipped with a computer and projector.

LMC and Department Lounge

The Language Media Center (LMC, also commonly referred to as the “language lab”) is located in Jones Hall 220. The LMC is a university-sponsored computer lab with 30 computer stations. It is also set up for use for presentations and group sessions requiring computer access. The LMC is staffed by student workers who are recruited from World Languages majors, usually advanced students. The LMC is primarily used by students for doing homework, writing papers, and watching movies (there is a library of foreign language movies on DVD that students can check out). In addition, the LMC is the one computer lab on campus in which students can take the online language placement exam (Webcape for French, German, and Spanish; a separate Japanese placement exam developed in-house is also available). The LMC is open from 9-4 Monday through Friday during the regular semesters, and during New Student Orientation in the summer.

Adjacent to the LMC is an office that is currently used for storing materials for the Language Fair. It was previously the office of the full-time staff person responsible for the LMC (that position was terminated in 2014).

The department lounge (Jones Hall 241) is a dedicated space open for student use during regular office hours. The room has a variety of seating and work space available, as well as a sink, whiteboard, and storage space. The lounge is also used for conversation tables and club meetings on a regular basis. Occasionally, departmental events are held in the lounge.

Offices

All full-time faculty have an individual office in Jones Hall. The department chair and three faculty members have offices in the main office suite (Jones Hall 108), while the rest of the faculty have offices on the second floor. All faculty offices are equipped with a computer and access to a shared printer, if faculty do not use their own printer. Assignment of offices for full-time faculty is based on rank and seniority.

Part-time faculty are provided with use of a shared office space, although most choose to meet students either in the main office suite or in their classrooms before or after class.

The graduate students in Spanish share a large office space (Jones Hall 259), while the French graduate students share an office (253E).

Support space

The main office of the Department of World Languages and Literatures is located in Jones Hall 108. This suite houses the main reception area (where the departmental secretary’s desk space is located, as well a small seating area, a copying machine, mailboxes, and two computer stations with a printer). In addition, the offices of the departmental chair, the administrative associate, and three faculty members (Spanish advisor, Classics instructor, and Italian section head) are located in the suite. There is also a small supply room and a small conference room which has a large flat-screen set up for video-conferencing and other activities.

Equipment

Apart from desktop and laptop computers, the department does not rely heavily on equipment for instructional and research purposes. During the current academic year, due to funds available from online revenue, some department members have been able to acquire hardware and software to assist them both in the classroom and in their scholarly activities.

Library

Below is the list and total amount of the money that the Department of World Languages and Literatures has received from 2013 to 2019 in library allocations. The money received was divided equally among the language programs, considering the following variables: Master, Major, Minor, number of faculties in the program and number of current students.

Semester	Total Amount Allocated
Spring 2013	\$ 700
Fall 2013	\$ 2,500
Spring 2014	
Fall 2014	
Spring 2015	
Fall 2015	\$ 7,000
Spring 2016	
Fall 2016	
Spring 2017	\$ 2,000
Fall 2017	
Spring 2018	\$ 3,750 + 3,416
Fall 2018	
Spring 2019	
Fall 2019	\$ 3,750
Total 2013-2019	\$ 23,116

Future vision

The title of an article of the *Chronicle of Higher Education* of January 22 2019 says it all: “Colleges lose a ‘stunning’ 651 Foreign-Languages Programs in 3 years”. This study concerning programs eliminated between 2013 and 2016 offers a useful context for what foreign language departments in the nation are confronted with. While more recent numbers have not appeared, one can only guess that this unfortunate trend will not change. The focus on STEM programs, the dubious notion that hand-held devices will solve language barriers, and the general disaffection for the humanities simply do not bode well for the future of foreign language departments. However, this trend should not prevent us from making a strong case for the humanities in general and for second-language education in particular. It is our responsibility to highlight the benefits of our programs for our current and future graduates. It is a well-known and demonstrable fact that graduates of Humanities programs have good career opportunities and often out-earn graduates in other fields when they have advanced in their careers. It is our task to prepare our graduates for a changing labor market and provide them with the necessary skills for success.

Below we list (in no particular order) the ideas that faculty have submitted as potential areas of growth/development/change for our department in the future. Many are inter-related, and in some cases we are already implementing these ideas at some level. Hopefully they provide an indication of our ability to embrace change in the department, for the good of our programs, our faculty, and our students. We believe this is a fitting way in which to end our self-study.

- It is essential that we continue to rejuvenate our curricula so that our program meets with the demands of the job market. Already, several languages in our department are restructuring their curriculum and are creating new courses and revitalizing existing ones. It will be important to advocate to future employers the relevance of our language programs.
- It would be beneficial to increase the opportunities for internships for students during their coursework at the University of Memphis. The Spanish Section has already successfully started an internship program and many students are taking advantage of these opportunities. This program should be extended to other languages and connections to companies in various fields should be created.
- There is a need to recruit students by visiting high schools in the area, thus creating a stronger bond between high-school teachers and professors at our university. We are in the process of establishing or reinforcing those links by visiting local high-schools. The Language Fair, which annually brings more than a thousand students to our campus, is an incredible outreach opportunity. The effect of such a strategy will certainly pay off in the future.
- It will be crucial for the health of our program to advocate to high-school students the benefit of knowing one or several foreign languages. As a department, we will have to create other events that will bring high school students to the campus for them to meet some of our undergraduate foreign language majors. By bridging the gap between secondary and higher education, we will appeal to future minors and majors.
- The State of Tennessee wants to increase Early Post-Secondary Opportunities (EPSOs) for their high school students. Our department is planning to be at the forefront of the many initiatives that are sprouting in our area: encourage dual enrollments; facilitate the transition to our university for students who take Advanced Placement in foreign languages; consider awarding credits for students who enroll with the Global Seal of Bilingualism.
- In a global world, developing excellent skills in a foreign language as well as acquiring a deep understanding of a different culture needs to be promoted. It is vital that we support and publicize study abroad opportunities. The University of Memphis has major potential for growth in this area but it will be our task to advocate to our administration and students the importance of such programs and secure funding for study abroad.
- One of the most promising developments for the future of undergraduate studies in foreign languages is the offering of online courses. So far, all courses that have been offered online have seen a major increase in enrollment. We should continue to support the trajectory of UMG by expanding the offerings in online language instruction in all languages and more specifically in Korean, Arabic and Chinese.
- While we are offering online courses, we should be mindful as a department to achieve sustainable growth. While offering online language, literature, and culture classes, we should remain focused on teaching in-person classes, preferably not by contingent faculty,

but by instructors/professors with unlimited contracts. It is doubtful that students taking online courses will continue as majors even in a fully online major.

- Increase technical support for online instruction, perhaps by creating a position for the maintenance of online courses throughout the department if this is financially feasible.
- Improve retention especially for non-majors in lower division courses. We have made great progress in the past five years, so it is important to build on this momentum.
- Enhance horizontal articulation with academic advisors for first-year students in Arts & Sciences. We will increase enrollment and the university will have more on-time graduates if students start their language courses sooner.
- Secure long-term financing for the travel stipend for majors who study abroad. An endowment that can be invested to support this purpose in perpetuity would be ideal.
- Offer course releases to incentivize faculty research in order to meet the university's goal of attaining Carnegie R1 status. We teach a 3/3, but productivity varies widely. Teaching loads could be lowered or increased according to output.
- At the same time, we should continue organizing workshops across languages in order to better share techniques, strategies and pedagogical tools for the teaching of foreign languages. The organization of another workshop(s) similar to the ACTFL proficiency workshop we had in 2018 would be beneficial. A workshop—available to both our faculty and area K-12 instructor as outreach—covering other topics related to language instruction, communicative language teaching, or assessment would enhance our teaching and our collaboration with local high schools. In addition, funding for individual faculty who are interested to attend a workshop(s) elsewhere if not offered on-campus would be greatly beneficial.
- Given the demographic decline in the number of students at the college age during the next five years, it is imperative that we appeal to non-traditional students. We could meet this potential market by developing certificates that will help those students by creating new language acquisition opportunities and/or perfecting their translation skills or just establishing a set of cross-cultural skills that will prepare them for living and working abroad.
- We need to have the teaching licensure plan in place for undergraduate WLL majors.
- We need to offer 1-2 summer courses on campus of upper division first in Spanish and maybe other languages as the need arises as well as 1-2 online upper division classes per spring/fall semester.
- We should have plans to expand offerings in cultural studies (LALI courses).
- The idea of 2 tracks for Spanish majors (Linguistic/Translation or Literature) should be explored.
- While expanding Spanish upper division course offerings in order to include more translation/ interpretation courses, we should allow a supervised internship option as a 4000 SPAN to count toward the major.
- The Japanese program has been a destination program for many incoming freshmen. This inflow of students must be kept and developed.
- The graduates of the Japanese program have been employed as Japanese teachers in local high schools. We would like to increase the number of Japanese teachers from UofM in local k-12 schools by promoting Japanese language and culture through various promotional events in the local community.

- The department needs to continue to develop courses that are direct application to their possible career choices and link those courses to other disciplines. The development of courses for specific purposes such as language for medical purposes, commerce, interpreting and translating should be encouraged.
- The department should add certificates in language for the professions in order to better compete with other universities.
- In general, the Department of World Languages and Literatures has done well in adjusting to the needs of the new incoming students to the University of Memphis. More can be done in terms of the University's recognition of the advantages of an education emphasizing global awareness through the study of new languages and cultures. We need to find a way to make better use of our culture classes taught in English (LALI). Our LALI courses need to be actively recognized not only as an important recruiting tool for our programs, but also because they are conducive to a greater interdisciplinary environment within the university. It is unfortunate that the programs' enrollment data provided by the Office of Institutional Research does not directly associate LALI courses with a specific language program, which might lead to fail to credit those programs for their contributions and might even disincentivize faculty from offering such classes. In the future, it might be beneficial to adopt the model followed by universities such as the University of Georgia, Athens, and Wayne State University which use the same language prefix for courses taught in a language's culture in English.

Appendices

Appendix A	Faculty Profiles
Appendix B	Faculty Publications 2013-2020
Appendix C	Faculty Awards
Appendix D	Grants
Appendix E	Faculty Service
Appendix F	Assessment of Undergraduate and Graduate Programs, 2019
Appendix G	Department events 2013-2020
Appendix H	Our Department During the Covid Epidemic