

**Department of Modern Languages**  
**Administrative Activities Review (AAR)**  
**9/27/2018**

**I- Basic Facts and Description of the Administrative Unit**

**Mission:** Our programs equip students with the linguistic skills and cultural competencies they need to be competitive in the global marketplace. Our program's stand-alone merits are complemented by the fact that they also add value to many other majors and minors offered at the University of Akron, since they fulfill an essential part of the stated mission of the university to "prepare career-oriented people for professional leadership roles in regional, national, and international organizations and institution". The administrative staff of the Department of Modern Languages services a remarkably high volume of students and offers a wide range of coursework. In addition to offering beginning and intermediate language classes in Arabic, Chinese, French, German, Italian, Japanese, Latin and Spanish, as well as upper division classes (300 and 400 level) in Arabic, French and Spanish, the Department also offers four courses that are part of the Tier II: Disciplinary Area Courses of the new General Education Core Curriculum. (3501:210 Arabic Culture through film, 3502:210: Chinese Culture through Film, 3560:210: Japanese Culture Through Film and 3580:250: Hispanic Literature in Translation). Four of our courses are tagged for the Gen Ed areas of Complex Systems Affecting Individuals in Society (3580:308: Spanish Composition: Health Professions and First Responders) and Domestic Diversity (3580:307: Spanish Conversation for Health Professions) and Global Diversity (3580:360: Hispanic Culture through Film and 3560:210: Japanese Culture through Film). These courses generate approximately 7% of the gross undergraduate tuition revenue.

**Goals:** The staff supports short- and long-term goals related to serving students as they work toward their degrees and certificates and the fulfillment of the language requirement.

**Services:** The administrative components of the department of Modern Languages consist of a **Chair** and one **administrative assistant**. Even though most of our full-time faculty perform administrative duties, **only two faculty members receive a course reduction: the Spanish Section coordinator and Spanish undergraduate advisor (Dr. Matthew Wyszynski) and the Intermediate Spanish Coordinator and the Director of UA DISSTA program (Kirstin Polen de Campi).**

**Only one faculty member receives stipend for their administrative duties: the Spanish Section coordinator and Spanish undergraduate advisor (Dr. Matthew Wyszynski).**

- **Chair (Dr. Maria Alejandra Zanetta):** the administrative responsibilities of the chair are evenly split between Chair duties of the **Department of English** and the **Department of Modern Languages**, service in several committees and a teaching load of 1/1. The Chair meets periodically with all full-time faculty members in the department to discuss work performance, future individual and collective goals and to discuss personnel issues as they arise. The Chair also reaches out to various units within the University and organizations in the community to seek possible areas of collaboration and program expansion. The Chair also addresses student

complaints, answers inquiries from parents, responds to media requests, manages the budget, workload and attends to other administrative matters related to the unit. The chair also sets the schedule for fall, spring, and summer semesters for Chinese, German, Italian, Japanese and Latin; assigns teaching staff for all the classes in these languages; interviews prospective part time faculty; works with CAST to establish CCP classes at area high schools for these languages; observes on a rotating basis part time faculty (with emphasis on new faculty members); works with course coordinators to solve student issues; writes and submits curriculum proposals for all the languages without a coordinator; evaluates language courses transferring to UA.

- **Administrative Assistant (Mrs. Dana Frase)**: Work effort for the administrative assistant is approximately 60% clerical (e.g. PeopleSoft reports, scheduling, PAFs, communications, TAAR preparation, PO processing), 10% faculty research support and 30% direct student support (e.g. course scheduling, degree audits, managing student communications with faculty) as well as dealing with inquiries and requests from outside the university.
- **Student assistants**: they assist with the daily office operation, especially during the beginning and end of each semester when student traffic increases significantly.
- **Spanish Section coordinator and Spanish undergraduate advisor (Matthew Wyszynski)** The coordinator of the Spanish section and advisor to Spanish majors and minors sets the schedule for fall, spring, and summer semesters; assigns teaching staff for all classes; interviews prospective part time faculty; works with CAST to establish CCP classes at area high schools; observes on a rotating basis part time faculty (with emphasis on new faculty members); works with course coordinators to solve student issues; advises all majors/double majors in Spanish (approximately 50 students; meeting about 25/semester); advises all minors (approximately 75 students; meeting about 20/semester); writes and submits curriculum proposals for section; writes and grades all PhD exams in Spanish; evaluates courses transferring to UA; administers credit by exam program for section; assists chair in developing strategic initiatives for the section.

The Spanish Coordinator is also responsible for the maintenance of the Computer lab (software updates, replacement of faulty equipment, update of equipment, etc.)

**Fall 2017-Spring 2018: 2/2 teaching load plus \$3000 yearly administrative stipend and a \$ 1,526\$ summer administrative stipend)**

**Fall 2018-Spring 2019: 2/2 teaching load plus \$3000 yearly administrative stipend and a \$ 1,526\$ summer administrative stipend)**

- **Intermediate Spanish Coordinator & Director of the UA DISSTA program (Kirsten Polen de Campi)**:  
**The intermediate Spanish coordinator** oversees two courses: Intermediate Spanish I and Intermediate Spanish II; these courses typically consist of 12 combined sections per semester. The Intermediate Spanish Coordinator is responsible for creating and updating the syllabus,

course description and calendar each semester. This includes a general overview of the course with guidelines that meet the state requirements, course assignments and University policies. The coordinator also creates quizzes, exams and additional assessments each semester. For each lesson (3 for each level), I have created daily lesson plans with worksheets to incorporate communicative activities, grammar practice, reading / listening comprehension and writing skills. These are continually revised to stay up to date and include current events. All of these materials are then supplied to the instructors (typically 3-5 per semester) and the master site of each course is updated on Brightspace. Throughout the semester, the coordinator works with these instructors when issues arise. This includes classroom management, problems or feedback with an assignment, attendance or sick leave and getting replacements. Also the Coordinator works closely with our book representative to stay updated with changes in text and online materials as well as to manage new instructors and support them with issues or questions. Additional assistance is given to new instructors (typically one per year) to get them acclimated to the book and the course expectations and layout as well as our teaching methodology. **The Director of the DISSTA Study Abroad program** is in charge of recruiting students, promoting the program on campus and social media, maintaining our relationship with the Universidad de Valladolid in Spain and keeping abreast of their annual changes, organizing the trip and budget, and teaching the class which begins before departure and ends when the trip does. For recruitment purposes, the director visits several classes (as many as my schedule allows) with a 15-20-minute presentation of the trip and requirements. During the fall semester, she holds 2-3 information sessions and works with Office of International Programs for Study Abroad Fair and other opportunities to expose the program on campus. Upon receiving the applications, the director conducts brief interviews with each student and follows up with 2 informational meetings in the spring semester (either individually or as a group as needed). These meetings include helping students fill out their transient permission forms, tips to find flights, telling them what to pack and safety concerns. Upon return in the fall, the director follows up on the transcripts and works with students if there are any errors. The director also organizes the bill and collects payments for each student. Before the trip, she sets up housing and transportation to Valladolid, conducts the placement test for them and provides them with basic student information. Finally, before the trip, the director teaches *the Ugly American: Preparation for Study Abroad* class. This includes finding updated and relevant current events for discussions and reviewing worksheets/activities to be completed while abroad. Upon arriving to Spain, the director meets with and organizes students for the departure from Madrid to Valladolid. Once the group is settled in the city, the director meets with students daily to assist them with personal and academic issues ranging from a wide variety of topics including changing their classes, interacting with their host family, getting lost, problems between roommates, cultural misunderstandings, sickness, and registering for classes for the fall. The director is at the University every day and regularly has oral interviews with students that form part of their final grade. She also plans all the additional evening and weekend trips (hotel, activities, and transportation) and grades discussions and assignments. Once a week, students have conversation partners meetings to which the director attends and moderates. The director works closely with the program director in Valladolid to handle any concerns the students have

with their classes, their host families and to coordinate the University outings. Upon return to the States, she works with the Purchasing Dept. to ensure the expense report is completed and approved, contacts OIP to ensure all credits are transferred and follows up with students about enrollment for the fall semester.

**Fall 2017/Spring 2018: 3/4 teaching load.**

**Fall 2018/Spring 2019: 3/4 teaching load.**

**OTHER ADMINISTRATIVE POSITIONS:** the faculty performing the administrative duties below **DO NOT receive any stipend and carry a full-time teaching load (no course reductions).**

- **Arabic Coordinator (Eihab Abousena)**: The Arabic coordinator oversees all the Arabic course offerings, sets the schedule for fall, spring, and summer semesters, supervises course instructors and serves as the primary contact person for questions and complaints from both instructors and their students. **(3/3 teaching load in Modern Languages plus 1/1 in Political Sciences)**
- **Beginning Spanish Coordinator (Prof. Thomas Neal)** The Beginning Spanish coordinator oversees two courses: Beginning Spanish I and Beginning Spanish II; these courses typically consist of 15 to 20 twenty combined sections per semester. The coordinator supervises all course instructors and serves as the primary contact person for questions and complaints from both instructors and their students. The coordinator is responsible for planning and implementing the entire curriculum for each course. This includes creating, distributing and updating all syllabi, assessments, classroom activities and study materials, and updating them on a yearly basis. Additionally, the coordinator oversees instructor training, which includes organizing orientation meetings as well as info sessions on online textbook platforms. The coordinator is responsible for maintaining each course's BrightSpace page. The coordinator also conducts class observations of instructors and holds follow-up meetings to discuss reports. **(3/3 teaching load)**
- **Beginning French Coordinator and French Section Coordinator (Nena Roy)** The Beginning French coordinator oversees two courses: Beginning French I and Beginning French II; these courses typically consist of 6 combined sections per semester. The coordinator supervises all course instructors and serves as the primary contact person for questions and complaints from both instructors and their students. The coordinator is responsible for planning and implementing the entire curriculum for each course. This includes creating, distributing and updating all syllabi, assessments, classroom activities and study materials, and updating them on a yearly basis. **The French Section Coordinator** sets the schedule for fall, spring, and summer semesters; assigns teaching staff for all classes; interviews prospective part time faculty; works with CAST to establish CCP classes at area high schools; observes on a rotating basis part time faculty (with emphasis on new faculty members; evaluates courses transferring to UA; administers credit by exam program for section; assists chair in developing strategic initiatives for the section. **(3/3 teaching load)**

- Coordinator and Advisor for the Certificate of Beginning Medical Spanish/ Coordinator and Advisor of the Advanced Certificate of Spanish for the Health Professions (Parizad Dejbord)**  
**The coordinator of Certificate of Beginning Medical Spanish,** works on recruiting and promoting the certificate at *Akron Children's Hospital* each fall when the cycle of three classes commences. As a first step, every year Dr. Dejbord attends the *ACH Employee Benefits and Wellness Fair and Education Expo*. During this all-day-event, she sets up a table of promotional materials, explains the program and recruits hospital professionals and staff. In addition, she personally distributes brochures about the program to offices and units at *Akron Children's Hospital* and to the headquarters of *Summa Health*. Once she receives e-mails of interest from the hospital employees, she responds to their questions and provides further information about the classes and the pedagogy. Once they have confirmed their interest in pursuing the certificate, she communicates between the Education Director at ACH and the U of A admissions office to get the hospital employees admitted to the Certificate program. Dr. Dejbord is in charge of sending the online admission applications so students can be admitted to the university as well as the FERPA forms so that the hospital can pay for the fee and for their tuition. Since the employees do not receive an orientation, as do regular U of A accepted students, she creates and distributes materials and instructions on how to access their student identification numbers, sets up e-mail accounts and accesses the course information on Brightspace. For the Summa employees, she does the same. Once they are admitted to the *Beginning Medical Spanish* program, Dr. Dejbord advises them regularly to ensure that they move forward towards completion of the three classes that compose the certificate. As the **coordinator of Advanced Certificate of Spanish for the Health Professions,** Dr. Dejbord meets regularly with the certificate students on campus. Currently there are about 50 students in this advanced certificate program. Dr. Dejbord signs them up for the certificate, creates a plan of studies for each one of them and meets with them every semester to insure their completion of the core classes and the electives. The core courses are also complemented with an experiential learning component. Every year, Dr. Dejbord organizes a Hispanic Health Fair at St. Bernard's church with NEOMED students and doctors. During the fair, the students in the certificate program volunteer and act as linguistic and cultural bridges between the doctors and the limited English Hispanic population they serve. In addition, many of the certificate students volunteer weekly with area free clinics that serve the Hispanic population during the regular semester and during the summer. R. Dejbord facilitates these relationships and coordinates their schedules with the directors of *Hartville Migrant Farmers Clinic*, *AxessPointe Community Health Centers* and *Faithful Servants Care Center*. **(3/3 teaching load)**
- Program Leader of the 5-week long experiential learning program at the Université du Maine, Le Mans, France and of One-week service learning program in Haïti (Maria Adamowicz-Hariasz)**  
 Leader acts as liaison between UA and the Université du Maine and other institutions in Haiti, supervises and assesses learning activities that include: pre-trip readings and research of specific aspects of the region; during the trip: community- based observations, conversations, journaling and work on specific projects/community service; post-trip reflection paper **(3/3 teaching load)**

- **Coordinator of Mesa Hispana and of the Hispanic film screening** (Courtney Benjamin) . As coordinator of Mesa Hispana, she chooses the dates for the weekly meetings, makes and distributes the flyers for the events. Before each meeting, she speaks with instructors from the 100 and 200 levels to create a few relevant speaking activities to start our conversations. During the events, she helps the attendees with conversation topics and vocabulary questions during the hour-long meeting. Finally, she emails the attendance list to the instructors. As the coordinator of the Hispanic film screenings, she finds films from a variety of genres, representing different Hispanic countries and works with the librarians to acquire any film that we do not already own. She also makes and distributes flyers for these events. Before each film screening, she gives the students a brief presentation about the historical context of the film and director. She also takes attendance to send to the attendees' professors **(4/4 teaching load)**

**Critical Partners:** Our double majors overwhelmingly hold majors in colleges other than Arts and Sciences, with a majority of students from the College of Business, the College of Engineering and the College of the Health Professions. Among our current minors, 30% of students come from colleges other than A&S (approximately 20% from the College of Engineering, 10% from the College of the Health Professions and 8% from the College of Business). These numbers reflect the value that our programs add to other programs within and outside of the College of Arts and Sciences. Other partners include Health professionals at Summa and Akron Children’s Hospital enrolled in our Certificate of Beginning Medical Spanish and other groups in the Akron community.

**Customers:** The Chair, Administrative Assistant and program coordinators support six TT, four NTT, an average of nineteen to twenty four part-time faculties per semester and several teachers offering language courses at area HS as CPP. In addition, they perform administrative tasks associated with 2 majors, 3 minors and 3 certificates. The Department also serves the general student population of the College of Arts and Sciences in the fulfillment of the Language requirement, students in other Colleges of the University, Health professionals at Summa and Akron Children’s Hospital enrolled in our Certificate of Beginning Medical Spanish and several groups in the community such as the *Hartville Migrant Farmers Clinic*, *Axess Pointe Community Health Centers* and *Faithful Servants Care Center*.

**Key Performance Analysis** The university-wide impact of our programs is evident not only when we analyze the number of our majors, minors, and certificate holders, but also double majors. As the Modern Language Association has noted, because of the nature of language programs, the number of double majors in our field is as high as the number of majors. Because of this, it is essential to examine not only the number of majors but also double majors in our programs.

**UA DATA COUNT**

	<b>Fall2014</b>	<b>Fall2015</b>	<b>Fall2016</b>	<b>CURRENT</b>
<b>UNDERGRADUATE MAJORS</b>	41***	29***	24***	29
<b>UNDERGRADUATE SECOND MAJORS*</b>	38	31	31	23
<b>CERTIFICATES**</b>				93
<b>MINORS*</b>	141	153	127	107
<b>MASTER'S STUDENTS</b>	1	1	0	0

**DEGREE GRANTED<sup>1</sup>**

	<b>FY 2015</b>	<b>FY2016</b>	<b>FY2017</b>
<b>UNDERGRADUATE MAJORS</b>	19	26	34
<b>UNDERGRADUATE SECOND MAJORS</b>	7	2	8
<b>CERTIFICATES</b>	4**	19**	17**
<b>MINORS</b>	47	44	53
<b>MASTERS</b>	0	1	0

\*The numbers of second majors and minors are based on students who have formally declared a second major or a minor and have processed the add major/minor form through the College of Arts and Sciences.

\*\*Included in this sum are the certificates from both the Beginning Medical Spanish Certificate and the Certificate of Advanced Spanish for the Health Professions.

\*\*\* The numbers that we track at the department level differ significantly from the UA numbers. Data for 2014: UA 41 majors vs. DML 63 majors; 2015: UA 29 majors vs. DML 59 majors; 2016: UA 24 majors vs. DML 56 majors.

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<sup>1</sup> We have added the information of degrees granted for second majors and certificates to the chart because we believe it provides a more accurate view of the Department and the type of programs we have.

## II- Resources:

**Personnel:** The Department of Modern Languages falls under the Humanities Division of the Buchtel College of Arts and Sciences. The department has 6 tenured faculty, 4 college lecturers, 1 teaching assistant from Le Mans University and approximately 20-24-part time faculty. The Department of Modern Languages' general teaching load is 3/3 for t/t faculty and 4/4 for College lecturers.

**Financials:** Major categories of expenditures are listed below. In FY18, the **interim chair for both**

**Modern Languages and English** was Associate Dean, Dr. Wrice. His salary was the salary of associate Dean and he did not receive any additional stipends for performing these two additional administrative duties. In June 2018, Dr. Wrice was appointed Dean for Undergraduate Studies while still retaining his old role of Associate Dean. Due to this new assignment, a new interim chair was appointed. **The new interim chair, Distinguished Professor Maria Alejandra Zanetta**, earns an eleven-month salary plus a **\$12000 stipend**.

<b>Administrative Assistant</b>	\$29,490
<b>Student Assistants</b>	\$462.04
<b>Spanish Section Coordinator and Spanish advisor stipend</b>	\$3000/\$1526

**Space:** The Chair and Administrative Assistant each occupy one office in Olin Hall. The Department has a Language lab as well in Olin Hall with 24 seats/computers and a Smartboard.

## III-Future Plans

**Potential Changes:** Department faculties envision multiple opportunities to grow enrollments and increase overall retention and persistence for UA. One immediate goal is to expand our offerings to the **NEOMED** program and collaborate extensively as part of the new **Global Studies Major**.

**Trends:** In 2004, The Modern Language Association launched a study to examine the United States' language and cultural proficiency deficit and its negative consequences. It came to no surprise that "the need to understand other cultures and languages" was recognized by Daniel Yankelovich as one of five imperative needs to which higher education must respond in the next ten years if it is to stay relevant. "Our whole culture," Yankelovich says, "must become less ethnocentric, less patronizing, less ignorant of others, less Manichaeian in judging other cultures, and more at home with the rest of the world. Higher education can do a lot to meet that important challenge."<sup>2</sup> In May 2005 Senator Daniel Akaka made a similar point: "Americans need to be open to the world; we need to be able to see the world through the eyes of others if we are going to understand how to resolve the complex problems we face."<sup>3</sup> As the

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*Modern Language Association. Foreign Languages and Higher Education: New Structures for a Changed World*  
<https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Teaching-Enrollments-and-Programs/Foreign-Languages-and-Higher-Education-New-Structures-for-a-Changed-World>

<sup>3</sup> Ibidem

MLA points out, “In the current geopolitical moment, these statements are no longer clichés”<sup>4</sup>. The value of our programs is not only recognized by our majors but also by students majoring in other disciplines. Given the immense practical benefits and strong ethical imperatives for foreign language study, our programs routinely answer the call to prepare more bilingual and bicultural workers for our international economy and interconnected world.<sup>5</sup> The Department of Modern Languages is poised to continue with its proven track record of designing and implementing specialized certificates and minors that add value to student degrees and increase students’ competitive edge in the global marketplace.

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<sup>4</sup> Ibidem

<sup>5</sup> Studies repeatedly show that knowing a second language and being proficient in other cultures translates into 10 to 15% higher wages and better opportunities for career growth (Jeremy Hazlehurst, “Learning a Foreign Language: Now You Are Talking.” The Guardian 8/27/2010: <https://www.theguardian.com/money/2010/aug/28/learning-foreign-language-boost-career>). Furthermore, the National Education Association summarizes both the ethical and practical considerations that have increased the importance of foreign language education: “A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry (...) Language skills and cultural expertise are also urgently needed to address economic challenges and the strength of American businesses in an increasingly global marketplace. Professions such as law, health care, social work, and education call out for an international dimension that reflects the changed world environment and increasingly diverse U.S. population. (...) Higher education needs the capacity to serve as a resource on the politics, economics, religions, and cultures of countries across the globe, countries whose positions on the world stage change over time, often in unpredictable ways.” The National Education Association. “Regarding World Language Education” NEA Research, December 2007. [http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum\\_Root\\_Web\\_Folder/BenefitsofSecondLanguage.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/BenefitsofSecondLanguage.pdf)