

Department of  
**ROMANCE LANGUAGES &  
LITERATURES**

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

2009

**SELF-STUDY FOR PROGRAM REVIEW**

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VOLUME I

NARRATIVE

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Department of Romance Languages and  
Literatures

## UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

## SELF-STUDY FOR PROGRAM REVIEW 2009

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# Department of Romance Languages and Literatures

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SELF-STUDY FOR PROGRAM REVIEW 2009

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## I. OVERVIEW OF THE DEPARTMENT

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### A. History of the Department

Modern foreign languages were among the first subjects taught at the University of North Carolina, and their growing importance led to the establishment of the Department of Modern Languages in 1885. In 1909, Modern Languages split into the Department of Germanic Languages and the Department of Romance Languages. For the next forty years, the Department of Romance Languages was guided by a single chair, Professor William Morton Dey, who supervised its steady growth in terms of students and faculty and guided an exponential increase in library resources. Graduate work was available from the outset of the Department's existence, and the oldest of the Department's publication enterprises, the monograph series Studies in the Romance Languages and Literatures, was founded in 1940 during Prof. Dey's chairship with Prof. Sturgis E. Leavitt as its first editor-in-chief. The series is now headed by Prof. Frank Domínguez and to date has published over 290 titles.

The Department was originally housed in Murphey Hall in the 1920s. However, with the great increase in University enrollment after World War II, and with the greater importance given modern foreign language instruction, it became clear that not only more space, but also more advanced audiovisual equipment for that purpose should be provided by the State of North Carolina. Under the direction of the Department's second chair, Prof. Sterling A. Stoudemire (1949-64), plans were drawn up and approved for a new building to be devoted exclusively to modern foreign language instruction. This four-story edifice (the first on campus to be built with central air conditioning) was named in memory of Prof. Dey. It was completed in 1962 and became the home of three departments (Romance Languages, Germanic Languages, and Linguistics) and the Curriculum in Comparative Literature. All shared language laboratory facilities. The second-oldest departmental publication, the journal Romance Notes, was founded during Prof. Stoudemire's chairship in 1959 by Prof. U. T. Holmes, Jr. It is now headed by Prof. Monica Rector and is currently publishing its 48<sup>th</sup> volume. The rapid growth of the University and the increasing demand for language training required considerably more space and equipment. A major expansion of the building was completed in the summer of 1969, during the tenure of the Department's third chair, Prof. Jacques Hardré (1964-1975). This coincided with the arrival of the Department's third publication, the journal Hispanófila, founded by Prof. Alva

V. Ebersole and brought by him to the Department in 1968. It is now headed by Professor Fred Clark and currently on its 52<sup>nd</sup> volume. During Prof. Hardré's chairship the Department also initiated its efforts in study abroad. A program in France was first housed at the University of Lyon (1964), moved to the University of Orleans (1974) and finally was established as the UNC Year at Montpellier program in 1976. The UNC Year at Seville program was established in 1973.

During the early years of Prof. Hardré's chairship, the Department lost many of its French and Spanish professors. This situation required the filling of a large number of faculty positions in a short period of time, with an almost immediate expansion of the Department's philological tradition to include literary criticism and theory. These major curricular changes were in place by the early 1970s. With increased resources, it was possible to develop PhD programs in Italian and Portuguese as well as French and Spanish. Undergraduate enrollments in all languages increased significantly, and continued to do so under the Department's fourth, fifth, sixth, and seventh chairs, Profs. Frank M. Duffey (1975-80), Edward D. Montgomery (1980-85), Cesáreo Bandera (1985-1990), and Stirling Haig (1990-95). The chairship of Prof. Bandera also was the scenario for the arrival of a new journal, Annali d'Italianistica, brought to the Department by Prof. Dino Cervigni in 1989 and now publishing its 26<sup>th</sup> volume.

The chairship of Prof. Frank A. Domínguez (1995- 2003) coincided with massive growth in the demand for Spanish, the growth of the Year at Montpellier and Year at Seville programs, an increase in the number of graduate exchanges, and the incorporation of technology to support the instructional mission of the department.

The period since 2003 has been one of transition in which the Department has made meaningful strides toward improving its image in the university community and the profession. The interim chair of the department from 2003-06 was from outside the department, followed by the interim chairship of Prof. Larry King (2006-08), who now serves as chair 2008-2011 because of the lack of success in filling the position of chair after a two-year national search. This period of transition has not been void of progress, and, in fact, it has allowed the department to revisit its mission in meaningful ways. Furthermore, a significant number of retirements and recent tenure-track hires in French, Italian, and Spanish have brought new directions in research and teaching. These recent hires, and others to be hired in the immediate future, are revitalizing the department and shaping its future.

The introduction of the new curriculum of the Academic Plan in 2006 dictated the reevaluation of course offerings, and many new courses in all languages were introduced, complementing the many courses that had previously been developed in French and Francophone Studies, Cultural Studies, and European Studies. During 2006-2007 the Department conducted an extensive review of the undergraduate program in the form of Working Groups that reviewed and reported on Technology and Teaching, U.S. Hispanics and Spanish for the Professions, Experiential Learning and Academics Abroad, Quality Enhancement and Outcomes Assessment, and Advanced Spanish Language Proficiency. Resulting curricular reforms at the undergraduate level include a Francophone track for undergraduate majors, a new minor in Spanish for the Professions, course redesign for Spanish 101-102 and other four credit courses, and the introduction of an interdisciplinary research component in all French content courses. Since its

inception in 1994 the graduate student Carolina Conference on Romance Literatures has increased its visibility by including very distinguished invited speakers; for example, Rosa Beltrán, Lise Gauvin, and Santiago Roncagliolo in 2008, and Esther Bendahan, Régine Robin, Robert Viscusi, and Giaconda Belli in 2009. The doctoral program was revised to produce a more focused and individualized course of study. The departmental endowment has grown with several new endowment funds, including the fund for the establishment of the Jacques Hardré Distinguished Professorship of Romance Languages. The College has recommitted its support to the Department and authorized eleven positions since 2003: Assistant Professor of Spanish Juan Carlos González-Espitia joined the Department in 2003-2004 (promoted to Associate Professor with tenure effective July 1, 2009); Associate Professor of French and Francophone Studies Hassan Melehy joined the faculty in 2004-2005; Assistant Professor of Italian Federico Luisetti (promoted to Associate Professor with tenure effective July 1, 2009) and Assistant Professor of Spanish Carmen Hsu in 2005-2006; Assistant Professor of French and Francophone Studies Philippe Barr in 2006-2007; Assistant Professors of Spanish Emilio del Valle Escalante and Oswaldo Estrada in 2007-2008; Assistant Professor of French and Francophone Studies Ellen Welch and Assistant Professor of Spanish Irene Gómez-Castellano in 2008-2009, and Assistant Professor and Hanes Fellow Alfredo J. Sosa-Velasco in 2009-2010. The reauthorization of a position that was suspended last year has allowed us to recruit Associate Professor of Spanish Samuel Amago, who will join us July 1, 2010.

The transition has not been without its downside. The departmental study abroad programs in Montpellier, France and Seville, Spain, which for more than thirty years were integral parts of the undergraduate curricula in French and Spanish, were removed from the department and housed in the Study Abroad Office. The Portuguese graduate program was eliminated, the departmental response to which has been to include Portuguese within the possible areas of study for the PhD in Spanish (Languages, Literatures, and Cultures of the Iberian Peninsula and the Americas).

### **B. Faculty and Students at a Glance**

The Department currently has twenty-one tenure-track faculty members, with an additional one to join us in 2010-2011, forty-two fixed-term faculty members, and 80 graduate students in residence. The Department offers the BA in Romance Languages with concentrations in French and Francophone Studies, Italian, Portuguese, and Spanish, and the MA and PhD in Romance Languages with a specialization in French and Francophone Studies, Italian, and Spanish, with an additional track for the PhD in Medieval and Early Modern Romance Languages.

The tenure-track faculty teach one course at the graduate level and three at the undergraduate level each year, including major courses, honors courses, First Year Seminars, and interdisciplinary courses cross-listed with other departments, curricula, and area studies. Fixed-term faculty teach six courses per year of language at all levels, Spanish for the professions, general education literature 260, and major courses as needed by the individual language sections. Teaching Fellows teach 2-3 courses per year of primarily general education language 101-204 courses, although advanced graduate students are also given the opportunity to teach general education literature 260 and courses on literature in translation, upper-level language,

Spanish for the professions, and recitation sections of Spanish 330 Cultural History of the Hispanic World.

As noted before, the last ten years have seen the retirements of several faculty members. In the same period of time, the Department has been undergoing a sustained period of recruitment, hiring one associate and two assistant professors in French and Francophone Studies, six assistant professors in Spanish, and one assistant professor in Italian. During the same period, two assistant professors have been promoted to associate professor with tenure, and five associate professors have been promoted to professor.

Student demand for Romance Languages courses remains strong. In 2008-09, the Department had a total enrollment of 12,271 for the fall, spring, and summer terms, distributed as follows:

#### **Romance Languages Enrollments, 2008-2009**

	Fall	Spring	Summer
101-204 (LANG)	3630 (59%)	3042 (56%)	459 (70%)
250-499 (UG)	2296 (37%)	2211 (40%)	196 (30%)
500- (GRAD)	234 (4%)	203 (4%)	00 (0%)
<b>TOTAL</b>	<b>6160</b>	<b>5456</b>	<b>655</b>

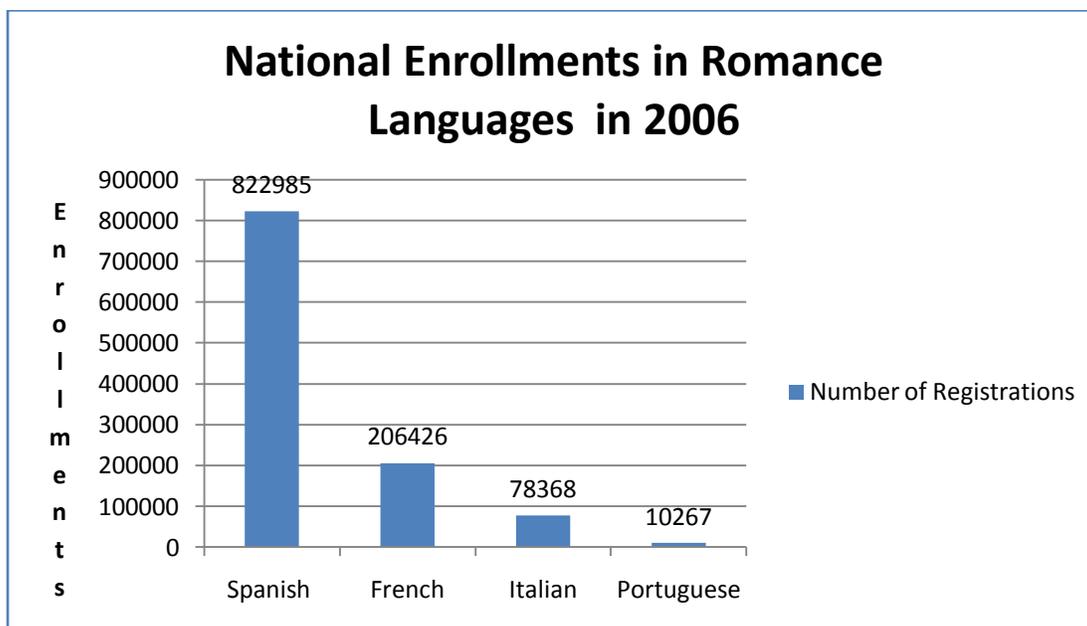
### **C. Overview of Mission, Goals, and Objectives**

In the BA program, students are provided the opportunity to acquire language skills along with a basic knowledge of culture. The major and minor in a language provides further study that leads to a more in-depth knowledge of language, culture, and literature and the ability to research and analyze these content areas critically. The MA and PhD programs are designed to deepen and broaden those skills in order to prepare professionals in the field.

The study of foreign languages deals with the defining characteristic of humanity: language within its cultural and global context. It thus occupies a central role within the tradition of the liberal arts. As such, a principal goal of any language department is to open the minds of its students to the otherness of cultures other than their own. It seeks thereby to inculcate respect and appreciation of human achievements outside the Anglo-Saxon tradition, in Europe, the Americas, Africa, and Asia. In addition, it actively promotes intellectual intercourse on a professional and international level through its student exchanges, its long established journals and monograph series, and the support of study abroad for its students.

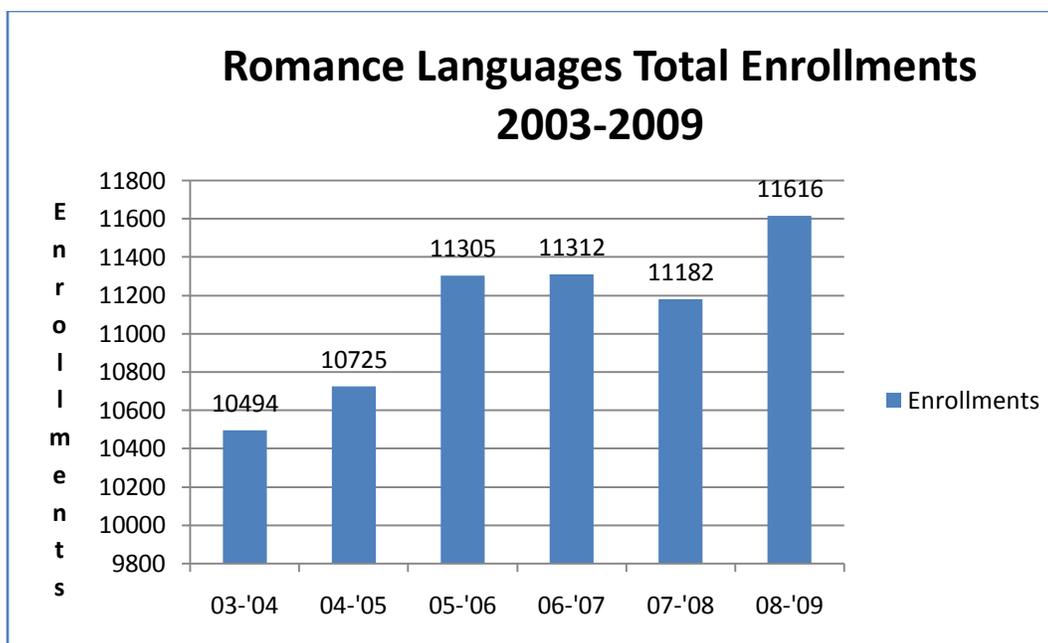
### D. Need and Demand for the Programs

At no time have more students pursued instruction in language and literature than the present. Enrollment figures in modern foreign languages have increased, and the Romance Languages are no exception. According to the Modern Language Association's *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006*, 71% of the total modern foreign language registrations were in Romance Languages. The enrollment figures are given in the following chart:



These national enrollments reflect a modest growth for French since 1995-96, reversing its decrease, and substantial increases for the other Romance languages: a 79% increase for Italian, a 57% increase for Portuguese, and a 36% increase for Spanish.

Registrations locally at UNC-CH show consistently high enrollments, with an increase of 10% from 2003-04 to 2008-09:



However, for the past several years the Department has not been able to accommodate the demand in French, Italian, Portuguese, and Spanish 101-204, nor the demand for courses for the Spanish major and minor. For Fall 2009 the following courses had waitlists on August 12 when waitlists were purged:

#### Waitlists for Fall 2009 Recorded on August 12, 2009

	101	102	105	203	204	255/ 260	Courses Translation	300 & above
Fren	20	1	9	0	2	9	0	20
Ital	58	1	N/A	4	0	N/A	3	7
Port	17	0	N/A	0	0	N/A	23	3
Span	55	11	93	84	77	131	N/A	69
<b>TOTAL</b>	<b>150</b>	<b>13</b>	<b>102</b>	<b>88</b>	<b>79</b>	<b>140</b>	<b>26</b>	<b>99</b>

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## II. THE GRADUATE PROGRAM AND ITS STUDENTS

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### A. Outcomes and Outcomes Assessment of the Graduate Program

At the initial level of graduate study, students may obtain an MA in Romance Languages with a specialization in French and Francophone Studies, Italian, or Spanish. Those seeking advancement to PhD candidacy at UNC-CH must petition the departmental Graduate Advisory Committee whose decision is based upon the report of the student's MA Committee and the opinions of the individual instructors with whom they have studied.

Those admitted to the PhD in Romance Languages enter one of four programs: 1) French and Francophone Studies, 2) Italian, 3) Spanish or 4) Medieval and Early Modern Studies. Towards the end of their first year of training, PhD students choose a specialty that will define their lives as teachers and scholars. They will then be able to refine their preparation and, relying upon their own particular interests as well as upon the counsel of their professorial mentors, obtain the knowledge and tools needed for success.

Ever mindful of the exigencies and competitiveness that characterize the profession, the Department considers its ultimate goal in the graduate program to be the preparation of productive scholars and teachers who, being well trained in their specialties and in pedagogy, will have a competitive edge in today's job market. Recognizing that the individual student's own initiative and industry figure most significantly in the attainment of this goal, the Department seeks to ensure success by providing comprehensive curricula, pertinent continual validation procedures, academic and professional counseling as well as specific training for entry into the job market. The Department is a leading participant in interdisciplinary programs such as the Institute for the Study of the Americas, Medieval and Early Modern Studies, International Studies, Cultural Studies, and European Studies. Curricular changes in departmental offerings reflect its firm intent to play a significant role in the development of these programs.

The Department has established the following outcomes and assessment for its graduate programs:

#### OUTCOMES ASSESSMENT FOR MA

- 1) First-year MA students will report a level of satisfaction with the MA program.
- 2) MA students will demonstrate competence in teaching the target language.
- 3) MA students will demonstrate a high level of oral and written proficiency in the target language.
- 4) MA students will demonstrate satisfactory knowledge of the language, literature(s), and critical issues pertaining to their major field of study.
- 5) MA students will demonstrate their ability to conduct an independent research project on a topic in their major field of study.

## OUTCOMES ASSESSMENT FOR PHD

- 1) First-year PhD students will report a level of satisfaction with the PhD program.
- 2) PhD students will demonstrate competence in teaching the target language.
- 3) PhD students will demonstrate a high level of oral and written proficiency in the target language.
- 4) PhD students will demonstrate satisfactory knowledge of the language, literature(s), and critical issues pertaining to their major field of study.
- 5) PhD students will demonstrate their ability to conduct an independent research project on a topic in their major field of study.

Outcomes Assessment #1 for each degree is measured by interviews with all first-year graduate students at the end of the year; Outcomes Assessments #2-5 are evaluated by written exams, the thesis or dissertation and its defense, and an annual meeting of the ROML tenure-track faculty in which the progress of each student is discussed.

To comply with Outcomes Assessment #1, Hassan Melehy, Director of Graduate Studies since Fall 2006, has conducted individual interviews with first-year MA and PhD students in French, Italian, and Spanish, with a high percentage of participation. In these interviews almost all students express a strong degree of satisfaction with their first-year experience. They have spoken most highly of the thoroughness of the teacher training they receive and the teaching resources that are available to them. For the most part they also expressed consistent satisfaction with their coursework, although occasionally small issues were raised such as lack of clarity in assignments. One area in which most students indicated that they were uninformed is that of the timing of the degree program and requirements, which we have tried to remedy by including more detailed information in the description of the degree requirements. Many students believe that they would benefit from increased contact with the Graduate Language Advisor in their section in the first month or so of the fall semester. A number of students also indicated their interest in more active mentoring on the part of the faculty, which we have addressed by increasing the number of regularly offered workshops in areas such as publication and grant application.

### **B. Organization of the Graduate Program**

The main purpose of the Graduate Advisory Committee is to promote graduate programs of national distinction in Romance Languages and to foster future faculty who excel in research, teaching, and service. It also oversees the graduate program and is responsible for ensuring that the students proceed in accordance with the policies and procedures instituted by the Graduate School and by the Department. Its membership consists of the Director of Graduate Studies as chair, the Language Area Advisers for French, Italian, Spanish, and Medieval and Early Modern Studies, other faculty appointed by the Chair, and a graduate-student representative elected by the Graduate Romance Association. The specific responsibilities of this committee include the following: 1) to formulate recommendations to the full departmental faculty regarding the form and content of the graduate programs, 2) to review proposals for new graduate courses and proposals for revisions of courses, 3) to review petitions from degree candidates, and 3) to

monitor the steady progress of all degree candidates. See Administrative Assignments 2009-2010 in APPENDIX I for the present committee structure of the Department.

### C. Need, Demand, and Satisfaction Level in the Graduate Programs

For 2009-2010 the Department received 57 applications for its graduate program, accepted 22 applicants (39%), of which 15 (68% of those accepted) enrolled in Fall 2009. The data for each language section are as follows (see Graduate Admissions in Appendix F for comparison with previous years):

#### Graduate Admissions for 2009-2010

	Completed Applications	Accepted	Enrolled
French	10	6 (60%)	4 (67%)
Italian	10	5 (50%)	3 (60%)
Spanish	37	11 (30%)	8 (73%)
TOTAL	57	22 (39%)	15 (68%)

Enrollments in graduate courses have remained strong over the years, except for Portuguese (the graduate program in Portuguese was discontinued in 2006). The following chart shows enrollments in courses 500 and above by year and semester (fall/spring):

#### Enrollments in Graduate Courses, 2003-2009

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
French	46	38	53	20	42	31	52	52	43	70	60	77
Italian	26	5	17	18	20	17	11	17	44	34	33	39
Portuguese	12	15	18	10	12	10	0	4	2	4	3	2
Spanish	113	121	89	74	55	62	66	47	90	83	109	84

In Spring 2009, graduates were polled in order to determine the level of satisfaction with the graduate programs (see Appendix H for detailed responses for each language section).

The 13 graduate students in French who participated in this survey expressed their strong satisfaction with the overall French program (rating of 3.6 out of 5). They ranked highly the effectiveness of faculty direction in preparation of exams and writing of thesis (4.2), the helpfulness of Graduate Language Advisor (3.9) and the responsiveness of the Director of Graduate Studies (4.4). Balance between time required for teaching and time required for study/research was ranked a bit lower with at 2.9. This might be due to the fact that some students find it difficult to accommodate the demands of both their teaching and their graduate courses. The amount of work required from the graduate student as language instructor has already been discussed within the language section; the Director of Graduate Studies also conducts a survey each year regarding that matter and makes the appropriate corrections regarding the amount of hours of work required per teaching load. Other recommendations were that the orientation be less spread out, that there be better communication of deadlines and details about MA and PhD

requirements, and that more summer sections be made available to graduate as well as more transparency in the assigning of teaching assignments (specifically the teaching of literature (FREN 260). Summer teaching depends on funding from the Summer School, and is determined by the overall demand for classes in the summer. The selection criteria for summer teaching and for teaching FREN 260 will be made available on the listserv this Fall.

The nine respondents in Italian gave an average 4.2 out of 5 for their overall satisfaction with the program, and commented that the professors are approachable, helpful, very professional and polite; that teaching has been a very positive experience; and that they have learned a great deal. At the same time, they emphasize the need for greater support for dissertation research, more opportunities for research abroad, and more support for travel to conferences. Some of these concerns are related to the current tight departmental budget, but the faculty plans to address these issues by suggesting external competitive funding for research and travel. A student has also suggested that a professor should be hired who specializes in the 17<sup>th</sup> and 18<sup>th</sup> centuries.

The 18 graduate students in Spanish who responded to the survey rated their overall satisfaction with the program as 4.2 out of 5. All other categories received at least a 3.6, except for balance between time for teaching and course work/research (3.2), office space for graduate students (3.3), opportunities for research abroad (3.3), support for travel to conferences (3.3), and support for dissertation research (3.3). The Department recently received more space (see space report) that allowed for more space for graduate students; the Department has also increased the support for travel to conferences, although it should be noted that the allotted funds are generally not expended entirely. The Graduate School and the Department recognizes the need for dissertation research, and the Department includes this item in its requests for gifts for the endowment. The balance between life as a graduate student and life as teaching assistant is difficult to achieve, but the Spanish faculty is actively discussing ways in which time for the former could be increased.

#### **D. Graduate Program: Requirements, Curriculum Development, and Course Evaluation**

Regardless of language area, the requirements of the degree of Master of Arts in Romance Languages includes the following:

- 30 semester hours, of which 3 hours are for ROML 700 (Methodology of Teaching, 3. hrs.) and 3 hours for 993 Thesis.
- Written Comprehensive Exams based on course work and reading list
- Thesis
- Oral Defense of Thesis

Requirements for the PhD in Romance Languages include the following:

- 24 semester hours, of which 6 hours are in 994 Dissertation
- Written Comprehensive Exams based on course work, reading lists, and/or areas of specialization
- Dissertation

- Oral Defense of Dissertation
- Proficiency in one additional foreign language
- Two semesters of teaching experience
- If needed, sufficient time abroad to gain advanced language proficiency

Individual language sections determine more specific expectations concerning course work, and the format and procedures for written examinations. See Volume III Graduate Programs, Course Descriptions, and Sample Syllabi, for the descriptions of the MA and PhD with specializations in French, Italian, and Spanish.

Responding to the demand for an interdisciplinary curriculum, the Department has incorporated several contemporary topics that enrich the humanities in general and cultural studies in particular. Examples include courses on women writers from various parts of the world, postcolonial literature and culture, courses focusing on multinational and multicultural identity, courses on film, and courses exposing contemporary social theory. The job market in foreign language reflects the demand for these areas, and the Department of Romance Languages has revised its curriculum and its perspectives on Romance languages and literatures by creating new courses and recasting others (see Volume III for a complete list of courses and new courses). The Department also pursues methodologies for the implementation of multimedia in its courses.

Several new graduate courses designed since 2004 add to the diversity of cultures studied in our graduate program:

Fren 789 - **Franco-Asian Encounters (3)**. Cultural encounters between France, Vietnam and China and overview of the French presence in Vietnam from the 1880's to the end of the colonial period in 1954. Professor Antle.

Fren 790 - **Diaspora and Transculturalism in Québécois Literature (3)**. Evolution of identity and nationhood in Québécois Literature from the 1960s to the present including the study of the literature of immigration (diasporic, or littérature migrante). Professor Fisher.

Span 625 - **Indigenous Literatures and Cultures of the Américas (3)**. Panoramic view of indigenous literatures in the Américas through a study of a variety of indigenous textual production including chronicles, manifestos, novels, testimonial narratives, short stories, poetry, artistic production, and film. Professor Del Valle Escalante.

And others add new dimensions to the scope of our programs in French, Italian, and Spanish:

Fren 504 - **Cultural Wars: French/United States Perspectives (3)**. This course examines the limits of universalism in today's "multicultural" France and how the European Union will affect French universalism and French resistance to identity politics. Professor Fisher.

Fren 730 - **Postmodernisms (3)**. Theory, literary texts, films, and cultural phenomena associated with postmodernism and the interaction of art, philosophy, film, literature, and popular culture.

Fren 797 - **Fin-de-siècle Literatures (3)**. Fiction from the 1880s through WWI and its aftermath: modernity (the 1850s), decadence, naturalism, the Avant-garde, and the Belle époque.

Fren 798 - **Libertinism (3)**. In-depth study of the genealogy of the concept of libertinage as a philosophical discourse and aesthetic manifestation. Professor Barr.

Ital 784 – **Italian Avant-Gardes and Neo-Avant-Gardes 20<sup>th</sup> Century** (3). Examines the critical issues raised by the Italian Avant-gardes and Neo-Avant-gardes of the 20th century.  
Span 836 **Seminar Spanish/Spanish American Transatlantic Topics** (3).

The following proposals for graduate courses are currently being considered by the Administrative Boards of the College:

Fren 500 Research Methods in French and European Studies. Professor Antle  
Fren 595 Writing the Mediterranean. Professor Welch  
Fren 670 Studies in Seventeenth Century Literature. Professor Welch  
Roml 698 Intersections of Film and Culture in Brazil and Spanish America. Profs. Estrada and Rector  
Span 713 War, History, and Society in Iberian Narrative and Film 1936-2006. Prof. Sosa-Velasco.

Student evaluations are conducted in all classes every semester. To maintain confidentiality, professors distribute evaluation forms in their classes in the last week of the semester. Students complete them after the professor has left the room, and one student collects the forms and delivers them to the Chair's secretary. The results are tabulated by the Carolina Course Evaluations program of Information Technology Services (ITS). Results are available online and the actual forms are available in the Romance Languages office for instructors to view comments written on forms. The Department has asked to become a part of online evaluation system that is currently being developed by ITS. The year of review for reappointment or promotion, the classes of faculty under review are visited by at least two faculty members of higher rank.

### **E. Program Comparison with Peer Institutions**

The variety and the structure of our programs correspond to those offered by comparable Departments of Romance Languages or Romance Studies (Duke University, the University of California at Berkeley, the University of Florida, the University of Georgia, the University of Michigan, and the University of Pennsylvania) and to peer institutions with Departments of Spanish and Portuguese or Hispanic Studies, and French and Italian (Emory University, UCLA, University of Illinois, Ohio State University, University of Texas-Austin, University of Virginia, Vanderbilt University, and University of Wisconsin). Several of the Departments of Spanish and Portuguese offer specializations in linguistics of the language area as well as literature and culture, especially in Spanish. See Volume III for further comparison of graduate programs with peer institutions.

### **F. Student Orientation, Advising, and Mentoring**

The advising system for graduate students in the Department of Romance Languages consists of a Director of Graduate Studies (DGS) and four Graduate Language Advisors--one each in French, Italian, Spanish, and the PhD option in Medieval and Early Modern Studies. The DGS and the Graduate Language Advisors communicate with new students via email after acceptance, meet with them during orientation, and meet with all students during the registration period each

semester set by the university calendar. The Director of Graduate Studies oversees graduate advising, convenes the Graduate Advisory Committee, and serves as liaison between the Department and the Graduate School. The Graduate Language Advisors help each student to create a program of study and during individual advising sessions each semester review program requirements (areas of specialization, minor and supporting programs, written and oral exams, etc.) to assure that the student is moving toward a timely completion of the degree. The Director of Graduate Studies and the Graduate Language Advisors also inform the students of opportunities for fellowships, conferences, and the job market. The Department encourages graduate students to highlight their research by presenting papers at national and international conferences and in publishing in graduate student and professional journals. In addition, graduate students organize and participate each Spring in the Carolina Conference on Romance Literatures, an international conference hosted by the Department of Romance Languages. Students and professors from various American and foreign institutions participate in the conference, the fifteenth edition of which took place in March 2009.

The Department offers a number of special courses and workshops to help guide the students through various aspects of the profession. Each Fall all new teaching assistants are required to take Roml 700, which explores pedagogical issues, theories, and trends and their application to the task of teaching modern languages. The course focuses on techniques for developing and evaluating listening, reading and writing skills in the classroom, as well as on the integration of culture and technology. The Foreign Language Resource Center (FLRC), housed in the Department, also supplies instructional support including workshops and online tutorials to support language classes and the incorporation of technology into teaching. The Department encourages students to take advantage of the multiple workshops offered by the Center for Faculty Excellence. These include topics related to student experience in the classroom, technology, cultural diversity and foreign language pedagogy. Each Fall the faculty conducts a workshop to prepare candidates for the realities and rigors of the job market. It consists of discussions of the procedures for job application: preparation of a CV, cover letter, and mock interviews. Also a workshop is held each year on the preparation of papers for conferences and for publication.

### **G. The Students in the Graduate Program**

Most graduate students in Romance Languages & Literatures are residents of other states. Roughly two-thirds of these students are women. Hispanic students form the most significant ethnic population, although there are also students of French and Italian nationalities who are not counted as minorities. See Demographic Profile of APPENDIX F for a profile of entering graduate students.

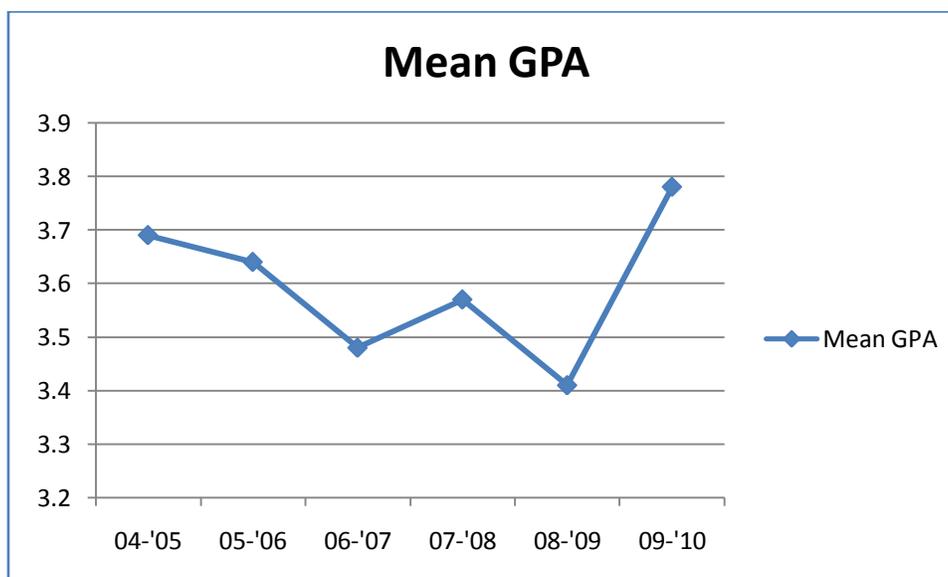
The number of entering graduate students by language section is given below:

### Numbers of Entering Graduate Students, 2006-2009

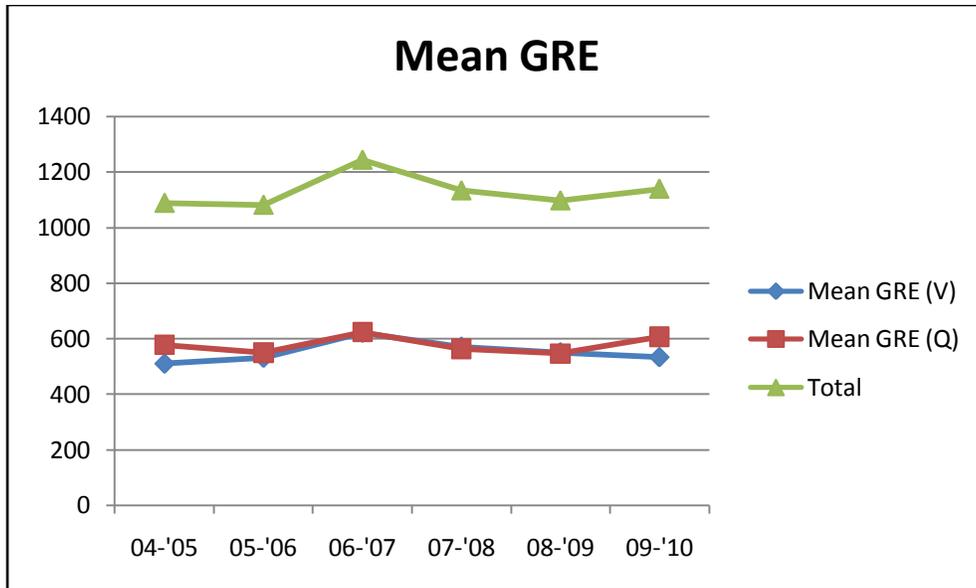
	Fall 2006	Fall 2007	Fall 2008	Fall 2009
French	5	6	5	4
Italian	2	5	3	3
Spanish	11	11	17	8
TOTAL	18	22	25	15

Applicants are evaluated for the following: 1) transcript of undergraduate work, including GPA, 2) GRE scores, 3) three letters of recommendation, 4) a statement of intent, 5) a sample research paper, and 6) a short tape in the target language.

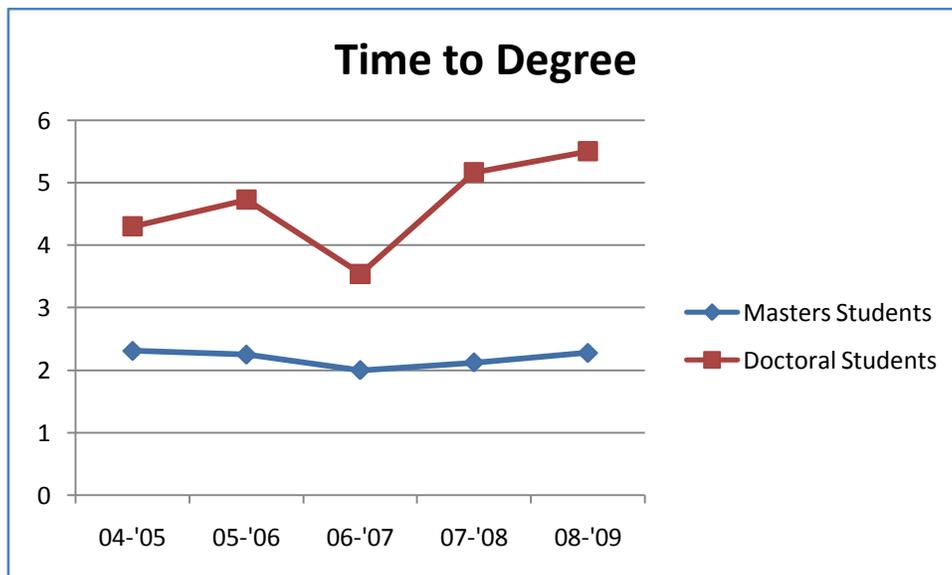
The Average undergraduate GPA of students entering in Fall 2009 was 3.78 out of 4.0. Comparison with previous years is shown in the following chart:



The Graduate School sets a minimum score on the GRE's for acceptance at 1000 points combined verbal and quantitative. The average scores for students entering in Fall 2009 were 534 on the verbal and 606 on the quantitative for a combined average score of 1140.



Typically, MA students who study full-time obtain their degrees in two years or two years and a summer. PhD candidates who study full-time are expected to complete their degrees in three, although some will take four years or longer. The following chart indicates time-to-degree for students who graduated from 2004-2005 through 2008-2009 (numbers do not include part-time students who take several more years to do the MA or the PhD):



## H. Graduate Student Support

Graduate students are generally supported for two years for the MA degree and an additional three years for the PhD. Most are supported by teaching assistantships in the Romance Languages, for which they receive tuition, health insurance and \$14,700 for teaching one class per semester or \$18,700 for teaching two classes one semester and one class the other semester.

Outstanding admitted students are nominated to the Graduate School for consideration for merit fellowships and minority presence fellowships. In the last two years five incoming first-year students in Romance Languages have received awards: Ricardo Huamán, Brian Johnson, and Ann Trivett for 2008-09 and Mercedes Baillargeon and Emily Clark for 2009-10.

Graduate students in Romance Languages are also eligible for:

Foreign Language Area Studies (FLAS) Fellowships  
 Foreign Languages Across the Curriculum Teaching Assistantships  
 Graduate School Dissertation Year Fellowships  
 Graduate School Travel Scholarships  
 Graduate School Dissertation Awards for research expenses

The following additional awards are paid from various endowment funds within the Department:

### 1. Fellowships

The Dana B. Drake and Isabella Payne Cooper Travel Fellowship for Dissertation Research in Spain or Latin America (one, up to \$4000)

Florence Turner McCulloch Travel Fellowships for Dissertation Research in France or other French-Speaking Region (two, up to \$4000)

### 2. Travel Grants

Up to \$500 for travel to a conference when presenting a paper or for travel to the MLA annual convention when interviewing for jobs

Graduate Students may also be nominated for the following teaching awards:

Tanner Award for Excellence in Undergraduate Teaching (university-wide, \$5000)

Dana Drake Graduate Student Award for Excellence in Teaching in Spanish and Italian (two awards, \$1000 each)

Jacques Hardré Award for Excellence in Teaching in French (one award, \$1000)

Graduate student support in French has also been enhanced during the last three years by a special allocation of funds from the Dean's Office. These funds have been used to provide supplemental support for newly recruited students in French, and support for research and publication as well as travel.

## I. Graduate Student Placement

Students prepare themselves for the job market by taking a workshop held by individuals in the Department who have recently gone through the experience, by taking workshops on publishing, and by attending professional conferences. Students with an interview can also obtain financial assistance from the Department to attend the annual meeting of the MLA.

Since awarding its first degree in 1908, the graduate programs in Romance Languages have produced outstanding graduates, many of whom have become leaders in their fields: See Degrees Conferred in APPENDIX F for a listing of graduate students and job placements.

## J. The Graduate Student as a Professional

The graduate program, in particular the PhD program, has as its primary goal the preparation of competitive scholars/teachers who excel in research and teaching and who also have knowledge of and experience in service and technology.

**Research.** Reading critically and writing professionally are essential skills acquired in graduate programs. At the MA level, these skills are enhanced through courses that emphasize research skills, reading lists and written exams that ascertain the acquisition of knowledge and critical skills, and the thesis that combines research and original thought with the writing task. At the PhD level the student specializes in a particular area of research, and hones research skills in an educational venue that emphasizes independent work. Graduate students also mentor the research of undergraduates through the Graduate Research Consultant program of the Office of Undergraduate Research, which provides stipends for serving as a research consultants in specific undergraduate courses.

**Teaching.** Graduate students are trained in teaching through (1) the required methods class, Romance Languages 700, (2) careful supervision in the form of videotapings, observations of classes and conferences with supervisors, (3) participation in innovative course designs that involve technology, (4) teaching advanced courses in language, literature, and culture, and (5) exposure to the latest trends in teaching with technology. Since most graduate students serve as teaching fellows for four semesters in the MA program and for at least six in the PhD program, they become experienced in teaching at the beginning and intermediate levels, and some teach even fifth- and sixth-semester courses in language, literature and culture. Graduate students also have the opportunity to teach recitation sections for Language Across the Curriculum courses in other disciplines and have access to all workshops and services of the Center for Faculty Excellence.

**Service.** Graduate students receive “service” training in several ways. The Graduate Romance Association (GRA) is the graduate student organization that facilitates the participation of students in the life of the Department, the University, and the profession. Besides elected officers, there are two faculty liaisons (who attend general faculty meetings), an academic chair who also serves on the Dana Drake Lecture Series committee, a representative for the Committee on Language Instruction, a representative for the Job Placement Committee, a mentoring chair, and a representative for the Graduate Advisory Committee. Three graduate students also serve

as organizing coordinators of the annual Carolina Conference on Romance Literatures (CCRL). Workshops are provided for graduate students on other topics relevant to the profession: writing a curriculum vitae, publishing in the profession, and skills for interviewing.

**Technology.** Information technology is incorporated at all levels of the undergraduate and graduate programs, and is an important part of the professional preparation of our graduate students. The use of technology enhances the quality of language instruction by providing students with authentic materials, delivered on a one-to-one basis, that brings them closer to a “real” experience of the target language. Enhancing the language and literature curricula with information technologies benefits graduate students by exposing them to new ways of conducting research through technology, enhancing their training in pedagogy by incorporating technology into their teaching, and developing instructional materials for classroom use. The FLRC is a campus leader in promoting the incorporation of technology into teaching (see Section VI their mission statement).

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### III. THE UNDERGRADUATE PROGRAM AND ITS STUDENTS

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#### A. Outcomes and Outcomes Assessment of the Undergraduate Program

The undergraduate program in the Department of Romance Languages and Literatures offers students the opportunity to study the French, Italian, Portuguese, and Spanish languages and to appreciate the cultural achievements of the people who communicate through these languages. The Department also offers elementary instruction in Catalan and Basque. In the undergraduate major program, the acquisition of basic, intermediate, and advanced skills is achieved through the study of language, literature, and culture. The education of our students is enhanced by access to study-abroad programs, language houses, language tables, the facilities of the Foreign Language Resource Center, and the use of technology both inside and outside of the classroom.

The basic language-sequence gives students communication skills (listening, speaking, reading, and writing) and cultural competence, allowing them to view themselves and their world from new perspectives. The upper-level undergraduate program, for majors, minors, and students interested in broadening their cultural and linguistic competence, increases proficiency in the four skills while allowing students to explore in greater depth the literary and cultural aspects of the chosen language.

The Outcomes Assessment Plan for the BA in Romance Languages identifies the following desired outcomes:

1. Upper undergraduate majors will communicate orally in the target language in interpersonal, interpretive, and presentational modes so as to be readily understood by competent speakers.
2. Upper undergraduate majors will plan, draft, and revise coherent, well-organized essays on general and specialized topics.
3. Upper undergraduate majors will demonstrate the ability to interpret critically texts in the target language from a linguistic, literary, or cultural perspective.
4. Upper undergraduate majors will demonstrate appreciation for the cultures of people who use the target language by participating in language enrichment programs within and beyond the university setting.
5. Upper undergraduate majors will report satisfaction with courses in their program.

The following reports on outcomes assessment have been done since Fall 2004:

**Outcome #1 Assessment:** Upper undergraduate majors will communicate orally in the target language in interpersonal, interpretive, and presentational modes so as to be readily understood by competent speakers (conducted Spring 2009)

The report was completed in Spring, 2009 by a committee composed of Profs. Chambless, Dueñas, Fuentes, Furry, Giosi, Huesa, Pruvost, and Vernon. Presentations and oral interviews or exams of third-year students in each of the four languages. The committee confirmed that, although presentational skills were not perfect, students in each of the languages were able to communicate orally at a sufficiently high level as to be understood easily by native speakers.

**Outcome #2 Assessment:** Upper undergraduate majors will plan, draft and revise coherent, well-organized essays on general and specialized topics

The report was completed in Spring 2006 by a committee composed of Profs. Furry, Jarausch, King, Mack, and Rao. Samples were collected from language and literature classes at the level of 300 and above, and showed a clear progression in quality of writing. The committee recommends that, whenever feasible, students be required to plan before writing (outlines, vocabulary preparation, focus on structures needed); that writing should be based on initial drafts and rewritings before final draft.

**Outcome #3 Assessment:** Upper undergraduate majors will demonstrate the ability to interpret critically texts in the target language from a linguistic, literary, or cultural perspective.

The report was completed in Spring 2006 by a committee composed of Profs. Maisch, Pruvost, and Salgado. Samples were collected from literature surveys in French and Spanish and Advanced Oral and Written French, and revealed that students are meeting the critical thinking/writing objective. The committee cautioned that critical thinking and writing can take many forms, and suggested that instructors should constantly question the degree to which they include critical thinking in their upper-level courses.

**Outcome #4 Assessment :** Upper undergraduate majors will demonstrate appreciation for the cultures of people who use the target language by participating in language enrichment programs within and beyond the university setting.

Recommendations derived from the language enrichment survey conducted in Fall 2004 were as follows:

1. Continue to offer as many cultural opportunities as possible for students. Most of these are probably film series at the moment. Would other types of cultural activities (speakers, etc.) draw students?
2. Continue to work closely with Study Abroad to encourage an even higher percentage of our majors and minors to study abroad at least for a summer.
3. Explore volunteer and service learning opportunities for students not in Spanish. The International Office may be a resource for additional conversation partners, especially in French, Italian and Portuguese.
4. Publicize language tables and student groups as places where students can practice their speaking skills, meet others with similar interests, etc. How can these be made more attractive?
5. Work with the French and Spanish language houses to plan and promote activities that involve majors and minors.
6. Sponsor activities fairs.

In response, the Department has striven to initiate new cultural activities and advertise them widely, offer and support experiential learning opportunities, and participate annually in the Majors Expo. The French faculty also hosts a Careers in French Fair each fall semester.

## **B. Organization of the Undergraduate Programs**

The Language Instruction Committee and the Undergraduate Advisory Committee oversee the undergraduate students and are responsible, together with the General College advisors, for ensuring that the students proceed with the policies and procedures stated in the undergraduate catalogue. The Language Instruction Committee is composed of the two Directors of the Language Study Program, faculty coordinators, and other faculty. The Undergraduate Advisory Committee consists of the Director of Undergraduate Studies as chair, the Undergraduate Language Advisors for French, Italian, Portuguese, and Spanish. These two committees oversee the undergraduate programs and approve new courses. See Committee Assignments 2009-2010 in APPENDIX I for the current committee structure of the Department.

The Department of Romance Languages and Literatures has multiple functions, ranging from service to the university through language, literature and culture courses, to the preparation of undergraduate majors and minors in more specialized areas, to the professional education and training of graduate students; all are shaped by the research efforts of the faculty. The basic language-sequence of four semesters lies at the heart of the service component, complemented by a certain number of fifth-semester offerings, some of which can be used to fulfill general education requirements and serve also as a bridge to courses taken for the major or minor. The Department also supplies instructors for courses in Continuing Studies. Fixed-term faculty and graduate teaching assistants are the primary instructors in these courses, guided by the directors of each language program and several faculty coordinators. It is the enthusiasm and expertise of these instructors that inspires students to continue studying the language and electing to specialize in the study of its literature and its culture.

Students who choose to major or minor in French or Spanish typically have had four to five years of secondary school preparation and begin their university study of the language and culture with third, fourth, or fifth semester courses. Since those who place at the fourth semester level are required to take that course, many well-prepared students are introduced to language study at UNC-CH through this requirement and are encouraged to continue. Italian and Portuguese students have only rarely had prior experience with the language, and thus receive all of their basic preparation through the required sequence. Study abroad, language houses, and language honor societies (*Sigma Delta Pi* for Spanish, *Pi Delta Phi* for French, *Gamma Kappa Alpha* for Italian) enhance both the undergraduate major and minor programs and attract students from other parts of the campus. Programs sponsored by the Institute for the Study of the Americas, the Center for European Studies, and the Center for International Studies enrich the undergraduate offerings through lectures, seminars, and films. Interdisciplinary majors, especially in International Studies and Latin American Studies, bring additional students into courses designed for departmental majors, which enriches the learning of both groups.

Graduate education grows logically out of the undergraduate major, which, among its other goals, prepares students for more advanced study. Graduate and undergraduate students come together in courses at the 500- and 600-level (open to both advanced undergraduates and to graduate students). It is in these courses that faculty present their research most directly to the

widest audience. Graduate students initiate and participate in extra-curricular activities for undergraduates: the language houses, language tables, film programs, and honor societies.

The research mission of the Department permeates all its activities. Faculty members who publish on literature and culture teach courses for majors and minors that are defined by their research and incorporate new critical approaches and insights in the teaching of both undergraduates and graduates. Other faculty publish textbooks shaping current trends in pedagogy in foreign language education, as well as materials dedicated to languages for specific purposes (such as business, health care, etc.).

### C. Need, Demand, and Satisfaction Level in the Undergraduate Program Programs

Enrollments in Language 101-204 have remained strong over the years:

#### Language 101-204 Enrollments 2003-2009

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
French	682	478	654	487	673	666	642	474	615	459	612	454
Italian	336	235	347	287	380	338	445	395	475	393	468	438
Portuguese	358	239	376	238	359	223	302	222	312	270	316	277
Spanish	2639	1801	2379	1689	2417	1795	2373	1715	2200	1768	2234	1873

As have the enrollments in upper-level undergraduate courses 250-499:

#### Courses 250 and Above Enrollments, 2003-2009

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
French	332	451	393	404	346	358	357	355	333	357	372	340
Italian	111	109	239	136	197	173	194	118	184	83	128	157
Portuguese	66	77	104	120	105	157	152	186	178	162	238	158
Spanish	1086	1019	1274	1200	1408	1348	1643	1408	1528	1469	1558	1556

See Appendix A for complete enrollment figures for 2003-2009.

Outcomes Assessment #5 addresses the issue of satisfaction of undergraduates with their program. A survey of graduating seniors was completed in Spring 2009 in French, Italian, and Spanish (see Appendix E for form and detailed results).

The 12 French majors who participated in this survey expressed overall strong satisfaction with the French program (rating of 4 out of 5). They also ranked highly course offerings (4.08) and the instructors (ratio of 3.92). Advising was ranked a bit lower with an of 3.25. This might be due to the fact that some students may receive conflicting advice from their advisors in the college, those in the department, and study abroad office. In some cases some students are dissatisfied because they cannot get all the requested transfer credits from another institution or from a program abroad. Students listed study abroad, classes, and professors when asked to specify the best part of their experience as a French major. For improvements needed in the program, students suggested more conversation courses, courses on current topics, more upper-

level courses, and less emphasis on grammar in non-grammar courses. The on-going revisions of the curriculum in French, including the introduction of a Francophone track and the revision of content in the survey courses, respond to many of these concerns, although the ability to offer a wider variety of courses is limited by the resources (faculty and funds) of the Department

The 79 Spanish majors expressed high satisfaction with their instructors (rating of 4.15 out of 5) as well as strong satisfaction with the overall Spanish program (rating of 3.94). They also ranked highly course offerings (3.69 out of 5). Advising was ranked lower with an average of 3.31. Students listed classes, study abroad, professors, small classes, class participation, as positive aspects of their experience as a Spanish major. For improvements needed in the program, students suggested more culture courses, more upper-level conversation courses.

Surveys were completed by 3 senior majors in Italian, who gave good scores to instructors (4.66 out of 5) and to the overall quality of the program (4.33). All cited the professors as the best part of their language major experience. Suggestions for improvement were more courses, especially in Italian, but it should be kept in mind that Italian offers two major courses per semester and cannot offer any more. Courses that are offered in English are done so in order to maintain sufficient enrollments.

In sum, the satisfaction surveys indicate that students are happy with our undergraduate major programs, and attentive to our needs to recognize areas that need to be improved.

#### **D. Undergraduate Program: Requirements, Curriculum Development, and Course Evaluation**

The Department of Romance Languages considers the Undergraduate Program vital to its mission. The Department makes a great effort to instill in the students a sense of being part of the mission. On campus, besides successful advising procedures and good communication between faculty and student (made easier by relatively small classes), the Department has a reception for majors each Spring semester, at which certificates are presented to seniors in French, Italian, Portuguese, and Spanish who have achieved an overall grade point average of 3.5 and a 3.5 in the major. The Department's Distinguished Teaching Awards are also announced at the Spring reception, as well as the winners of the Hardré Prize for French, Camões Prize for Portuguese, and Stoudemire Prizes for Spanish. In the fall and spring semesters, initiation ceremonies are held for inductees into the honorary societies—*Pi Delta Phi* (French), *Gamma Kappa Alpha* (Italian) and *Sigma Delta Pi* (Spanish). There are informal conversation groups that meet weekly, and the Department sponsors the French and Spanish houses in Carmichael Hall, where resident students interact daily in the target language and sponsor programs for the university community.

**Requirements.** The Department offers the BA degree in Romance Languages with a concentration in French, Italian, Portuguese, and Italian. For detailed descriptions of individual language programs, see Volume II Undergraduate Programs, Course Descriptions, and Sample Syllabi. The B.A. requires 8 courses beyond fifth-semester language study, and can be summarized as follows:

### Requirements for B.A. in Romance Languages by Language Specialization

	FREN	ITAL	PORT	SPAN
Composition	1	1	1	1
Culture				1
Literature				3
Language/linguistics				1
Electives	7	7	7	2

**B.A. with Honors.** Promising students with an overall grade point average of 3.3 or higher are encouraged to pursue the B.A. with Honors, which involves taking an independent study in the fall semester of the senior year, followed by the writing of the honors essay in the spring semester.

**Study Abroad.** The Department encourages students to study abroad, who may earn up to 15 hours for a semester or 30 hours for an academic year on a study abroad program approved by the Study Abroad Office. The Department cooperates with the Study Abroad Office by providing faculty members to serve as Directors of Study Abroad for Spain and Latin America and for France. Faculty in Romance Languages also work on the development and maintenance of specific study abroad programs and exchanges, such as the Honors Summer Program in Rome developed by Prof. Binotti and the McGill program developed by Prof. Fisher.

**The Second Major.** Many students combine a Romance Language as a second major in combination with fields such as economics, business, journalism and mass communications, international studies, and Latin American Studies. During Spring 2009, 65% of enrolled majors in Romance Languages were second majors.

**Advising.** The Department maintains a listserv for all students who have officially declared a major in French, Italian, Portuguese, or Spanish. Information on advisers are given on the departmental web page. All majors are encouraged to see their departmental advisors each semester before registration. However, degree audits are conducted by the Academic Advising Office, which gives final approval for the awarding of a degree.

Advising works very well in French, Italian, and Portuguese because of the manageable number of majors. In Spanish, however, the large number of majors hinders advising. The College is currently hiring full-time advisors in departments with large numbers of majors. Advising in Spanish will be greatly enhanced when such a position is provided for the Department.

**Departmental Awards.** The Department recognize outstanding undergraduates with the following awards that are presented at the annual Chancellor's Awards ceremony and recognized at the Spring departmental reception for undergraduates:

- The Dana B. Drake Certificates in French and Italian and the Stoudemire Certificates in Spanish recognize undergraduate majors who have maintained a 3.5 GPA
- The Camões Prize (\$1000) is given to an outstanding student in Portuguese
- The Jacques Hardré Prize (\$1000) is given to an outstanding student in French
- The Stoudemire Prize (two, \$2000 each) are given to outstanding students in Spanish

**The Minor in French, Italian, Portuguese and Spanish.** The Department offers a minor in French, Italian, Portuguese and Spanish, and a Minor in Spanish for the Professions. The requirements are as follows (see Volume II for a detailed description of the minor). The minor consists of 4-5 five courses:

#### Requirements for the Minor in a Romance Language

	FREN	ITAL	PORT	SPAN	SPAN for PROFESSIONS
Composition	1	1	1	1	
Culture					1
Literature					
Language/linguistics					2
Allied Course in Other Departments				1	1
Electives	4	4	4	3	

**Non-majors and General College Students.** The Department participates broadly in the undergraduate program of the University (see Appendix B for a summary of the Quality Enhancement Plan and the New Curriculum 2006). Besides Language Courses 101-203 that satisfy the Foundations-foreign language requirement, many upper-level courses also satisfy the following general education requirements (see Volume II for a list of courses):

Approaches-literary arts

Connections

Communication Intensive

Experiential Education

The North Atlantic World

Beyond the North Atlantic

The World Before 1750

Global Issues.

Interdisciplinary Clusters

Honors

First Year Seminars

Carolina Research Scholar Program  
 European Studies  
 International Studies  
 Latin American Studies

**Class size.** Due to a mandate from the Provost, since 2003 enrollments in Language 101-204 courses have been limited to 19 students per section. Enrollments 250/255/260/300/310 are limited to 17-22 students, and courses for majors to 25 students. Due to budgetary cuts, we have been forced to increase the enrollments in Languages 101-204; for 2010-2011 we hope to return to the established limit of 19 students per section.

**Oversight of the Undergraduate Program.** Composed of the four Directors of Language Instruction in addition to other faculty members who teach language courses, the Committee on Language Instruction oversees the courses that compose the language program. Levels 1 through 4 are its foundation since students use them to fulfill the language requirement of the General College. For many students, this is their only contact with the Department; evaluation and assessment of these courses are thus constant. Upper-level conversation and composition courses and the introduction to literature courses are also under the supervision of the Language Instruction Committee. In addition, the Committee deals with issues relating to teaching assistants (appointments to teach summer school and upper-level courses, teaching awards) as well as course-evaluation-procedures and curriculum review as needed.

The French and Spanish faculty who work directly with teaching assistants are evaluated annually by those whom they supervise. Graduate teaching assistants are asked to complete an evaluation form at the end of each spring semester evaluating the director of their respective language program as well as the faculty member who coordinated the courses. These are collated by the Chair's secretary and returned to the directors and coordinators, becoming a part of their personnel file.

The Undergraduate Advisory Committee oversees the undergraduate curriculum. It is made up of the various undergraduate language advisors and evaluates all requests made for new courses, revision of courses, and curricular components and requirements.

Curriculum Development. The Department has been very active in curricular development since 2005. Several new courses have improved offerings in film beyond the Hispanic film course that was introduced several years ago:

**Fren 332H - Cultural Identities in European Cinema (CMPL 332H, EURO 332H) (3).**

Prerequisite, FREN 260. Focuses on the construction of cultural identities in French films within a European context from the 1980s until today. Professor Antle.

**Fren 373 - French New Wave Cinema: Its Sources and Its Legacies (3).** The challenge the New Wave presented to postwar cinema by pointing to Hollywood and other European films; the New Wave's influence on United States and European cinema beginning in the 1970s. Professor Melehy.

Port 388 - **Portuguese, Brazilian, and African Identity in Film (3)**. Study of the literary and cultural film production of the Portuguese-speaking world on three continents. Films in Portuguese with English subtitles. Professor Rector.

Span 362 (old 386) - **The Quest for Identity in Contemporary Spain (EURO 386) (3)**.

Prerequisite, SPAN 330. This course studies the multifaceted identity of contemporary Spain through the analysis of representative films and literary works.

Several new courses add to the diversity of cultures studied by our undergraduates:

Fren 375 - **Francophone Studies (3)**. Prerequisites, FREN 260 and 300. Readings in francophone literatures from literary and cultural perspectives. Areas of study may vary (African, Canadian, European, etc.). Professors Antle and Fisher.

Fren 376 - **Identity and Nationhood in Québécois Literature (3)**. The evolution of identity and nationhood in Québécois literature from the 1960s to the present. Includes the study of francophone literature of immigration in Québec. Professor Fisher.

Fren 383 - **Franco-Asian Encounters (3)**. Examines the cultural encounters between France and Vietnam and China, the socio-historical context of French colonialism in Vietnam, and the literary and cultural production to which it gave rise. Professor Antle.

Fren 451 - **Orientalist Fantasies and Discourses on the Other (ASIA 451, INTS 451) (3)**. See ASIA 451 for description. Professor Amer.

Port 385 - **Lusophone Africa in Literature: Discovery to the Present (3)**. History of Luso-African literature with special attention to writers such as Mia Couto, Guilherme de Melo, Paula de Chiziane, and José Eduardo. Taught in English; available for credit for major/minor in Portuguese if readings and written work are done in Portuguese. Professor Vernon.

Span 625 - **Indigenous Literatures and Cultures of the Américas (3)**. Panoramic view of indigenous literatures in the Américas through a study of a variety of indigenous textual production including chronicles, manifestos, novels, testimonial narratives, short stories, poetry, artistic production, and film. Professor Del Valle Escalante.

Others focus on women writers:

Ital 345 - **Italian Women Writers (3)**. Introduces students to Italian women writers whose works explore how historical realities such as Fascism, Resistance, migration, immigration, and changing institutions of work and family have affected women.

Port 382 - **Women Writers: Brazil and Beyond (3)**. Trajectory of women writers of the Portuguese speaking world, with main focus on texts of the 20th and 21st century. Analysis of works within a social-historical and literary context. Professor Rector.

U.S. cultural diversity is explored in four new culture, literature, and linguistics courses and in languages courses designed for Spanish heritage speakers:

Ital 340 - **Italian America in Literature and Film (3)**. Explores the images of Italian Americans in literature and film, from representations of Italian immigrant otherness to attempts at identity construction, differentiation, and assimilation by Italian American authors and filmmakers.

Span 335 **United States Hispanic Community (3)**. The immigration experience of the United States Hispanic community. Increases students' cultural sensitivity through cultural simulations and other activities. Open only to students in the minor in Spanish for the professions. Professor Mack.

Span 389 - **Outside Cuba: Diasporic Literature and Culture (3)**. Prerequisite, SPAN 373. An overview of the literary and cultural production (essays, novels, short stories, plays, music, film) of Cubans living in the diaspora after the Cuban revolution. Professor Perelmuter.

Span 375 (old 379) **Spanish of the United States (3)**. Prerequisite, SPAN 300. Study of the Spanish found today in the United States, its history and characteristics, and the socioeconomic repercussions of its presence in contact with English. Professor Mack.

Span 266 - **Spanish Conversation for Heritage Learners (3)**. Prerequisite, SPAN 204. Spanish conversation for native speakers. Develops vocabulary and standard grammar skills, supports research in the history and lives of Hispanics in the United States. First in two-course sequence with SPAN 326.

Span 326 - **Spanish Grammar and Composition for Heritage Speakers (3)**. Prerequisite, SPAN 255 or 266. Study of language and society from the perspective of Spanish speakers in the United States, focusing on vocabulary building through situational practice, review of basic grammar, and practice in reading and writing.

A new Minor in Spanish for the Professions provides practical training in Spanish language and culture and is composed of the following new courses:

Span 265 - **Spanish Language and Culture for the Professions (3)**. Prerequisite, SPAN 204. All-skills course geared toward the language of various professions including business, journalism/mass communications, medicine, law. Emphasizes cultural knowledge to enhance professional work in the United States Hispanic community.

Span 321 - **Spanish for the Medical Professions (3)**. Prerequisite, SPAN 265. All-skills course with review of grammar, extensive writing and speaking practice. Vocabulary, readings, and activities geared toward the language of health care professions in the context of the United States Hispanic community.

Span 322 - **Spanish for Journalism and Mass Communications (3)**. Prerequisite, SPAN 265. All-skills course with review of grammar and extensive writing and speaking. Vocabulary, readings, activities geared toward the language of journalism and mass communications within the context of the Hispanic community.

Span 323 - **Spanish for the Legal Professions (3)**. Prerequisite, SPAN 265. All-skills course with review of grammar and extensive writing and speaking. Vocabulary, readings, and activities geared toward the language of legal professions within the context of the Hispanic community.

Span 335 **United States Hispanic Community (3)**. The immigration experience of the United States Hispanic community. Increases students' cultural sensitivity through cultural simulations and other activities. Open only to students in the minor in Spanish for the professions. Professor Mack.

Entrepreneurship is the theme of a ROML first year seminar and a course for the new Spanish track of the Arts & Sciences Minor in Entrepreneurship:

Romance Languages 060 **First-Year Seminar: Spanish and Entrepreneurship: Language, Cultures, and North Carolina Communities (3)**. Students study Spanish language and Latino cultures through the lens of social entrepreneurship, a process of opportunity recognition, resource gathering, and value creation that brings sustainability to a social mission.

Span 327 - **Venture Creation in the Spanish Speaking World (3)**. Prerequisites, ECON 325 and SPAN 204. Venture creation (commercial and social) throughout the Spanish-speaking world. Second course in sequence for the Entrepreneurship minor in the College of Arts & Sciences (Spanish track). Professor Lear.

Other new courses have diversified offerings in literature, culture, and linguistics:

Fren 280 - **French and Francophone Literature in Translation: Representations of the Americas (3)**. Texts in translation and sub-titled films from the Renaissance through the present day that involve representations of the Americas from French and Francophone perspectives. Professor Welch and staff.

Fren 285 - **Sex, Philosophy, and Politics: Revolutions in French Literature, 1721 - 1834 (3)**. Exploration of questions related to sex and gender during the French Revolution and their reflection in literature, philosophy, and art. Professor Barr and staff.

Fren 504 - **Cultural Wars: French/United States Perspectives (3)**. This course examines the limits of universalism in today's "multicultural" France and how the European Union will affect French universalism and French resistance to identity politics. Professor Fisher.

Span 330 - **Cultural History of the Hispanic World (3)**. Prerequisite, SPAN 300. Studies multicultural traditions of the Hispanic world: Romans, Moslems, Jews, and Christians in Spain; Africans, Europeans during the colonial period; revolutions, dictatorships, and the formation of modern societies. Professors de Fays and King.

Span 387 - **Eroticism and Its Metaphors in Contemporary Latin American Literature (3)**. Prerequisite, SPAN 371. Literary manifestations of love, sexuality, and eroticism as social and political metaphors of contemporary Latin America. Selections from Sor Juana, Agustini, Darío, López Velarde, and Neruda with more emphasis on 20th-century works by writers like Donoso, Vargas Llosa, García Márquez, Poniatowska, Rivera Garza, and Montero. Professor Estrada.

Span 390 - **Spanish Sociolinguistics (3)**. Prerequisite, SPAN 376, 377, or 378. Interdisciplinary approach to the study of the Spanish language as a social and cultural phenomenon, issues explored will include the relationship between language and culture, communicative competence and pragmatics, social and linguistic factors in language variation and change, attitudes toward language and language choice, linguistic prejudice and language myths, and language and identity. Professor Binotti.

Span 414 - **Languages of Spain I (3)**. Study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera (Basque), Galician

Span 415 - **Languages of Spain II (3)**. Continuation of the study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera, Galician.

Proposals for the following undergraduate courses are currently being considered by the Administrative Boards of the College:

French 387 Paris/Versailles: The Court and the City in the Seventeenth Century (E. Welch)  
 Fren500 Research Methods in French and European Studies. Professor Antle.  
 Fren 595 Writing the Mediterranean. Professor Welch.  
 Fren 670 Studies in Seventeenth Century Literature. Professor Welch.  
 Roml 698 Intersections of Film and Culture in Brazil and Spanish America. Profs. Estrada and Rector.  
 Span 348 Mesoamerica through its Literature. Professor Del Valle Escalante.

Several faculty members are also working on course redesigns that incorporate technology in order to maximize the use of space and resources (See V-C The Faculty as Curriculum and Course Developers).

**Professional Skills.** The undergraduate curriculum emphasizes the acquisition of critical thinking skills and cultural competence in addition to linguistic skills. The Center for European Studies, the Institute of Latin American Studies and the University Center for International Studies provide other venues in which our students present results from their own research. By acquiring linguistic competence, cultural awareness, and the skills of literary analysis, students prepare for a career in the public schools or in a graduate degree-program, or complement their work in other areas such as business, medicine, law, or journalism with practical skills that include language proficiency and cultural awareness. Undergraduate professional students who study Spanish also have available the Minor in Spanish for the Professions, and graduate students in health affairs are offered beginning and intermediate courses in the *A su salud* courses. Our undergraduates also benefit from technology through the availability of authentic materials in the target language that facilitate the acquisition of skills in a more efficient and pedagogically sound manner, and the implementation of new ways through which they can interact with their professors and fellow students, here and at other institutions.

### E. The Students in the Undergraduate Program

Detailed statistics on graduating majors and minors, including racial and gender distribution, are found in Appendix C. In the following chart are found the combined number of first and second majors for each language who graduated in December, May, and August of the given years.

<b>Graduating Majors (First and Second)</b>					
	2004-05	2005-06	2006-07	2007-08	2008-09
French	35	27	27	23	27
Italian	5	5	1	3	4
Portuguese	0	0	0	0	0
Spanish	123	148	126	143	132
<b>TOTAL</b>	<b>163</b>	<b>180</b>	<b>154</b>	<b>169</b>	<b>163</b>

The numbers for students graduating with a minor are as follows:

<b>Graduating Minors</b>					
	2004-05	2005-06	2006-07	2007-08	2008-09
French	21	29	19	32	40

Italian	2	8	2	4	1
Portuguese	3	0	2	2	3
Spanish	95	111	105	98	65 Hispanic Studies 89 (Professions)
<b>TOTAL</b>	121	148	128	136	198

Although the number of graduating majors and minors is substantial, the number enrolled in a given semester gives a better picture of the undergraduate students we serve in major and minor courses each semester. For Spring 2009, the following number of enrolled students reported a major or minor in Romance Languages:

<b>Enrolled Majors and Minors, Spring 2009</b>			
	First Major	Second Major	Minor
French	26	57	132
Italian	7	5	30
Portuguese	0	0	4
Spanish	168	318	107 (Hispanic Studies) 272 (Professions)
<b>TOTAL</b>	201	380	545

Romance Languages graduates annually receive many honors. In 2008-2009 39 majors were inducted into Phi Beta Kappa, and 95 were conducted into language honor societies (Pi Delta Phi for French, Gamma Kappa Alpha for Italian, and Sigma Delta Pi for Spanish). 63 students were also recognized with certificates of excellence: 59 with the Dana Drake Certificate for Excellence in French and Italian and 46 with the Sterling Stoudemire Certificates for Excellence in Spanish. The Jacques Hardré Prize in French of \$750 was awarded to Bevin L. Maulsby, the Camões Prize in Portuguese of \$500 was awarded to Nicholas B. Anderson, and the Sterling Stoudemire Prize in Spanish of \$2000 was awarded to Robert A. Sharpe. External awards included the John Philip Couch Scholarship of \$3000 for study abroad given by the North Carolina chapter of the American Association of Teachers of French to Jonathan Brooks Slaughter, and Aisha Asaad won a prestigious Rhodes Scholarship for study in England.

Undergraduates receive financial aid through the Office of Scholarships and Student Aid. Awards for study abroad are given by the Office of Study Abroad and the Summer School. The Department annually awards the Thomas Wilson Award for Spanish Research Abroad, which provides an award of \$3,000-5,000 for research in a Spanish-speaking country.

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## **IV. THE FACULTY, ADMINISTRATION, AND GOVERNANCE**

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### **A. Faculty Profile**

The faculty of 63 is composed of 9 professors, 1 part-time research professor, 5 associate professors, 7 assistant professors, 5 senior lecturers, and 36 lecturers. The faculty includes 25 Hispanics, 4 Asians, and 34 Caucasians. Curriculum vitae are found in Volume IV.

### **B. The Faculty as Teachers**

10% of the 566 sections and nearly 11,000 student enrollments are taught by tenure-track faculty, and 90% are roughly divided evenly between the fixed-term faculty and graduate students. In any given semester, 4 tenure-track and approximately 17 fixed-term faculty are involved actively in the training and supervision of graduate students. Over the last three years, two faculty members have won prestigious Tanner Awards for Excellence in Undergraduate Teaching (Professors Bruno and Maisch), and the Department has awarded Excellence in Teaching Awards to 7 graduate students. A summary of teaching activities is found in Appendix I.

All courses are evaluated each semester, and results are made available to instructors via the Carolina Course Review web site. Evaluations of tenure-faculty are reviewed by the Chair of the Department, and the Language Directors review evaluations of graduate students and fixed-term faculty.

### **C. The Faculty as Curriculum and Course Developers**

The faculty is actively involved in the development of new courses and the revision of existing ones, as well as the review and improvement of the overall curriculum. The faculty developed 22 new courses in 2006-2007, 3 new courses in 2007-2008, and 10 new courses in 2008-2009. An additional 5 course proposals are currently being considered by the Administrative Boards of the College of Arts & Sciences. (See Volume II and the discussion of the undergraduate and graduate programs for a list of new courses.)

The faculty are also active in the improvement and enhancement of both the graduate and the undergraduate programs. During the last five years, all graduate programs were reviewed. The written examinations for the MA in French were reformulated in order to allow individual reading lists and exams and to emphasize research. The PhD for all language specializations was revised to require fewer courses and emphasize more individualized studies. The graduate program in French has added courses on Francophone Studies and French Cultural Studies, and is currently developing an MA option in Franco-Arabic studies. Spanish has added courses on indigenous literatures in the Americas and included the minority literatures and cultures of Spain in its courses on contemporary Spain, and has revised its PhD program to allow for the inclusion

of these literatures as areas of specialization. Italian courses of the modern period have also been changed substantially and new courses have been created by Prof. Luisetti.

At the undergraduate level, several faculty members worked to restructure the Spanish minor to include a new Minor in Spanish for the Professions as an option to the regular minor in Hispanic Studies. This curriculum redesign was initiated by a committee headed by Prof. King, with courses developed by Profs. Lear, H. Kim, E. Bruno, and M. Gravatt. Professor Lear designed and implemented a Spanish track for the college-wide Minor in Entrepreneurship. Prof. Mack developed and introduced a two-course sequence for heritage speakers, as well as culture and linguistics courses dedicated to the Spanish language and culture in the United States. Prof. Del Valle is participating in the creation of an interdisciplinary cluster for Mesoamerican Studies. Prof. Antle has incorporated French conversation courses 255, 310, and 350 into the Communication Intensive general education requirement.

Responding to the Quality Enhancement Plan, several professors have worked to incorporate courses into the Carolina Research Scholar Program by including Graduate Research Consultants (funded by the Office of Undergraduate Education) into courses: Profs. Antle, Fisher, Heitsch, and Welch in several French courses, and Profs. Binotti, Huesa, Mack in Spanish courses.

Several course redesign projects are underway that will use technology to reconfigure traditional notions of time and space for by incorporating a hybrid model that combines in-class sessions with online work. Profs. Cowell and Kim and Rob Moore of the FLRC have worked closely with ITS (Informational Technology Services) to promote and implement these projects. Profs. Cowell and H. Kim are leading the way on Spanish 101-102 Hybrid and the Spanish 101 Online, Profs. Lindquist and Jarausch have worked to replace one hour of the four-credit French 101-102 and French and Spanish 105 with online instruction. Profs. De Fays and King are working on a hybrid structure for Spanish 330 Cultural History of the Hispanic World, and Profs. Furry and Dueñas are developing hybrid models for French and Spanish 601-602 (reading knowledge for graduate students).

Study Abroad also benefits from the expertise of the faculty. Profs. Furry and Maisch oversee the curricula of the Year at Montpellier and Year at Seville programs, respectively. Prof. Fisher has initiated an exchange program for undergraduate and graduate students with McGill University (Montreal), Prof. Binotti directs and teaches in the Honors Summer Abroad in Rome program, Profs. Barr and Welch are helping to revamp the summer program in Paris, and Prof. Brown has served as faculty mentor for a Burch Fellow. Prof. King negotiated an exchange agreement with the Universitat Autònoma de Barcelona to receive a student to teach Catalan each year.

The Department is also actively involved in the dissemination of information about its programs. The Undergraduate Language Advisors participate each year in the Majors Expo open to all undergraduates, as well as open houses in the spring for prospective students. Prof. Antle has created a "Careers in French" fair for majors and prospective majors, with a noticeable increase in the number of majors in French. Prof. Antle and Fisher have also organized film festivals with undergraduates. An Italian film festival also takes place each semester. All languages sponsor

language conversation hours and cultural activities. Spanish also organizes events in conjunction with the Spanish undergraduate language house.

#### **D. The Faculty as Researchers**

**Publications.** During the last annual report period (May 1, 2008 to April 30, 2009), the faculty authored and published 10 books and co-authored and published 2 books, and published 41 articles. For the same period, an additional 6 books were accepted for publication, as well as 5 edited volumes and 52 articles and book chapters. (See curriculum vitae in Volume IV for individual lists of publications). This record continues a very strong research agenda for our faculty:

<b>Faculty Publications, 2004-2009</b>				
	Books published	Books accepted	Articles published	Articles accepted
2008-2009	12	11	41	52
2007-2008	11	16	37	36
2006-2007	7	11	31	32
2005-2006	8	8	28	31
2004-2005	14	6	30	16

To support research, new hires are given a start-up research fund of \$2,000-2,500 per year for the first 3-5 years, and assistant professors are eligible for a one-time Junior Faculty Development Award of \$7500 during the first three years of appointment. Newly promoted associate professors receive a research fund of \$6,000. Research and travel are also supported with departmental endowment funds.

To support research, all research active tenure-track faculty are eligible for two one-semester leaves in any five year period from the following internal funding sources:

Research & Study Assignment (R&S)  
Office of the Provost Competitive Leaves (PCL)  
Institute for the Arts & Humanities (IAH)

Since 2004, the following faculty members were awarded semester leaves:

2004-05	R&S: Antle (Spring)
2005-06	R&S: González-Espitia (Fall), Melehy (Spring), Perelmuter (Spring)
2006-007	R&S: Rao (Fall), Hsu (Spring), Luisetti (Spring)
2007-008	R&S: Binotti (Spring), Cervigni (Spring)
2008-09:	R&S: Barr (Fall), Dominguez (Spring), Estrada (Spring) IAH: Antle (Spring)
2009-10	R&S: Del Valle (Fall), Fisher (Fall), Rector (Spring)

### **E. The Faculty as Advisors and Mentors**

The Undergraduate Advisors for French, Italian, Portuguese, and Spanish and the Graduate Language Advisors for French, Italian, and Portuguese are responsible for helping students select the appropriate courses to fulfill the major in their language. Advisors also work with the Graduate Advisory Committee and the Undergraduate Advisory Committee in planning and reviewing the various programs of the Department. Faculty members also serve as advisors for the national honor societies for French (Prof. Wilkinson), Italian (Prof. Rao), and Spanish (Profs. Amat and Nittoli). In addition, faculty members have directed a total of 144 B.A. honors essays, masters thesis, and doctoral dissertations during the previous five years:

	BA Honors Essays	MA Theses	PhD Dissertations
2008-2009	2	18	6
2007-2008	5	4	14
2006-2007	4	5	15
2005-2006	4	11	22
2004-2005	6	13	15

Profs. Cowell, Nittoli, and Pruvost advise students in Academic Advising, and as Assistant Dean, Prof. Cowell has developed materials for departmental advisors across the College. Prof. Mack serves as faculty advisor for MEZCLA (the university's bilingual magazine) and BOLD (Building Opportunities through Language Development). Prof. Gómez serves as faculty advisor for CHISPA (the Hispanic student association), and Prof. Lear serves as the advisory board of APPLES (office for public service).

### **F. The Faculty as Administrators**

The major administrative assignments of the Department are as follows:

Chair  
 Director of Graduate Studies  
 Director of Undergraduate Studies  
 Graduate Language Advisors  
 Undergraduate Language Advisors  
 Directors of Language Instruction  
 Director of the Foreign Language Resource Center (FLRC)

The present committee structure and assignments of the Department are contained in APPENDIX I.

Faculty members from Romance Languages also provide administrative expertise to other units. Prof. Cowell currently serves as Assistant Dean for Advising and has worked extensively on materials for the training of advisors, Prof. Perelmuter is Director of MURAP (Moore Undergraduate Research Apprentice Program), a program that trains minority students in

research skills, and Prof. Clark is Faculty Coordinator for the Carolina Covenant. Prof. Maisch serves as Faculty Director of Study Abroad for Spain and Latin America, and Prof. Furry serves as Faculty Director of Study Abroad for France in the Study Abroad Office. Profs. Nittoli and Pruvost are faculty advisors for Academic Advising in the College. Profs Antle and Luisetti serve on the Steering Committee of the Center for European Studies.

Within the past five years Prof. Clark served as Associate Dean of Academic Services in the College, Prof. Binotti served as Associate Dean for First Year Seminars, and Prof. Perelmuter served as Assistant Dean for Academic Advising. Prof. Antle served on the Administrative Boards of the College and the Study Abroad Advisory Board.

### **G. The Faculty and the Profession**

During the last annual report period (May 1, 2008 to April 30, 2009), the faculty reported 40 papers presented at professional meetings and other universities, including 12 invited papers. Faculty also organized 30 panels.

The Department is also linked to the profession by the North Carolina Series on Romance Languages and Literatures (Frank Domínguez, editor), as well as the journals Romance Notes (Monica Rector, editor), Hispanófila (Fred Clark, editor), and Annali d'Italianistica (Dino Cervigni, editor).

ROML faculty serve on the editorial boards and as readers of these departmentally-housed journals and read for the following external journals: *The French Review*, *Modern Language Studies*, *A Contracorriente*, *Latin American Caribbean and Ethnic Studies Journal*, *Hispania*, *Latin American Indian Literatures Journal*, *MFLIC Review*, *The Comparativist*, *L'Abaco*, *Tropos*, *AZETA*, and the *Luso-Brazilian Review*.

Prof. Domínguez serves on the Executive Committee of the Division of Medieval Spanish Language and Literature of the Modern Language Association, and Prof. Rao serves on the Executive Committee of the South Atlantic Modern Language Association. Prof. Antle served as a Consultant for the "Council of Library and Information Resources" (Washington, DC). Profs. Antle and Amer developed an outreach program designed to introduce Europe, its history, and Francophone Studies to North Carolina high schools.

The Department has sponsored and co-sponsored many professional events, including conferences and invited lectures (See Appendix K for a complete list). In addition to the annual Carolina Conference on Romance Literatures, the Department has sponsored or cosponsored the following conferences and festivals:

#### 2008-2009

Institute Français Washington  
Critical Speaker Symposium

#### 2007-2008

Franco-Arab Conference

Charanga Carolina Dance Festival  
 Mayan Dance Festival  
 Québec Film Festival  
 Games4Learning Symposium

#### 2005-2006

European Film Conference

#### 2006-2007

Québec Film Festival

The Dana Drake Lecture Series, held in alternate years, was given by the following internationally renowned scholars:

2008 Rolena Adorno, Yale University  
 2006 Prof Christopher Miller, Yale University

The Department also sponsored or cosponsored an additional 8 public lectures in 2008-2009, 9 in 2007-2008, 6 in 2006-2007, and 7 in 2005-2006.

### **H. Rewards for Faculty**

**Faculty Salaries.** Average faculty salaries in the College of Arts & Sciences by rank are given in the following table:

#### **2008-09 University of North Carolina Average Salaries**

	Romance Languages	All Languages	Arts and Humanities	Arts & Sciences
Dist Professor		\$144,813	\$148,945	\$157,310
Dist Term Prof		\$ 97,520	\$100,897	\$112,309
Professor	\$102,912	\$102,333	\$106,493	\$113,252
Associate	\$ 76,375	\$ 75,780	\$ 81,991	\$ 87,309
Assistant	\$ 64,700	\$ 64,528	\$ 66,832	\$ 74,551
Sr. Lecturer	\$ 56,260	\$ 58,051	\$ 60,378	\$ 59,747
Lecturer	\$ 40,506	\$ 41,806	\$ 43,600	\$ 47,499

**Faculty Grants and Awards.** Faculty research and course development are supported by the following:

University Research Council (URC)  
 Honors Course Development Grant (HCDG)  
 FYS Course Enhancement Award (FYS)  
 APPLES Service Learning Grants (APPLES)  
 Experiential Education Grant (EEG)  
 Office of Undergraduate Research Graduate Research Consultant Grant

(OUR)  
 UCIS grants (UCIS)  
 Jr. Faculty Development Awards (JFDA)  
 Arts & Sciences Scholarly Publications Grant (SPG)

Since 2005 the following faculty have received grants and awards:

2005-06            Luisetti (JFDA \$7500)  
                       Luisetti (SPG \$1000)  
                       Binotti (Ueltschi Service Learning Course Development Award \$3,000)  
                       Binotti (Office of Undergraduate Education \$500)  
                       Antle (SPG \$1000)  
                       Hsu (SPG \$1200)

2006-007           Hsu (JFDA \$7500)  
                       Hsu (Council of Cultural Affairs of Taiwan \$20,000)  
                       Lear (FYS \$750)  
                       Melehy (HCDG \$4000)

2007-008           Antle (EEG \$1500)  
                       Estrada (JFDA \$7500)  
                       Estrada (SPG \$750)  
                       Del Valle (SPG \$750)  
                       Luisetti (URC \$1500)  
                       Binotti (URC \$750)  
                       Binotti (Ueltschi Service Learning Course Dev Award \$8,000)  
                       Binotti (Office of Undergraduate Education Cluster Program Grant  
                       \$1,000)  
                       Rao (URC \$750)  
                       Lear (Ueltschi Service Learning Course Development Award \$8,000)  
                       Lear (Kenan-Flagler Business School Project Grant for Spanish Track  
                       of Entrepreneurship Minor (\$48,000)

2008-09            Barr (JFDA \$7500)  
                       Del Valle (JFDA \$7500)  
                       Bruno (Ueltschi Service Learning Course Development Award \$8,000)  
                       Welch (MEMS Seminar Development Award (\$7000)  
                       Binotti (URC \$2500)  
                       Hsu (URC \$2000)  
                       Luisetti (SPG \$3000)  
                       Rao (SPG \$750)

In addition, Prof. Fisher received grants of \$1000 (2008) and \$1500 (2009) from the Québec government to sponsors keynote speakers for the Carolina Conference; Prof. Antle received a grant of \$4000 from the Center for African Studies to conduct research in Morocco (summer

2008), a grant of \$6000 from the European Union to conduct research in Turkey (summer 2009), and a Cultural Diversity Grant of \$4000 for three under a Title VI grant.

The faculty often receive other honors. In 2008-2009, Prof. Nittoli received the Class of 1996 Award for Advising Excellence, Prof. Perelmuter the Romance Languages Graduate Faculty Mentoring Award, and Prof. Huesa was honored with Zeta Psi Chapter of Sigma Delta Pi Spanish National Honor Society Teacher of the Year Award. Previous winners of the Graduate Faculty Mentoring award were Prof. González-Espitia in 2006-2007 and Prof. Antle in 2007-2008. The quality of teaching in the Department is well exemplified by the two university Tanner Awards for Excellence in Teaching (Prof. Bruno in 2006-2007 and Prof. Maisch in 2007-2008) Foreign Language Association of North Carolina (FLANC)'s recipient of the 2009 Teacher of the Year in Higher Education, given to Prof. Hannelore Jarausch.

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## V. INTERDISCIPLINARY, EXPERIENTIAL, AND INTERNATIONAL DIMENSIONS OF THE DEPARTMENT

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The Quality Enhancement Plan and the New Curriculum emphasize interdisciplinary components that bring together perspectives from different disciplines, as well as experiential learning that encompasses public service, activities that link practice to theory, and study abroad. As is true of language departments across the country, the Department of Romance Languages has a long tradition of cooperation with other units, and were leaders in the establishment of links with foreign universities.

### A. The Interdisciplinary Dimension

Currently, many faculty members participate in the activities of other units and organize and participate in interdisciplinary events:

- Profs. Cervigni, Luisetti, Melehy, and Rivero have adjunct appointments in Comparative Literature and offer courses cross listed with that program.
- These professors and others from the Department are regularly members of thesis, dissertation, and examination committees in Comparative Literature.
- Prof. Antle served on the UNC Sexuality Studies Board
- Prof. Fisher teaches courses cross listed with the Curriculum in Cultural Studies; Profs. Perelmuter and Rivero teach courses cross listed for the Curriculum in Women's Studies; Prof. Perelmuter teaches cross listed with the Minor in Latina/o Studies.
- Several professors each First Year Seminars and Honors courses
- Prof. Luisetti served as Interim Co-Director of the Program in Cultural Studies, served on the committee that proposed the Interdisciplinary Minor in Film Studies in the College
- Profs. Antle and Luisetti serve on the Steering Committee of the Center for European Studies
- Prof. Antle and Prof. Amer of Asian Studies organized an interdisciplinary and international conference on Franco-Arabic Relations (April 2008)
- Romance Languages teaches French and Spanish 601-602 for graduate students in other graduate programs who need certification in a foreign language before obtaining their PhD degrees.
- Romance Languages supports Foreign Language Across the Curriculum courses in History, Political Science, and International Studies by giving 1 credit hour to students who take the recitation of the course in a Romance Language; instructors for the recitations often come from Romance Languages. This program was developed by Prof. Antle in collaboration with the Center for European Studies.
- Faculty participate in various multidisciplinary student/faculty groups sponsored by the Duke-UNC Program in Latin American Studies, Duke-UNC Program in Middle Eastern Studies, the Center for European Studies, the College's Medieval and Early Modern Studies program, the Medieval Studies Minor Program, The Latina/o Studies Minor Program, the Global Cinema Minor Program, and the Institute for Arts and the Humanities.
- Prof. Fisher teaches for the Curriculum in Cultural Studies; Prof. Perelmuter and Rivero-Potter teach for the Curriculum in Women-Studies.
- Faculty are frequent members of the Advisory Boards of the aforementioned units.

Graduate students are also encouraged to take courses and participate in the activities of other units; they have formal and informal ties through the following:

- Graduate students can take three to five courses outside the Department as part of the supporting or minor program. The Departments of Art, English, Communication Studies, History, and Political Science are represented most often, as well as the programs in Cultural, Women, and Latin American Studies. Students can opt to take part of these courses at Duke University.
- Graduate students are part of cross-disciplinary Latin American and Western European discussion groups.
- Graduate students host the Annual Carolina Conference on Romance Literatures, which brings to campus faculty and student participants from national and international institutions. The students have to raise funding from departments, deans, embassy and consular officials, and participating individuals; invite keynote speakers; arrange for publicity; handle correspondence; schedule events; select the papers and print the program.
- Graduate students take part in Foreign Languages Across the Curriculum (FLAC) programs by teaching recitation sections of courses in other departments and programs
- Graduate students participate in our foreign exchange programs. As part of these foreign exchanges, they come into close contact with faculties and departments in other countries

Courses in Romance Languages are also cross listed with other units:

### French

French 375 Francophone Studies has been proposed to be cross listed in African Studies with Professor Maramba Seck's course on Senegalese society, literature and culture.

French 451 is the cross listing of Prof. Sahar Amer ASIA 451 Orientalist Fantasies that is also cross listed as INTS 451 (cross listed with Asian Studies and International Studies)

French 332H European Cinema taught by Prof. Martine Antle is cross listed with CMPL 332H and EURO 332H (Center for European Studies)

French 373 New Wave Cinema taught by Prof. Hassan Melehy is cross listed with CMPL 373.

French 564 History of the French Language, 565 Phonetics and Phonology, and 566 Structure of Modern French are cross listed with Linguistics with the same numbers.

### Spanish

Spanish 361 Quest for Identity in Contemporary Spain is cross listed as EURO 386

Spanish 376 Phonetics and Phonology is cross listed as LING 307

Spanish 377 Grammatical Structure of Spanish is cross listed as LING 308

Spanish 378 History of the Spanish Language is cross listed as LING 309

Spanish 620 Women in Hispanic Literature is cross listed as WMST 620

Interdisciplinary clusters are also included in the new curriculum, which asks students to consider interdisciplinary views on the same topic in courses in several different departments. Prof. Del Valle Escalante and his course in Mesoamerican literatures will be a part of a cluster on

Mesoamerican Studies, and Prof. Barr's course on the French revolution will be part of a cluster on the French Revolution.

### **B. Experiential Learning**

Service-learning has become an increasingly important part of the Spanish Language Program over the last ten years. From Fall 2004 through Spring 2009 the following courses have had designated sections that incorporated service-learning, requiring that students serve a minimum of 30 hours during the semester for which an additional hour of course credit is awarded (SPAN 293, Spanish Service Learning--fulfills Experiential Education requirement): SPAN 203, 204, 255, 300, 310, 350, and 376. In addition, service-learning is fully integrated into the minor in Spanish for the Professions, requiring that all students who take SPAN 320, 321, or 322 complete a service-learning project. These courses have served a variety of Community Partners including local schools, hospitals, clinics, government agencies and non-profit organizations. Service activities include tutoring, mentoring, the development of after-school programs, translation, creation of audio and print materials in Spanish and English, workshops for Spanish-speakers, development of learning units for high school students, research assistance, creation and production of a radio show to teach English to Spanish speakers, and the development of a public service announcement for a Latino teen organization to be broadcast on Univision. In 2007 our department received the annual APPLES Service-Learning Award in Honor of Ned Brooks, awarded annually to an individual or individuals who have played a significant role in conducting and promoting public service. This year the new first year seminar ROML 060 Spanish and Entrepreneurship: Language, Cultures, and Communities of North Carolina, also has a mandatory service component. It should also be noted that Spanish has developed a two-course sequence on Spanish for heritage learners.

Experiential Learning is also included in French 332H European Cinema, and the newly proposed French 387 Paris/Versailles that entails an extended assignment working within the French rare books collection of Wilson Library.

### **C. The International Dimension**

The Department of Romance Languages was one of the first units on campus to "think globally." Faculty have participated in area studies programs since their inception, and today participate actively in the Institute for the Study of the Americas, the Center for European Studies, Center for African Studies, and the Curriculum in International Studies. Both faculty and students have extensive experience abroad and include global matters in their research and studies. The international dimension of our mission is strengthened by the participation of our undergraduate students in study abroad and our graduate students in academic exchanges abroad.

**Study Abroad.** The Department of Romance Languages encourages students, particularly majors and minors, to study abroad. The programs in Seville, Montpellier, and Florence continue to be the highest enrolled UNC study abroad programs in Europe, with an approximate yearly combined enrollment well over 400. Over three thousand UNC undergraduates have participated in European programs in France, Spain and Italy in the past five years. To help maintain the traditionally high academic quality of these programs, the Department collaborates

with the Study Abroad Office in their academic direction as well as in the advising and recruitment of students. There are many study abroad opportunities for students of Spanish: seven programs in Spain and over 75 approved programs in Spanish America including UNC Havana. We have sent over 1,800 undergraduates to Study Abroad in Spanish-speaking countries in the past five years: 1032 to programs in Spain (797 to UNC Seville alone), and another 706 to Spanish America. Approved programs in Spanish America have been serving ever increasing numbers of our students. In French there are six approved study abroad programs in France, including those for the sciences and political science. We have sent approximately 500 undergraduates to Study Abroad in French, primarily in Paris and the south of France, in the past five years: 267 to Montpellier, Arles, Toulouse and Grenoble combined, as well as 233 to various programs in Paris. There are also a number of programs available in other French-speaking countries in Europe and Africa, and a program in Québec.

**Graduate Exchanges.** The Department also supports international initiatives by sponsoring several graduate exchanges with European institutions:

*H.E.C.-Paris, Year Exchange Lector.* The Department sends one student in French to the H.E.C. each year. Duties involve teaching and work in the Language Resource Center. Candidates usually have completed the Master's degree by August to be eligible.

*Université de Montpellier Graduate Assistant/Lector.* The Department sends a graduate student in French to the Université de Montpellier III for an academic year as part of an exchange. This lectureship involves teaching responsibilities with language, culture or literature courses taught in English. Candidates must have completed the MA by August in order to be eligible.

*Universidad de Navarra.* Designated for a PhD student of Spanish who is at the beginning of research for the dissertation. The student spends one academic year at the Universidad de Navarra.

*Universidad de Sevilla.* The Department of Romance Languages sends one student of Spanish to the Universidad de Sevilla for an academic year. The student teaches six (6) one-hour lab classes each week in collaboration with the professors in the Department of English and American Literature of the University of Seville who give lectures in the literature, history and culture of Great Britain and/or the United States. In addition, the exchange teacher grades exams and written assignments in English and maintains six office hours for individual consultation with students

*Year at Seville Graduate Assistant.* The Department of Romance Languages sends one student of Spanish as Year at Seville Graduate Assistant for an academic year. The Assistant works approximately 25 hours per week with the administration of the Department's study abroad program, which typically enrolls 30-60 students each semester. Duties include accompanying helping with the orientation in Seville, and office duties such as maintaining the program's library/computer lab. Proficiency in Word for Windows required. The Spanish Exchange Positions Selections Committee does selection in early December.

*Universitat Autònoma de Barcelona.* Since 2009, the Department of Romance Languages receives one student from UAB to teaching Catalan and Spanish. The exchange includes the

possibility for ROML to send a graduate student to Barcelona, which will be initiated in the future.

*Lorenzo de' Medici School in Florence.* The Department of Romance Languages sends one student of Italian to the Lorenzo de' Medici School in Florence, where more than two hundred UNC students are enrolled during the academic year and summer sessions. Graduate students may stay a semester or an academic year, during which time they teach a course and advise undergraduate students.

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## VI. SPACE, EQUIPMENT, AND LIBRARY HOLDINGS

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### A. Physical Space for Teaching, Research, and Administration

Most of the Department's teaching and all of its administrative, faculty, and TA offices are in Dey Hall. Most classrooms in Dey Hall are equipped with internet connections and multimedia equipment. Prior to July 1, 2008, Romance Languages occupied 13,012 sq.ft. of office and administrative space. When the Department of Linguistics moved out of Dey Hall July 1, 2008, ROML received an additional 2,300 sq.ft. of office and administrative space, an increase of 18%. See Appendix J for details of space allocation in the Department.

### B. Instructional, Research, and Administrative Equipment

Romance Languages houses 97 Graduate Teaching Assistants in 13 shared offices, and 39 fixed-term faculty in 16 shared offices. Each office has a desktop computer which is upgraded every three years. The 21 tenure-track faculty are given the option of having either a laptop or a desktop in his or her office. Romance Languages receives a further laptop allocation that allows fixed-term faculty and teaching assistants to a laptop. Currently 46 of the 97 teaching assistants have a departmental laptop. ROML has a total of 68 printers, with each fixed term and tenure track office having at least one printer, and two made available to graduate students. Each member of the ROML administrative staff has a desktop computer and printer, and the department has 2 copiers (with scanning capabilities) available for administrative staff and faculty and a third copier available for graduate students; a fax machine; and a digital duplicating machine used to produce exam copies.

The FLRC maintains 20 desktop workstations in Dey 109 which are primarily available for undergraduate students needing to complete audio recordings or watch videos for their classes. In addition, the FLRC maintains a training room of 9 desktop computers used for hands-on training for faculty and teaching assistants (training for Sakai, Blackboard, course software). The FLRC also has additional laptops and an iMac which is used for departmental projects and creating tutorials, training and other instructional technology needs. Also, there is an inventory of TVs and CD players that can be used in class.

### C. Staff Positions

The Department has four full time staff members:

Mary Jones:	Administrative Manager: Finances, office management, human resources coordinator
Tom Smither:	Graduate Student Services Specialist: graduate student affairs, foreign exchanges
Sheena Melton:	Undergraduate Student Services Specialist: course scheduling, grade changes, instructional materials, book orders, parking

Celeste Yowell: Assistant to Chair, accounting, travel  
 Rob Moore: Administrative Support Associate: FLRC Manager

In addition, the Publications office is staffed by a part-time editorial assistant.

#### **D. Library Holdings**

Library holdings in the Romance languages and literatures are at the research level in the four major languages we teach. Davis Library received the book collections of Profs. Morot-Sir and Engstrom, and \$500,000 from the estate of Mary Claire and Prof. Engstrom to establish an endowment to buy materials in Classics, French, Dante, and English. Also noteworthy is a collection of the Indochinese Colonial press from 1900 to 1950 (in English, Vietnamese and French) that was acquired by a recent grant of Prof. Antle.

Care of the collections in Romance languages is of supreme concern to the Department and the University. Davis Library maintains several collection development departments, among them those dedicated to the Hispanic and European areas. In addition, the English language bibliographer selects materials published by university presses in this country. The collections support the research interests of undergraduate and graduate students, and of the faculty. Five book chairs from the Department aid the bibliographers: Luso-Brazilian, Spanish, French, Italian, and Spanish-American. APPENDIX L contains a breakdown of the research collections prepared by the bibliographers for their web page.

#### **E. The Foreign Language Resource Center (FLRC)**

The Foreign Language Resource Center (FLRC) is committed to providing educational materials and instructional technology solutions for students and instructors in the various foreign language departments at UNC. As technology has become more integral to the learning process as well as to fostering academic achievement and success, the FLRC provides many of the tools needed by instructors to obtain this success. The FLRC provides up-to-date and diverse educational materials to support instruction and create dynamic, innovative methods to reinforce the curriculum.

To fulfill its mission, the FLRC aims to:

- identify emerging technologies that could be adapted for language instruction and develop projects that enhance the use of technology in language instruction
- coordinate and manage implementation and deployment of both infrastructure and software/hardware projects
- serve as a resource for language instructors interested in integrating or developing new ways to enhance the use of technology in their course instruction
- maintain department-specific resources for instructors such as ROML instructors website
- develop and distribute language-specific training materials and provide training for language instructors on new and existing multimedia tools and resources

- manage facilities such as Media lab and multimedia classrooms and provide on-demand technical support for instructors and students using technology in these facilities
- assist instructors needing multimedia materials through online catalog where instructors can search for audio-visual materials and put items on reserve for their courses

To accomplish these goals the FLRC works closely with faculty in a collaborative effort to enhance the learning environment at UNC. The FLRC worked with Academic Advising, New Student and Carolina Parent Programs, and Information Technology Services (ITS) to create an online language placement test to serve students needing to take tests in French, German and Spanish. This application was built to allow students to take the test before even coming to campus, getting their placement and being able to meet with academic advisors already armed with their placement test. This was a major undertaking that was launched and served over 4,000 incoming students in the first launch – there were no major technical issues and the success has led to the expansion of Latin for the upcoming year.

In addition to these projects, the FLRC also has become a national and campus resource for course redesign and innovations with language technology through regular presentations on these topics. In the past 2 years, the FLRC developed the following technology based projects:

- An online video library (<http://flrcvideos.unc.edu>) that stores instructional tutorials on how to use language software, student presentations, and classroom recordings. The videos are protected using the campus authentication system which allows only the students or instructors featured in the videos to view and access them.
- An internal department contact database (<http://romlinstructors.unc.edu/romlnet.php>) that allows for instructors to enter office hours and request equipment
- A resource catalog (<http://flrc.unc.edu/catalog>) that has instructional materials from various countries available for checkout to support language classes; the catalog allows for reservations and recurring checkouts
- A custom built scheduler (<http://romlcourses.unc.edu/peer>) that is used by the Spanish Hybrid to schedule small group sessions for students
- Virtual classroom tours (<http://flrc.unc.edu/rooms>) for the multimedia rooms used by language instructors and maintained by the FLRC, allowing instructors to see equipment and room configurations before making online reservation requests.

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## VII. PREVIOUS EVALUATION AND THE FUTURE

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### A. Rankings and Previous Evaluation

The most recent rankings of graduate programs in Romance Languages are from 1995. The Gourman Report (1995) ranked French as 16th of 45 and Spanish as 23rd of 51 programs rated. At the graduate level, the Gourman Report ranked both French and Spanish as 20th in the nation. The NRC Report (1995) ranked Spanish as 31 and French as 34. A new NRC Report is due out by the end of 2009.

The last external review of the Department of Romance Languages was conducted in 1999. The committee consisted of Professors Frederick A. de Armas (then of Penn State University and now of the University of Chicago), Ross Chambers (University of Michigan), Franco Masciandaro (University of Connecticut), and Lars Schoultz (UNC-CH). The following recommendations were put forth:

- Energize the department by new hires at all levels, including endowed professors, who reflect some of the latest trends in literary studies
- Reevaluate research mission and devise a plan to regain leadership as a research and graduate department
- Emphasize the training of graduate students in research
- Encourage faculty to publish at university presses and reserve the departmental monograph series for the publication of first-rate books by non-UNC faculty
- Encourage faculty to seek outside funding
- Limit class size, improve advising, and promote activities for undergraduates
- Improve support for graduate students, including remuneration for teaching 1 section per semester and more fellowship support, and involve graduate students more in decision-making processes
- More should be done in terms of conferences, symposia and visiting faculty
- Achieve cohesiveness through improved relations within the Department
- Consider having smaller, language-specific committees instead of committees that include faculty from all languages
- Improve space and equipment for the Department
- Increase photocopying funds and provide better office space for graduate students
- Spanish section should discuss ways in which the Spanish program can achieve an identity that will make it unique in the country

As reported in the previous sections, the Department has made excellent progress on all of these recommendations. As will be discussed in the next section, continuing to make progress on faculty hires and growing the endowment in order to enhance the resources available for faculty and graduate students will be important to improving the national ranking of the individual language sections as well as the Department as a whole.

## B. The Future

Four salient issues will dominate the agenda of the Department in the coming years: (1) identifying and securing authorization for faculty hires, (2) pursuing endowed funds to enhance faculty and graduate student support, (3) meeting the demands of a projected enrollment growth that will take the University from its current 28,000+ full-time student population to 33,000 by the year 2017, and (4) defining its mission for the 21<sup>st</sup> century.

**New Faculty Hires.** The tenured and tenure-track faculty of the Department decreased from 29 in 1990-91 to 19 in 2006-2007. In 2006-07 the Department searched and filled two positions in Spanish American, in 2007-08 one position in 17<sup>th</sup> Century France and one position in 18<sup>th</sup>-21<sup>st</sup> Centuries Spain, in 2008-09 one position in 18<sup>th</sup>-21<sup>st</sup> Centuries Spain, and has filled a third position in 18<sup>th</sup>-21<sup>st</sup> Centuries Spain at the associate professor level to begin July 1, 2010, at which time we will have 22 tenured and tenure-track faculty. If enrolled majors equal to the number in Spring 2009 (581 in all Romance Languages), the ratio of tenure-track faculty to enrolled majors will be 1 faculty member per 26 students. In Spanish, the ratio will be 1 to 40.

The Department is counting on the support of the College to continue with its hiring plan that was developed in 2006-2007 and identified the following additional positions as high priority:

French	Italian	Spanish & Portuguese
1. Caribbean Francophone and/or Sub-Saharan Africa 2. Second-language acquisition in French	1. Contemporary Italian literature and culture including film	1. Golden Age Spanish poetry and theatre 2. Hispanic Linguistics 3. Spanish American theatre and/or poetry 4. Contemporary Brazilian and Spanish American literature and culture 5. Afro-Hispanic and Caribbean Studies

A fixed-term appointment whose responsibilities include both teaching and advising is also a priority for hiring in Spanish.

**Growing the Endowment.** The Department currently has endowments with a market value of \$2.4 million, \$880,000+ of which is a recent estate gift to establish the Jacques Hardré Distinguished Professorship Fund that hopefully will be matched with \$320,000 from the state. The other \$1.52 million currently produces close to \$110,000 in income that is used to support faculty and graduate student research and travel, the Dana Drake Lecture Series, the Carolina Conference on Romance Literatures, invited papers, undergraduate and graduate student awards, and other departmental activities. The Department also receives expendable funds from gifts each year that average \$10,000-20,000. The future will require the Department to do more with less, and all departments will have to actively seek outside funds in order to finance those aspects of their programs that will make them truly unique. Romance Languages has received significant gifts of late that has grown the endowment; however, fund raising will be necessary in

order to produce sufficient funds. Competitive graduate student funding could be greatly enhanced through the endowment, as well as faculty support and the creation of endowed professorships.

**Meeting the Demands of Enrollment Growth.** Increasing the undergraduate population at Chapel Hill will further exacerbate the demand for courses for general education in all languages. The situation in Spanish, if current trends continue, will be a severe shortage of classes to meet the increased demand. Enrollment growth will also mean more majors and minors in all of the Romance Languages, as well as more graduate students. It is clear that the Department will have to increase its numbers of tenure-track and fixed-term faculty and graduate students to meet this new demand, as well as acquire more space to house new hires.

**Defining the Mission for the 21<sup>st</sup> Century.** The mission of the Department of Romance Languages permeates all sections of this report: providing students with proficiency-based language instruction; teaching critical reading and analytical skills for advanced students; conducting research and teaching research skills to our undergraduate and graduate students including the interaction between the two; promoting cultural diversity both in our faculty and student bodies and in the subjects of our research and teaching; supporting experiential education that includes international experience for our students, outreach to the community, and participation in practical exercises outside of the classroom. With these goals in mind, the challenge for the 21<sup>st</sup> century is to continue to promote outstanding individual language sections that are national leaders in undergraduate and graduate education, and at the same time find commonalities across the languages that make the Department of Romance Languages unique. New faculty hires are essential, and will add additional areas of expertise to a faculty that is already distinguishing itself in cutting-edge research and interdisciplinary studies. New hires in minority literatures and cultures will also complement the current areas of Francophone Studies, indigenous literatures of the Americas, and the minority literatures and cultures of Spain.

The mission of the Department must also continue to support curricular innovations and courses that meet the needs of a diverse group of students. At the undergraduate level, courses for specific purposes in Spanish need to continue to combine with public service courses in order to make connections with the Hispanic community, and new programs such as the outreach program for European and Francophone Studies in the secondary schools should be encouraged. All languages will need to redouble their efforts to promote study abroad and help develop quality programs abroad and graduate exchanges with a more diverse group of countries. The Department, with the help of the College, needs to reach a balance between the funds that are dedicated to service functions and those dedicated to our core functions of training undergraduate majors and minors and graduate students.

This review has given the Department the opportunity to look at its many activities, and to revisit its mission in light of the internal Quality Enhancement Plan of 2006 and the external developments in the profession. The Department believes that it is meeting its mission well, and hopes to count upon the continued support of the College to define a path that will make it a national leader in Romance Languages.

**APPENDIX A: ENROLLMENT HISTORY  
2003-2009**

Department of Romance Languages  
Fall 2003 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	682	336	358		2639	4015
250-499	332	111	66	16	1086	1611
500-	46	26	12	41	113	238
Total	1060	473	436	57	3838	5864

Department of Romance Languages  
Spring 2004 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	478	235	239		1801	2753
250-499	451	109	77	40	1019	1696
500-	38	5	15	2	121	181
Total	967	349	331	42	2941	4630

Department of Romance Languages  
Fall 2004 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	654	347	376	0	2379	3756
250-499	393	239	104	45	1274	2055
500-	53	17	18	27	89	204
Total	1100	603	498	72	3742	6015

Department of Romance Languages  
Spring 2005 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	487	287	238	0	1689	2701
250-499	404	136	120	20	1200	1880
500-	20	18	10	7	74	129
Total	911	441	368	27	2963	4710

Department of Romance Languages  
Fall 2005 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	673	380	359	40	2417	3869
250-499	346	197	105	0	1408	2056
500-	42	20	12	34	55	163
Total	1061	597	476	74	3880	6088

Department of Romance Languages  
Spring 2006 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	666	338	223	39	1795	3061
250-499	358	173	157	0	1348	2036
500-	31	17	10	0	62	120
Total	1055	528	390	39	3205	5217

Department of Romance Languages  
Fall 2006 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	642	445	302	0	2373	3762
250-499	357	194	152	40	1643	2386
500-	52	11	0	22	66	151
Total	1051	650	454	62	4082	6299

Department of Romance Languages  
Spring 2007 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	474	395	222	0	1715	2806
250-499	355	118	186	19	1408	2086
500-	52	17	4	1	47	121
Total	881	530	412	20	3170	5013

Department of Romance Languages  
Fall 2007 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	615	475	312	0	2200	3602
250-499	333	184	178	0	1528	2223
500-	43	44	2	24	90	203
Total	991	703	492	24	3818	6028

Department of Romance Languages  
Spring 2008 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	459	393	270	0	1768	2890
250-499	357	83	162	0	1469	2071
500-	70	34	4	2	83	193
Total	886	510	436	2	3320	5154

Department of Romance Languages  
Fall 2008 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	612	468	316	0	2234	3630
250-499	372	128	238	0	1558	2296
500-	60	33	3	29	109	234
Total	1044	629	557	29	3901	6160

Department of Romance Languages  
Spring 2009 Enrollment Statistics

	French	Italian	Portuguese	Rom. Lang.	Spanish	Total
101-204	454	438	277	0	1873	3042
250-499	340	157	158	0	1556	2211
500-	77	39	2	1	84	203
Total	871	634	437	1	3513	5456

**Total ROML Enrollments**

	<b>Fall</b>	<b>Spring</b>
<b>08-09</b>	6160	5456
<b>07-08</b>	6028	5154
<b>06-07</b>	6299	5013
<b>05-06</b>	6088	5217
<b>04-05</b>	6015	4710
<b>03-04</b>	5864	4630

**APPENDIX B: UNC-CH QUALITY ENHANCEMENT PLAN AND  
THE NEW CURRICULUM**

**Making Critical Connections: 2006 Quality Enhancement Plan**

**The New Curriculum 2006**

## MAKING CRITICAL CONNECTIONS

### 2006 Quality Enhancement Plan The University of North Carolina at Chapel Hill

#### EXECUTIVE SUMMARY

The University of North Carolina at Chapel Hill is a major research university with a strong and dynamic roster of activities for learning and advancement not only on campus, but also throughout the state and indeed around the world. While students at UNC-Chapel Hill have traditionally been educated in the various academic disciplines within departmental settings, Carolina has long recognized the value of experiential learning as well as crossing traditional disciplinary boundaries. Some of today's foremost educational challenges -- such as helping students learn approaches to solving complex problems and develop talents for life-long learning -- have interdisciplinary and experiential dimensions that must be supported by the resources of the entire University and the community in which it is situated. Some of these needs are met by offering interdisciplinary majors, programs, and courses, of which the University already provides many vibrant options. Others are provided by scholarly activities facilitated by units such as the Office of Undergraduate Research and the Study Abroad Office.

The new General Education Curriculum, to be implemented in fall 2006, includes a series of curricular requirements to ensure that students develop *foundations* (the skills needed to communicate effectively both in English and another language, to apply quantitative reasoning skills in context, and to develop habits that will lead to a healthy life), *approaches* (a broad experience with the methods and results of the most widely employed approaches to knowledge), and *make connections* to these foundations and approaches in their programs of study. These connections are also designed to help students learn how to integrate these foundations and approaches in ways that transcend traditional boundaries, as well as to create pathways from the campus to local, national, and worldwide communities.

At first glance there are dozens (if not hundreds) of academic elements and entities on campus that would readily benefit from these kinds of connections. Thus, identifying the most significant connections -- those critical to academic, personal, and professional success both inside and outside the academy -- is not only appropriate but also necessary.

The curriculum stands at the center of the academic life of the University. So, how can the learning expected inside the classroom (where the curriculum is typically based) connect to what happens outside it? The launch of a new General Education curriculum offers the University an unusually good opportunity to make such connections, as does the requirement to craft a Quality Enhancement Plan. **Making Critical Connections** will help the University implement the new curriculum in such a way that research and internationalization become critical connections for the entire campus community.

One way of making such a critical connection is to link the curriculum to one of the major activities in which the faculty and professional staff participate: *research*. Our intellectual community is defined by the fact that faculty are involved in a wide range of undergraduate programs, are committed to training Master's and PhD students, and also are engaged in their own research and scholarly activity. If any of these three elements were to be abandoned, UNC-Chapel Hill would no longer be a major research university. Nor would the University contain "communities of learners" where "the shared goals of investigation and discovery bind together the disparate elements to create a sense of wholeness" (*The Boyer Commission Report on Educating Undergraduates*, p. 9).

The University of North Carolina at Chapel Hill is working to make research, mentored scholarship, and creative performance even more distinctive features of a Carolina undergraduate education. The provision of "high quality undergraduate instruction to *students within a community engaged in original inquiry and creative expression*" (emphasis added) has been an explicit part of the University's mission statement since 1994.

In reality, the emphasis on research at the University has tended to separate faculty from undergraduate students and graduate from undergraduate education, to the detriment of all. **Making Critical Connections** offers us the opportunity to enable our undergraduate students to be full participants in the intellectual life of our university and to engage in the research culture that surrounds them on our campus. Students who have experienced inquiry and discovery are well prepared to address future unsolved problems and to assume important roles as enlightened citizens and leaders in our increasingly interconnected world.

Another way to help students make critical connections is by further internationalizing the undergraduate experience at Carolina. Global citizenship requires an understanding of the cultural interaction between nations and the mutual impact felt around the world by such exchanges. By defining internationalization "as the process of integrating an intercultural and global dimension into the purpose and function of education at UNC-Chapel Hill in a manner consistent with both our core values as a public institution and the furtherance of a sense of global citizenship among our intramural and extramural constituents," the University extends yet another critical connection from the curriculum to internationalization.

**Making Critical Connections'** initiatives in the areas of Curricular Innovation, Undergraduate Research, and Internationalization will require dedicated resources.

In order to allow more students to exploit these connections, the following recommendations will be among those pursued:

- In the Curriculum:
  - Establishing an innovative scheduling alternative, such as a "Maymester." This intersession option, which would likely be administered by the University's well-established Summer School Office, would mean that faculty members could spend a concentrated period (three weeks under the

- current scenario) with a group of undergraduate students, either on- or off-campus.
- Creating a “Connections Center” on campus whose mission would be to foster the ability of faculty and students to make connections within and between the many opportunities for learning that occur daily throughout the campus, region, state, nation, and world. The Connections Center would promote a new learning vision that seeks to break down traditional barriers - - between curricular and “co-curricular” education, between research and teaching, between local and global perspectives -- by viewing the totality of student experience as a venue for student learning.
- In the Research Area:
    - Establishing a series of linked courses across the disciplines to introduce students to unsolved problems, help them understand multiple modes of inquiry, and enable them to conduct original work in newly established “*Research Tracks*.” We will increase the number of course offerings in which students carry out original research projects through the creation of four new term-based “Research Professorships,” one in each of the divisions of the College of Arts and Sciences.
    - Increasing the number of qualified mentors for undergraduate students who wish to engage in research.
  - In the International Arena:
    - Improving the infrastructure for international activities, that will in turn increase support for international research.
    - Embedding internationalization as deeply as possible into the curriculum as a means of extending globally-based opportunities to members of the Carolina community. In order to broaden the international presence on campus, the University will increase the number of international faculty, postdoctoral fellows, graduate students, and undergraduate students.

What can be done to break down the barriers that too often currently exist between our undergraduates in the General College and the College of Arts and Sciences and the other vital places of learning at UNC-Chapel Hill, such as the graduate and professional schools and the campus’ health affairs division? How can faculty, with their considerable research expertise, better help undergraduates experience the delights of discovery and new knowledge through a deeper engagement in research, scholarship, and creative activity in their coursework? How can we eliminate the walls that so often separate local activities from international programs, thus hindering students from a fuller understanding of “foreign” ideas and cultures?

The University of North Carolina at Chapel Hill believes that **Making Critical Connections** will go a long way toward answering these questions.

## UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL 2006 CURRICULUM

### *FOUNDATIONS (17 hours total)*

#### English Composition and Rhetoric (6 hours)

- A two-course sequence in written and oral communication  
(e.g., ENGL 011/101, ENGL 012/102)

#### Foreign Language (7 hours with level 2 placement)

- Through level 3 (if placed into level 4, must complete it)  
(e.g., FREN 001/101, ARAB 103/203, DTCH 105/402)
  - No credit for level 1 of high school language

#### Quantitative Reasoning (3 hours)

- One quantitative reasoning course  
(e.g., MATH 016/116, COMP 014/101)

#### Lifetime Fitness (1 hour)

- One course granting one hour of academic credit  
(e.g., PHYA 016Y/107, PHYA 011/103)

### *APPROACHES (25 hours total)*

#### Physical and Life Sciences (7 hours)

- Two courses from approved list, at least one with lab  
(e.g., PHYS 016/100, BIOL 010/113, PSYC 010/101)

#### Social and Behavioral Sciences (9 hours)

- Three courses from at least two different departments or curricula  
(e.g., SOCI 010/101, RELI 031/121, PLAN 046/246)
  - One of the three courses must engage in Historical Analysis.  
(e.g., HIST 011/151, HIST 074/374, FOLK 174/670)

### Humanities and Fine Arts (9 hours)

#### Philosophical and Moral Reasoning

- One course in philosophical analysis that contains significant content in ethics and moral reasoning  
(e.g., *PHIL 020/101, SOCI 014/114, AFAM 128/428*)

#### Visual, Performing, and Literary Arts

One course in literature

(e.g., *ENGL 023/123, CMPL 022/122, AMST 060/290*)

- One course in visual or performing arts  
(e.g., *ART 004/104, DRAM016/116, MUSC 086/286*)

***CONNECTIONS (0 additional hours, because all courses eligible for "multiple counting")***

### Foundational Connections

- One *Communication Intensive* course  
(e.g., *COMM 024/224, GERM 011/301, JOMC 053/153*)
- One *Quantitative Intensive* course  
(e.g., *STAT 126/STOR 435, MASC 145/553, ENST 054/222*)

### Spatial and Cultural Connections

- *Experiential Education*: One course or program of study  
(e.g., *PLCY 090/325, GEOL 197/555, EXSS 071/271*)
- *U.S. Diversity*: One course  
(e.g., *WMST 062/362, SOCI 022/122, FOLK 160/460*)
- *The North Atlantic World*: One course  
(e.g., *SOCI 061/276, AMST 060/290, RELI 087/236*)
- *Beyond the North Atlantic*: One course  
(e.g., *RUES 199/699, LTAM 040/101, GEOG 158/458*)
- *The World Before 1750*: One course  
(e.g., *CLAS 033/253, ANTH 021/121, HIST 027/156*)
- *Global Issues*: One course  
e.g., *WMST 081/281, PWAD 020/120, LING 075/306, INTS 081/281*)

***SUPPLEMENTAL GENERAL EDUCATION REQUIREMENT FOR  
A.B. STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES***

All students who seek A.B. degrees in the College of Arts and Sciences must take an additional nine hours of coursework. This requirement can be fulfilled in *one* of two ways:

Either

**The Distributive Option: Crossing Divisions**

- Three non-introductory courses, one in each of the three Divisions of the College of Arts and Sciences outside the student's primary major.

Or

**The Integrative Option: Interdisciplinary Clusters**

- A *Cluster* program.
  - Each of these interdisciplinary clusters requires students to take nine hours (usually in three courses) that are linked in some way and that focus on a single theme. All courses must be above the introductory level; one may be used in a student's primary major.

## **APPENDIX C: UNDERGRADUATE STUDENT PROFILE**

**DEMOGRAPHIC PROFILE OF UNDERGRADUATE MAJORS AND MINORS, 2004- 2008\***

	<b>08-09</b>	<b>07-08</b>	<b>06-07</b>	<b>05-06</b>	<b>04-05</b>
<b>GRADUATING STUDENTS</b>	<b>N= 361</b>	<b>N = 305</b>	<b>N = 282</b>	<b>N = 328</b>	<b>N = 284</b>
<b>GRADUATING MAJORS</b>	<b>N = 163</b>	<b>N = 181</b>	<b>N = 154</b>	<b>N= 179</b>	<b>N = 166</b>
<sup>1</sup> Racial distribution	<b>AS = 08 BL = 12 HI = 15 IN = 00 WH = 122 OTH = 06</b>	<b>AS = 09 BL = 15 HI = 10 IN = 01 WH = 144 OTH = 02</b>	<b>AS = 03 BL = 11 HI = 08 IN = 00 WH = 122 OTH = 10</b>	<b>AS = 02 BL = 15 HI = 06 IN = 00 WH = 148 OTH = 08</b>	<b>AS = 06 BL = 10 HI = 07 IN = 00 WH = 139 OTH = 04</b>
<sup>1</sup> Gender distribution	<b>F = 131 M = 032</b>	<b>F = 145 M = 036</b>	<b>F = 122 M = 032</b>	<b>F = 138 M = 041</b>	<b>F = 126 M = 040</b>
<sup>1</sup> Number of graduating first majors and mean GPA	<b>FR 08 (3.03) PO 00 IT 00 SP 38 (3.26)</b>	<b>FR 08 (3.62) PO 00 IT 02 (3.34) SP 62 (3.31)</b>	<b>FR 06 (3.62) PO 00 IT 00 SP 41 (3.21)</b>	<b>FR 09 (3.28) PO 00 IT 00 SP 49 (3.24)</b>	<b>FR 11 (3.33) PO 00 IT 02 (3.34) SP 49 (3.23)</b>
<sup>1</sup> Number of graduating second majors and mean GPA	<b>FR 19 (3.53) PO 00 IT 04 (3.24) SP 94 (3.43)</b>	<b>FR 15 (3.6) PO 00 IT 01 (3.56) SP 93 (3.33)</b>	<b>FR 21(3.53) PO 00 IT 01 (3.116) SP 85 (3.32)</b>	<b>FR 18 (3.33) PO 00 IT 05 (3.43) SP 98 (3.367)</b>	<b>FR 24 (3.4) PO 00 IT 03 (3.7) SP 77 (3.8)</b>
<b>GRADUATING MINORS</b>	<b>N = 198</b>	<b>N = 136</b>	<b>N = 128</b>	<b>N = 148</b>	<b>N = 121</b>
<sup>1</sup> Number of graduating minors and mean GPA	<b>FR 40 (3.42) PO 01 (3.80) IT 03 (3.44) SP 65 (3.44) SPP 89 (3.26)</b>	<b>FR 32 (3.42) PO 02 (3.507) IT 04 (3.45) SP 98 (3.41)</b>	<b>FR 19 (3.422) PO 02 (3.259) IT 02 (3.56) SP 105 (3.3)</b>	<b>FR 29 (3.36) PO 00 IT 08 (3.24) SP 111 (3.33)</b>	<b>FR 21 (3.44) PO 03 (3.519) IT 02 (3.69) SP 95 (3.18)</b>
Number graduating with B.A. honors	<b>FR = 01 PO = 00 IT = 00 SP = 01</b>	<b>FR = 02 PO = 00 IT = 00 SP = 03</b>	<b>FR = 01 PO = 00 IT = 00 SP = 03</b>	<b>FR = 01 PO = 00 IT = 00 SP = 03</b>	<b>FR = 01 PO = 00 IT = 00 SP = 05</b>
Number graduating with Phi Beta Kappa	<b>39</b>	<b>21</b>	<b>16</b>	<b>18</b>	<b>16</b>
Number graduating with language societies	<b>95</b>	<b>95</b>	<b>46</b>	<b>83</b>	<b>65</b>
Number graduating with special awards	<b>63</b>	<b>84</b>	<b>56</b>	<b>46</b>	<b>93</b>

## **APPENDIX D: UNDERGRADUATE OUTCOMES ASSESSMENT**

**Outcomes Assessment Plan for BA Romance Languages**

**Outcomes Assessment Reports**

**Language Enrichment Surveys of Majors**

## Outcomes Assessment Plan and Report: BA in Romance Languages

Intended Student Learning Outcomes	Assessment Procedures	Assessment Results	Use of Results
1. Upper undergraduate majors will communicate orally in the target language in interpersonal, interpretive, and presentational modes so as to be readily understood by competent speakers.	Analysis of a sample of interviews, oral exams, and/or presentations in courses taken by majors. Spring 2009, Spring 2014		
2. Upper undergraduate majors will plan, draft, and revise coherent, well-organized essays on general and specialized topics.	Analysis of a sample of papers written for courses numbered 300 and above. Spring 2006, 2011		
3. Upper undergraduate majors will demonstrate the ability to interpret critically texts in the target language from a linguistic, literary, or cultural perspective.	Analysis of a sample of papers and exams from courses numbered above 350. Fall 2005, 2010		
4. Upper undergraduate majors will demonstrate appreciation for the cultures of people who use the target language by participating in language enrichment programs within and beyond the university setting.	Analysis of a survey of majors inquiring about their participation in such language enrichment programs as study-abroad programs, language houses, language tables, conversation partnerships, service-learning programs, and foreign language student groups. Fall 2004, 2009		
5. Upper undergraduate majors will report satisfaction with courses in their program.	Analysis of a survey of graduating seniors. Spring 2005, 2010		

06/17/2009

**Outcomes Assessment Report: Outcome 1 (Spring 2009)**

*Upper undergraduate majors will communicate orally in the target language in interpersonal, interpretive, and presentational modes so as to be readily understood by competent speakers.*

A committee of eight faculty, two each from French, Italian, Portuguese, and Spanish, assessed sample interviews and oral exams from students upper-level courses (mainly conversation).

French (Prepared by Nina Furry and Valerie Pruvost)

Over the course of the semester, Valérie Pruvost's FREN 310 students regularly engage in interpersonal discussion in the informal context of a virtual apartment building. They also talk about the content of readings on a variety of socio-cultural topics and current events in France through small-group interaction as well as full-class discussion; three films viewed outside of class are an additional source of discussion, often related to other themes addressed. Students' ongoing communication in these interpersonal and interpretive activities is evaluated by means of the participation grade that reflects their level of success in making themselves understood.

Students also do three oral exercises outside of class during the semester for which they must view an assigned video report excerpted from the French news. They are allowed to take notes but they then send the instructor an audio file in which they speak spontaneously for three to five minutes, summarizing what they saw and heard and giving their reaction. Students receive grades for these interpretive activities based on the clarity of their communication and are given feedback as guidelines for improvement.

Once during the semester, students pair up to present a topic on French society or issues affecting the broader Francophone world based on articles they find in the French press. Each student presents the content of an article to the class, comments on the significance of the theme as well as that of the article, answers questions students have and then leads a discussion of their opinions on the matter.

Nina Furry observed two classes during pair presentations and listened to three oral exercises done by different students for a representative sample. The degree to which individual students succeed in clearly communicating and improve their communication skills from the beginning of the semester varies with their background from previous courses as well as how much effort they put into preparing for these activities and into working on particular pronunciation and vocabulary or grammar problems brought to their attention. Students who demonstrate the greatest capacity for communicating orally in French in the interpersonal, interpretive and presentational modes so as to be understood by competent speakers tend to be a handful. A larger proportion exhibit some difficulty making themselves understood orally, with various problems in pronunciation, vocabulary and grammar impeding that communication. There is also a persistent dependence on the written language that leads students to read prepared written text and can interfere with their communication, particularly in the case of the weaker students who demonstrate general difficulty communicating and constitute another handful. These differences in oral performance are reflected in the results on the final oral exam for the course, a one-on-one

interview with the instructor. Students must prepare by reading two articles and viewing a video, related to themes discussed during the semester, in order to convey the content as well as their opinions about the ideas expressed.

#### Italian (Prepared by Amy Chambless and Elvira Giosi)

Amy Chambless visited Dr. Giosi's ITAL 300 class on Friday, March 20. The class lasted fifty minutes. The class finished watching a film for the first ten minutes and devoted the remainder of the lesson to the student interviews.

The interviews were conducted in pairs. Each member of the pair took turns asking questions that pertained to the thematic content of the week. The theme of this particular week was marriage and divorce in Italy; the film they saw offered a dramatic and satirical commentary on themes of romantic love and individual self interest and how they relate to Italy's cultural mores surrounding marriage. Dr. Giosi had also assigned her students the task of doing internet research on demographical trends (pertaining to marriage and divorce rates in Italy), while also inviting them to consider the relationship between religious authority and marriage, the women's movement and marriage, and economic pressures and marriage (and divorce). Each student did the research independently and generated a list of questions for his/her peers. During the interviews the students took turns asking their questions. After ten minutes, the students were shuffled around to work in new pairs, allowing each class member the opportunity to conduct two interviews.

These interviews were very fruitful. Students displayed an impressive amount of knowledge on the subject; they had clearly done their research well enough to be able to answer not only their own questions but those of their classmates as well. The students were very enthusiastic about this assignment; they were interested in the topic and confident about the knowledge they had gained from their independent research, eager to share it with others.

The linguistic capabilities of the students were varied – from those who spoke with near-native fluency to those who spoke slowly, labored over word choice, and used a few words of English; overall, however, students did very well in expressing themselves only in Italian and in using proper vocabulary and grammar.

The thematic content of this lesson was structured around the practice of the subjunctive, one of the most difficult parts of Italian grammar, and many students were using these forms correctly. The students who were identified as Italian majors were more likely to have developed a higher level of fluency and grammatical accuracy (perhaps because some of these same students studied Italian in Italy?); nonetheless, no one seemed out of place in the class. Everyone seemed comfortable and competent linguistically. Perhaps this format of presentation – interview style rather than in front of the whole class – made students less intimidated and encouraged oral fluency.

The instructor evaluated the students' performance by making rounds to each group and listening to their conversations. She interceded only to help students make their points more clearly OR to settle any confusion they had over the cultural context (e.g. the change in the practice of

Catholicism in recent decades.) She evaluated the students for oral fluency, good use of vocabulary, grammatical accuracy, and content of questions.

Dr. Giosi has added a few comments here on the customary format of her class. Typically, the class does not begin with the film, but rather the instructor projects a list of questions regarding the assigned reading of the day and introduces grammatical structures which the class reviews. Then students respond to the questions, incorporating the grammatical elements. The instructor makes rounds to help students correct their mistakes and to explain any sources of confusion. This lasts 10-15 minutes, after which the class moves on to the interviews. The instructor continues to circulate to correct grammatical errors and to give feedback on oral expression.

Portuguese (Prepared by Richard Vernon and Patrícia Helena Fuentes)

Patrícia and I had the opportunity to witness a variety of presentations and discussions with her Portuguese 323 students. These activities gave them ample opportunity to display their skills in the three modes of communication: interpretative, interpersonal, and presentational.

In order to assess interpretative skills, Patrícia assigned the students a text from the book *O Brasil Visto de Fora, Paz e Terra* called "Criadores de Mitos: Os arquitetos da Identidade Nacional Brasileira." Each student was responsible for a different section of the text. The students gave a summary of their section (each section being two to three pages long) in their own words. Patrícia and I then asked them questions about the readings and their opinions and experiences in relation to them. We would begin the questions in a somewhat formal manner, but the dialogue would then progress into a conversation. In this way we assessed both their interpretative skills as well as their interpersonal skills. Both Patrícia and I were very happy with the students' level of understanding of the text as well as their skills in synthesizing the information in relating it to the class. The majority of the errors that the students made were immediately self-corrected. Most of the students have had a good deal of practice with this type of activity over many semesters. Occasionally, the students would relate information incorrectly or admit there was something they didn't understand, but this evinced difficulty with anthropological terms and concepts much more than it represented a difficulty in understanding the language.

Though the above activity also includes elements of the presentational mode, Patrícia and I also assessed them in a more formal presentational setting. The students gave PowerPoint presentations to the class. The students demonstrated a high level of creativity with the language and were able to employ Portuguese in order to present complex thoughts and concepts to the class on topics of importance and interest to the student doing the presentation. They proved that they are able to employ correctly idiomatic expressions and even many metaphors common to the Portuguese language. Many of Patrícia's students were also my students last semester and I had many opportunities to witness them in presentational modes and was often highly impressed with the level of correctness and creativity in performing skits and other forms of presentations. One area that should be improved however, is the number of errors on the PowerPoint slides themselves. Both Patrícia and I have noticed this semester and previous semesters with the same students, an inordinate amount of spelling and grammar errors that seem to appear on PP slides, but that are absent in exams and compositions. It's as if the PP slide distracts them in ways that

cause carelessness in the linguistic structures on the slides. Perhaps this can be improved in the future by adding a peer review step to the presentation creation process, where the students gain heightened awareness of the errors they are making by checking for the errors of their peers.

It is our opinion that the desired outcome of “Upper undergraduates being able to communicate orally in the target language in interpersonal, interpretive, and presentational modes so as to be readily understood by competent speakers” is easily met by the students in Patrícia’s Portuguese 323 class.

#### Spanish (Prepared by Corina Dueñas and Pello Huesa)

A random sample of interviews, as well as an oral presentation from Spanish 350 001 and 350 002 were used for the assessment. The assessment consisted of a teacher observing and independently grading the oral assignments of students of one of his/her peers’ classes (grading criteria attached). Both the oral interview and the presentation were based on assigned readings on a variety of topic including immigration, education, Spanglish, etc.

The interview consisted of an informal conversation about one or several selections from the texts of the first six weeks of class. During the conversation, the student had to show that he/she was familiar with and understood the material, and that she/he was able to react in Spanish to the teacher’s questions or statements about the subject. The student was graded on vocabulary used, grammar, fluency, comprehensibility, comprehension of the readings, and listening comprehension. At the end of the interview, teachers compared their grades and comments and found their evaluations to be similar. The sample for the assessment consisted of 6 students chosen at random.

The second part of the assessment consisted of an oral presentation that both teachers listened to and independently graded. Two students presented a subject using and expanding the readings assigned to the class for that day. The same grading criteria were used. At the end of the presentation, teachers compared their grades and comments and found their evaluations to be similar.

**CONCLUSION:** Results showed that, overall, students in this course were able to communicate orally in the target language in interpersonal, interpretive, and presentational modes so as to be readily understood by competent speakers.

**Outcomes Assessment Report: Outcome 2 (Spring 2006)**

*Upper undergraduate majors will plan, draft and revise coherent, well-organized essays on general and specialized topics.*

Report prepared by Nina Furry, Hannelore Jarausch, Larry King, Julia Mack, Ennio Rao

A committee of five faculty, one from Italian, two each from Spanish and French, assessed sample essays from students in French 300 (50), Italian 300 (51), Spanish 300 (50), 350 (61), 371 (71) and Portuguese 398 (96). In French, Italian and Spanish, the material submitted included first and second drafts, as well as some outlines. In Portuguese, all but one of the writing samples were in English (since there were no majors) and no “pre-writing” material was available. However, there were both “reading journal” entries and more in-depth analyses for this literature in translation course. In all languages, samples in each set were marked as average, below average and above average by the instructor supplying the material.

Assigned writing topics are quite varied, demonstrating a range of writing approaches and requiring different discourse styles of the students. The essays submitted demonstrate that asking for an initial outline, if not too general or vague, can be useful. The work of students rated by the instructor as “average” and “below average” performers contain far more grammatical errors and less aptitude for self-correction of identified errors than those rated as “above average.” However, the process of self-correction of identified errors (by the instructor on the first draft), which requires students to use a reference grammar and/or dictionary to rectify these, yields a better product on the final draft for all students. It is nonetheless the case that many students continue to translate from English and that they need guidance on an ongoing basis concerning appropriate use of the dictionary as well as continual reminders regarding contrastive structures in English and the foreign language. This is where instruction in stylistics is beneficial for all.

At all three levels, “below average”, “average” and “above average”, this sample of work from major courses demonstrates that students do meet the learning outcome. Those in the mid-range and below make more errors in vocabulary and have more stylistic problems. Those in the higher range, while not error-free, can be read effortlessly. Nevertheless, all are capable of writing in a coherent and organized manner. The materials submitted for Spanish demonstrate a clear progression in ability from the initial course (300) to higher levels (conversation, composition and literature)

Recommendations: Requiring students to engage in planning before writing (types of outlines, vocabulary preparation, focus on structures needed, etc.) is beneficial. It can be difficult to implement since the approaches used are so individual. Nevertheless students benefit from instruction in this area. Since student writing improves with guidance and feedback, students in some upper level courses in all languages should be asked to submit an initial draft or drafts which the instructor would annotate, commenting on content, form and organization. Improvement in students’ subsequent drafts and the generalization of that improvement to written expression beyond a specific paper are crucially dependent on 1) instructors’ emphasizing attention to writing in other content courses where it is not the main focus and 2) students’ continued investment of time, effort and attention.

**Outcomes Assessment Report: Outcome 3 (Spring 2006)**

*Upper undergraduate majors will demonstrate the ability to interpret critically texts in the target language from a linguistic, literary, or cultural perspective*

Report prepared by María Salgado, Valérie Pruvost Bill Maisch

The committee consisted of three faculty members, two from Spanish and one from French. The committee's charge was to assess samples of student work to determine if, and to what extent, the Department's undergraduate majors have accomplished Learning Outcome Goal 3; and, finally, to report their findings and recommendations to the faculty. Goal 3 is that "upper undergraduate majors will demonstrate the ability to interpret critically texts in the target language from a linguistic, literary, or cultural perspective." Student samples in French were samples from French 60, Survey of French Literature I (Medieval and Renaissance) and samples from French 76, Advanced Oral and Written French. The French 60 samples consisted of answers from the class's discussion forum to specific questions, concerning texts read in the class. The French 76 samples consisted of final papers on a specific cultural topic. Samples of student work in Spanish were from two survey courses: Spanish 73, Spanish American Literature; and, Spanish 71, Spanish Literature before 1700. The Spanish 73 samples consisted of five annotated critical bibliographies. Samples from Spanish 71 contained seven term papers and seven final exams. These samples were chosen by the course instructor to represent an inclusive range of student performance: at least two samples in each set that were below average, at least two that were average, and at least two that were above average.

The committee finds that student performance shows that our undergraduate majors are able to interpret critically texts from a linguistic, literary or cultural perspective in the target language to a degree that is appropriate to their level of study. Faculty-designed curricula, exams, and other assignments demonstrate the Department's commitment to meeting the Outcome Goal. The final exams and papers from the Spanish 71 class indicate a syllabus in which students are encouraged to analyze the ideology of literary works in the perspective of their cultural and historical contexts. Exam essays and papers dealt with such issues as "Love," "Honor" and "the Role of Women" in Medieval and Golden-Age Spain. The bibliography assignment in Spanish 73 implies an equally valid approach by which the critical interpretation of texts is learned as a process. The syllabus covers samples of Spanish American literature from Colonial to Contemporary texts; the essays discussed issues such as "Time and Love in Poetry," "Gaucho literature," "Modernism and Darío's Influence," and "Autobiographical Fiction." The samples from French 60 provide evidence that students are asked to analyze literary texts critically and with detail from a literary, historical and cultural perspective. For example, students were asked to interpret Rabelais' satire shown in "Les Moutons de Panurge" by the surrealist artist Serrier. The samples from French 76 asked students to critically analyze a specific aspect of French culture. This was done from a linguistic, cultural and historical perspective. For example, a student wrote on the change and acceptance or rejection of English and French words.

We feel that in addition to these, there are many equally valid approaches to meeting our goal. The committee is of the opinion that the greatest strength of our faculty lies precisely in its diversity, and therefore does not recommend any particular approach over any other. As both the

cognitive and linguistic abilities of our undergraduate majors continue to rise, we urge each member of the faculty to question the degree to which we should challenge our students to continue to develop and refine their ability to interpret texts critically.

**Outcomes Assessment Report: Outcome 4**

## Language Enrichment Survey of Majors and Double Majors (Fall 2004)

Procedure: In November 2004, Romance Languages faculty teaching courses in which majors/double majors were enrolled numbered above 50 and below 100 (but not including 92, 93, 95 or 97) received copies of the survey to distribute in class. Respondents were instructed to complete the survey only once. Survey forms were returned to the departmental office where results were tabulated, in chart form, by work-study students.

Rate of return: There are 470 reported majors and double majors in the department of Romance Languages and Literatures. 327 survey forms were received from sophomores, juniors, and seniors for a response rate of 65%. Ten respondents did not specify major and sixteen indicated they were minoring.

Of the surveys completed, 81% were from Spanish students (260 respondents), 16% from French (48 respondents), 3% from Italian (eight respondents), and fewer than 1% from Portuguese (1 response from a first-year student)

Results: The language enrichment activity of most interest to respondents was attending cultural events including films, dances, and visiting museums. Over two thirds (68%) reported involvement in this type of activity since enrolling at UNC-CH. Over half the respondents reported having studied abroad while 44% have engaged in independent travel. Service to the community is another way in which respondents have engaged their language skills with almost one-third reporting they have participated in volunteer work and another 27% in service-learning programs. Opportunities in which fewer respondents participated included conversation partnerships (18%), internships (16%), tutoring international students (11%), and language tables (11%). Fewer than ten percent of respondents reported involvement in language house activities and foreign language student groups. Four percent of respondents reported no participation in the enrichment activities listed. Respondents were invited to list on the back of the form activities in which they may have participated that did not appear on the survey. Mentioned were various types of tutoring (Hispanic children, ESL, etc.), TA for Spanish 50, research, volunteer work in Spanish-speaking countries, dance clubs, and LAC courses.

Discussion: Enrichment activities most successful in attracting students appear to be cultural events, due in large part to easy availability on campus, the popularity of film showings, etc. The study abroad figures are impressive but to be expected in this population.

Recommendations:

1. Continue to offer as many cultural opportunities as possible for students. Most of these are probably film series at the moment. Would other types of cultural activities (speakers, etc.) draw students?
2. Continue to work closely with Study Abroad to encourage an even higher percentage of our majors and minors to study abroad at least for a summer.

3. Explore volunteer and service learning opportunities for students not in Spanish. The International Office may be a resource for additional conversation partners, especially in French, Italian and Portuguese.
4. Publicize language tables and student groups (clubs?) as places where students can practice their speaking skills, meet others with similar interests, etc. How can these be made more attractive?
5. Work with the French and Spanish language houses to plan and promote activities that involve majors and minors.
6. Activities fair: Is there not an activities fair in the fall when organizations have tables? Could we organize a table for the department where the possibilities of such extra-curricular cultural and language activities are presented?

### Language Enrichment Survey for Majors and Double Majors Tabulations (French)

What kinds of language enrichment programs have you participated in since coming to Carolina? Language enrichment programs offer opportunities to appreciate other cultures by using a foreign language outside the classroom. We'd like to know what programs have most interested you. Please take a few minutes to fill out this questionnaire. If you filled out this questionnaire in another class, you should not fill out a second questionnaire. Your responses are anonymous and confidential and will have no influence on your grade. Thank you for participating in this survey.

Your major/double major: 48 French \_\_\_\_\_ Italian \_\_\_\_\_ Portuguese \_\_\_\_\_ Spanish

Your class: \_\_\_\_\_ First-year 14 Sophomore 14 Junior 20 Senior

Please check all of the activities in which you have participated since enrolling at UNC:

- |           |   |           |  |           |  |
|-----------|---|-----------|--|-----------|--|
| <u>30</u> | a study-abroad program  | <u>5</u>  | language house activities                      | <u>7</u>  | a language table   |
| <u>5</u>  | tutoring an international student                             | <u>10</u> | conversation partnership                       | <u>6</u>  | foreign language student group                           |
| <u>6</u>  | service-learning program in which you use a foreign language  | <u>24</u> | independent travel to a foreign country        | <u>37</u> | attending cultural events (films, dances, museums)       |
| <u>8</u>  | supervised volunteer work in which you use a foreign language | <u>7</u>  | internship in which you use a foreign language | <u>2</u>  | I have not participated in a language enrichment program |
| <u>3</u>  | other activities (please describe on back)                    |           |  |           |  |

### Language Enrichment Survey for Majors and Double Majors (Italian)

What kinds of language enrichment programs have you participated in since coming to Carolina? Language enrichment programs offer opportunities to appreciate other cultures by using a foreign language outside the classroom. We'd like to know what programs have most interested you. Please take a few minutes to fill out this questionnaire. If you filled out this questionnaire in another class, you should not fill out a second questionnaire. Your responses are anonymous and confidential and will have no influence on your grade. Thank you for participating in this survey.

Your major/double major: \_\_\_\_\_ French 8 Italian \_\_\_\_\_ Portuguese \_\_\_\_\_ Spanish

Your class: 1 First-year \_\_\_\_\_ Sophomore 4 Junior 3 Senior

Please check all of the activities in which you have participated since enrolling at UNC:

- |          |                                   |          |                           |          |                                |
|----------|-----------------------------------|----------|---------------------------|----------|--------------------------------|
| <u>3</u> | a study-abroad program            | <u>1</u> | language house activities | <u>6</u> | a language table               |
| <u>3</u> | tutoring an international student | <u>2</u> | conversation partnership  | <u>1</u> | foreign language student group |

- 1 service-learning program in which you use a foreign language      3 independent travel to a foreign country      4 attending cultural events (films, dances, museums)
- 1 supervised volunteer work in which you use a foreign language      1 internship in which you use a foreign language      0 I have not participated in a language enrichment program
- 0 other activities (please describe on back)

### Language Enrichment Survey for Majors and Double Majors (Portuguese)

What kinds of language enrichment programs have you participated in since coming to Carolina? Language enrichment programs offer opportunities to appreciate other cultures by using a foreign language outside the classroom. We'd like to know what programs have most interested you. Please take a few minutes to fill out this questionnaire. If you filled out this questionnaire in another class, you should not fill out a second questionnaire. Your responses are anonymous and confidential and will have no influence on your grade. Thank you for participating in this survey.

Your major/double major:        French        Italian      1  Portuguese        Spanish

Your class:                      1  First-year        Sophomore        Junior        Senior

Please check all of the activities in which you have participated since enrolling at UNC:

- 0 a study-abroad program      0 language house activities      0 a language table
- 0 tutoring an international student      1 conversation partnership      0 foreign language student group
- 0 service-learning program in which you use a foreign language      1 independent travel to a foreign country      1 attending cultural events (films, dances, museums)
- 0 supervised volunteer work in which you use a foreign language      0 internship in which you use a foreign language      0 I have not participated in a language enrichment program
- 0 other activities (please describe on back)

### Language Enrichment Survey for Majors and Double Majors (Spanish)

What kinds of language enrichment programs have you participated in since coming to Carolina? Language enrichment programs offer opportunities to appreciate other cultures by using a foreign language outside the classroom. We'd like to know what programs have most interested you. Please take a few minutes to fill out this questionnaire. If you filled out this questionnaire in another class, you should not fill out a second questionnaire. Your responses are anonymous and confidential and will have no influence on your grade. Thank you for participating in this survey.

Your major/double major: \_\_\_\_\_French \_\_\_\_\_Italian \_\_\_\_\_Portuguese **260 Spanish**

Your class: \_\_\_\_\_First-year 22 Sophomore 121 Junior 117 Senior

Please check all of the activities in which you have participated since enrolling at UNC:

<u>134</u>	a study-abroad program	<u>12</u>	language house activities	<u>22</u>	a language table
<u>31</u>	tutoring an international student	<u>44</u>	conversation partnership	<u>23</u>	foreign language student group
<u>78</u>	service-learning program in which you use a foreign language	<u>111</u>	independent travel to al foreign country	<u>176</u>	attending cultural events (films, dances, museums)
<u>95</u>	supervised volunteer work in which you use a foreign language	<u>45</u>	internship in which you use a foreign language	<u>12</u>	I have not participated in a language enrichment program
<u>21</u>	other activities (please describe on back)				

#### **Results for Non Majors (10 respondents)**

Please check all of the activities in which you have participated since enrolling at UNC:

<u>4</u>	a study-abroad program	<u>0</u>	language house activities	<u>1</u>	a language table
<u>2</u>	tutoring an international student	<u>2</u>	conversation partnership	<u>1</u>	foreign language student group
<u>2</u>	service-learning program in which you use a foreign language	<u>5</u>	independent travel to al foreign country	<u>4</u>	attending cultural events (films, dances, museums)
<u>2</u>	supervised volunteer work in which you use a foreign language	<u>2</u>	internship in which you use a foreign language	<u>3</u>	I have not participated in a language enrichment program
<u>1</u>	other activities (please describe on back)				

#### **TOTALS**

Your major/double major: 48 French 8 Italian 1 Portuguese **260 Spanish**

Your class: 2 First-year 36 Sophomore 139 Junior 140 Senior

Please check all of the activities in which you have participated since enrolling at UNC:

<u>171</u>	a study-abroad program	<u>18</u>	language house activities	<u>36</u>	a language table
------------	------------------------	-----------	---------------------------	-----------	------------------

<u>41</u>	tutoring an international student	<u>59</u>	conversation partnership	<u>31</u>	foreign language student group
<u>87</u>	service-learning program in which you use a foreign language	<u>144</u>	independent travel to a foreign country	<u>222</u>	attending cultural events (films, dances, museums)
<u>106</u>	supervised volunteer work in which you use a foreign language	<u>53</u>	internship in which you use a foreign language	<u>14</u>	I have not participated in a language enrichment program
<u>26</u>	other activities (please describe on back)				

**APPENDIX E: UNDERGRADUATE MAJOR SATISFACTION  
SURVEY RESULTS**

## Satisfaction Survey for Senior Majors

Department of Romance Language and Literatures

Spring 2009

**French: n = 12**

Please indicate your level of satisfaction with the following elements in your program of major requirements here at UNC-CH by circling a number (1=lowest, 5=highest):

	Unsatisfactory	Satisfactory	Excellent		
<b>1. Course offerings</b>	1	2	3	4	5
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>4</b>
Weighted	0	0	9	20	20
				>	49/12= 4.08
<b>2. Instructors</b>	1	2	3	4	5
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>3</b>
Weighted	0	0	12	20	15
				>	47/12= 3.92
<b>3. Advising</b>	1	2	3	4	5
<b>Responses</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>2</b>
Weighted	1	2	18	8	10
				>	39/12= 3.25
<b>4. Overall program</b>	1	2	3	4	5
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>4</b>
Weighted	0	0	12	16	20
				>	48/12= 4

**5. What was the best part of your language major experience?**

- (6) Study abroad
- (2) Professors
- (0) Small classes/participation
- (4) Classes

**6. What would improve the language major program?**

- (1) More courses taught in French
- (1) More upper level courses
- (1) OK as is
- (1) Less emphasis on grammar in non-grammar courses
- (1) Emphasis on speaking French in the class room.
- (3) More conversation or current topics courses
- (1) Better advising
- (1) Better list-serv communication

**Italian: n = 3**

**Second Majors**

Please indicate your level of satisfaction with the following elements in your program of major requirements here at UNC-CH by circling a number (1=lowest, 5=highest):

	Unsatisfactory	Satisfactory	Excellent		
<b>1. Course offerings</b>	1	2	3	4	5
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>
Weighted	0	0	3	8	0
				>	11/3 = 3.66
<b>2. Instructors</b>	1	2	3	4	5
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>
Weighted	0	0	0	4	10
				>	14/3= 4.66
<b>3. Advising</b>	1	2	3	4	5
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
Weighted	0	0	6	0	5
				>	11/3= 3.66
<b>4. Overall program</b>	1	2	3	4	5
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
Weighted	0	0	0	8	5
				>	13/3= 4.33

**5. What was the best part of your language major experience?**

(3) Professors

**6. What would improve the language major program?**

(1) More courses taught in Italian

(1) More upper level courses

(1) More organization and communication between faculty

**Spanish: n = 79**

Please indicate your level of satisfaction with the following elements in your program of major requirements here at UNC-CH by circling a number (1=lowest, 5=highest):

	Unsatisfactory	Satisfactory	Excellent			
<b>1. Course offerings</b>	1	2	3	4	5	
<b>Responses</b>	<b>2</b>	<b>6</b>	<b>22</b>	<b>41</b>	<b>10</b>	
Weighted	2	12	66	162	50	> 292/79= 3.69
<b>2. Instructors</b>	1	2	3	4	5	
<b>Responses</b>	<b>1</b>	<b>3</b>	<b>12</b>	<b>35</b>	<b>29</b>	
Weighted	1	6	36	140	145	> 328/79= 4.15
<b>3. Advising</b>	1	2	3	4	5	
<b>Responses</b>	<b>1</b>	<b>11</b>	<b>33</b>	<b>25</b>	<b>8</b>	
Weighted	1	22	99	100	40	> 262/79= 3.31
<b>4. Overall program</b>	1	2	3	4	5	
<b>Responses</b>	<b>1</b>	<b>2</b>	<b>15</b>	<b>49</b>	<b>13</b>	
Weighted	1	4	45	196	65	> 311/79= 3.94

**5. What was the best part of your language major experience?**

- (24) Study abroad
- (28) Professors
- (3) Small classes/participation
- (30) Classes
- (1) Advising

**6. What would improve the language major program?**

- (25) More courses taught in Spanish (Culture centered)
- (7) More upper level courses
- (4) OK as is
- (5) Emphasis on vernacular
- (2) Improved participation
- (7) Advising
- (2) Class for native speakers or advanced students
- (13) More conversation classes
- (4) Greater emphasis on reading comprehension and analysis
- (4) More extra-curricular activities

- (2) Balanced variety of literature
- (1) Less Survey classes
- (5) Clear expectations of students and on grading
- (2) Emphasize study abroad involvement
- (1) Interdisciplinary courses

**APPENDIX F: GRADUATE STUDENT DATA, 2004-2009**

**DEMOGRAPHIC PROFILE**

**GRADUATE ADMISSIONS**

**DEGREES CONFERRED**

### Demographic Profile of Graduate Students, 2004 – 2008

	09-10	08-09	07-08	06-07	05-06	04-05
<b>ENTERING STUDENTS</b>	<b>N= 15</b>	<b>N=27</b>	<b>N=23</b>	<b>N=18</b>	<b>N=13</b>	<b>N=13</b>
<sup>2</sup> Mean GRE score	534(V) 606(Q) 1140(T)	551(V) 547(Q) 1098(T)	571 (V) 563 (Q) 1134(T)	621(V) 623(Q) 1244(T)	532(V) 550(Q) 1082(T)	511(V) 578(Q) 1089(T)
<sup>2</sup> Mean entering GPA	<b>3.78</b>	<b>3.41</b>	<b>3.57</b>	<b>3.48</b>	<b>3.64</b>	<b>3.69</b>
<sup>1</sup> Racial distribution	H=1 W=14	A= 1 H= 6 O= 4 W= 20	A= 1 B= 1 H= 1 O= 0 W= 20	A= 1 H= 0 O= 3 W= 14	W= 12 O= 1	H= 1 W=12
<sup>1</sup> Gender distribution	F= 8 M=7	F= 16 M=11	F=14 M= 9	F= 9 M=9	F= 8 M=5	F= 8 M=5
<b>GRADUATING STUDENTS</b>	<b>N=</b>	<b>N=10</b>	<b>N=18</b>	<b>N=20</b>	<b>N=32</b>	<b>N=26</b>
<sup>1</sup> Number/Degree Awarded	X	MA=9 PHD=1	MA =8 PHD=10	MA =5 PHD=15	MA=10 PHD=22	MA=11 PHD=15
Mean length of time-to-degree for master's graduates	X	2.28	2.13	2	3.23	3.42
Mean length of time-to-degree for doctoral graduates	X	7.08	7	4.63	5.27	5.27
Details on employment placement or advanced study of graduates upon completion	X	SEE ATTACHED				

**Romance Languages****Graduate Admissions for Fall 2007 through Fall 2010****2010**

	Applications	Accepted	Enrolled
French	10	6 (60%)	4
Italian	10	5 (50%)	3
Spanish	37	11 (30%)	8
TOTAL	57	22 (39%)	15

**2009**

	Applications	Accepted	Enrolled
French	17	11 (65%)	5
Italian	5	5 (100%)	3
Spanish	26	22 (85%)	17
TOTAL	48	38 (81%)	25

**2008**

	Applications	Accepted	Enrolled
French	18	11 (61%)	6
Italian	9	7 (78%)	5
Spanish	33	22 (67%)	11
TOTAL	60	40 (67%)	22

**2007**

	Applications	Accepted	Enrolled
French	22	11 (50%)	5
Italian	9	5 (56%)	2
Spanish	27	16 (59%)	11
TOTAL	58	32 (55%)	18

## ROMANCE LANGUAGES MA AND PHD GRADUATES, 2004-2009

ENTRANCE DATE	GRADUATION DATE	YEARS TO DEGREE	FULL NAME	DEGREE	MAJOR	ADVISOR	EMPLOYMENT
	<b>04-05</b>						
08/98	12/04	NCE	Latham, Jennifer Leigh	MA	ROML	Haig	
08/02	12/04	2.5	Ingram, Catherine Alicia	MA	SPAN	Gonzalez-Espitia	UNC-CH
08/99	12/04	NCE	Campilongo, Xiomara	MA	SPAN	Perelmuter	
01/99	12/04	NCE	McKnight, Elizabeth Brooke	MA	ROML	Montgomery	
08/01	5/05	NCE	Ibanez, Rosa Belen	MA	SPAN	Salgado	
08/02	5/05	3	Castellow, Elizabeth Sarah	MA	SPAN	Polo de Bernabe	
08/02	5/05	3	Crouse, Emily Elisabeth	MA	SPAN	Collins	
08/03	5/05	2	Heatherman, Trisha Marie	MA	SPAN	Day	
08/03	5/05	2	Bueno, Joaquin E	MA	SPAN	Gonzalez-Espitia	
08/03	8/05	2	Butler, Sharon Rose	MA	FREN	Fisher	
08/03	8/05	2	Hahn, Shannon Walser	MA	SPAN	Salgado	
08/00	8/05	NCE	Ferreira, Isabel Cristina R.	MA	PORT	Rector	Brazil
08/03	8/05	2	de Oliveira, Marco Alexandre	MA	PORT	Clark	
<b>Average</b>		2.3127					
08/93	5/05	NCE	Adamson, Sophie Rigolot	PHD	FREN	Fisher	Elon University
01/00	5/05	4.5	Chambless, Amy Francesca	PHD	ITAL	Illiano	UNC-CH
08/01	5/05	4	Boero, Silvia	PHD	ITAL	Illiano	Portland State
08/00	5/05	5	Martin, Caridad Rita	PHD	SPAM	Salgado	
01/03	5/05	2.5	Munoz Ogayar, Jorge Joaquin	PHD	SPAN	Casado	Auburn

## 2009 ROML Program Review

ENTRANCE DATE	GRADUATION DATE	YEARS TO DEGREE	FULL NAME	DEGREE	MAJOR	ADVISOR	EMPLOYMENT
08/01	5/05	4	Valencia, Carlos	PHD	SPAN	Bandera	Richmond
08/95	5/05	10	Lindquist, Josefa E	PHD	SPAN	Dominguez	UNC-CH
08/02	8/05	3	Mirabile, Andrea	PHD	ITAL	Illiano	
08/02	8/05	3	Moutinho, Ana Claudia R. Viale	PHD	PORT	Clark	
08/03	8/05	2	Fontes, Erica Rodrigues	PHD	PORT	Clark	
08/93	8/05	NCE	Elias-Malarka, Marina	PHD	SPAM	Salgado	
08/00	8/05	5	Swier, Patricia Lapolla	PHD	SPAM	Salgado	Wake Forrest
01/01	8/05	4.5	Olmedo, Rebeca Rosell	PHD	SPAM	Salgado	Elon University
08/99	8/05	6	Cobb, Erica McClellan	PHD	SPAN	Collins	
01/04	8/05	1.5	Giles, Ryan Dennis	PHD	SPAN	Dominguez	Univ of Chicago
<b>Average</b>		<b>4.3</b>					
	<b>05-06</b>						
08/03	12/05	2.5	Fuentes Lima, Patricia Helena	MA	PORT	Rector	
08/93	5/06	NCE	Darrah, Michele Suzanne	MA	FREN	Antle	
08/04	5/06	2	Castro, Aylim	MA	SPAN	Gonzalez-Espitia	
08/03	5/06	3	York, Laura Higbie	MA	SPAN	Polo de Bernabe	
08/03	5/06	3	Knorr, Heather Moffitt	MA	SPAN	Dominguez	
08/04	5/06	2	Garrett, Victoria L	MA	SPAN	Gonzalez-Espitia	
08/04	8/06	2	Hughes, Ellis E	MA	FREN	Melehy	
08/04	8/06	2	Schnell, Ann M	MA	FREN	Melehy	
08/04	8/06	2	Cranford, Emily Rose	MA	FREN	Melehy	
08/04	8/06	2	Scaccianoce, Giosue	MA	ITAL	Luisetti	
08/04	8/06	2	Boyle, Kathleen C.	MA	ROML	Montgomery	
<b>Average</b>		<b>2.25</b>					
08/01	12/05	4.5	Filosa, Elsa	PHD	ITAL	Illiano	

ENTRANCE DATE	GRADUATION DATE	YEARS TO DEGREE	FULL NAME	DEGREE	MAJOR	ADVISOR	EMPLOYMENT
08/97	12/05	NCE	Ferrarese, Sergio	PHD	ITAL	Illiano	
08/02	5/06	4	Lewis, Briana L	PHD	FREN	Haig	
08/02	5/06	4	Headrick, Ashlee	PHD	FREN	Sherman	
08/03	5/06	3	O'Neal, Helen Froidi	PHD	PORT	Clark	
08/02	5/06	4	Johnson, Chuck Lynn	PHD	ROML	Binotti	Meredith
08/00	5/06	6	Caballero-Garcia, Maria-Begona	PHD	SPAM	Salgado	Wofford
08/94	5/06	NCE	Camacho, Yvonne	PHD	SPAM	Rivero	NC School of Science and Math
08/02	5/06	4	Farnsworth, May Summer	PHD	SPAM	Salgado	Hobart & William Smith
08/94	5/06	4.5	Villalba, William Jose	PHD	SPAM	Mejias-Lopez	
01/01	5/06	5.5	Munoz, Kerri Anderson	PHD	SPAM	Salgado	Auburn
08/01	5/06	5	Seeligman, Olga Tatiana	PHD	SPAM	Salgado	
01/01	5/06	5.5	Saborio, Linda Kay	PHD	SPAM	Day	Northern Illinois University
08/02	5/06	4	Martin-Galvan, Juan Carlos	PHD	SPAN	Casado	Stonehill Coll
08/02	5/06	4	Corbalan, Ana Maria	PHD	SPAN	Collins	Alabama
01/04	5/06	2.5	Munoz-Hermoso, Abel	PHD	SPAN	Polo de Bernabe	UNC-CH
08/98	8/06	8	DeVille, Jennifer Suzanne	PHD	FREN	Fisher	
08/03	8/06	3	Muratore, Simona	PHD	ITAL	Rao	Emory
08/99	8/06	7	Missihoun, Honore Jean	PHD	SPAM	Rivero	
08/01	8/06	5	Crowley, Maura Patricia	PHD	SPAM	Salgado	
08/02	8/06	4	Bruno, Elizabeth C	PHD	SPAM	Salgado	UNC-CH
08/99	8/06	7	Suppes, Patricia	PHD	SPAM	Salgado	Florida Southern
<b>Average</b>		<b>4.725</b>					

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	<b>06-07</b>						
08/05	8/07	2	Gehring, Kathleen	MA	FREN	Barr	
08/05	8/07	2	Miller, Tiffany Dawn Creegan	MA	SPAN	Gonzalez-Espitia	
08/05	8/07	2	Cana Jimenez, Maria Del Carmen	MA	SPAN	Gonzalez-Espitia	
08/05	8/07	2	Cane, David	MA	ITAL	Cervigni	
08/05	8/07	2	LaSalata, Cale James	MA	ITAL	Luisetti	
<b>Average</b>		2					
08/02	12/06	4.5	Dalmas, Franck JP	PHD	FREN	Antle	SUNY-Stonybrook
08/01	5/07	6	Acree, William Garrett, Jr.	PHD		Day	Washington Univ (St. Louis)
08/99	5/07	NCE	Glasco, Sarah Louise Alexandra	PHD	FREN	de la Queriere	
08/04	5/07	3	Amorim, Marcelo da Silva	PHD	PORT	Rector	Brazil
08/03	5/07	4	Chandler, Brian Thomas	PHD	SPAM	Day	UNC_Wilmington
08/99	5/07	NCE	Royo, Adrienne Joyce Wood	PHD	SPAM	Salgado	Hampden Sydney
08/05	5/07	2	Balena, Ashlee Smith	PHD	SPAM	Polo de Bernabe	
08/02	5/07	5	Hunt, Kevin T	PHD	SPAM	Salgado	Meridith
08/04	5/07	3	Shade, Jessica Lynn	PHD	SPAM	Perelmuter	UNC-Greensboro
08/04	5/07	3	Gravatt, Michelle Leroux	PHD	SPAN	Dominguez	UNC-CH
08/03	8/07	4	Connolly, Allison S	PHD	FREN	Fisher	Centre College
08/96	8/07	NCE	Duenas, Corina	PHD	FREN	Fisher	UNC-CH
08/04	8/07	3	Asensio, Paloma Maria	PHD	SPAM	Salgado	
08/05	8/07	2	Ingram, Catherine Alicia	PHD	SPAN	Gonzalez-Espitia	UNC-CH
08/04	8/07	3	Lomas-Lozano, Beatriz	PHD	SPAN	Polo de Bernabe	UNC-CH
<b>Average</b>		<b>3.541</b>					

	<b>07-08</b>						
08/05	12/07	2.5	Steele, Julia A	MA	FREN	Fisher	
08/06	8/08	2	Gorkfle, Kenneth Max	MA	SPAN	Dominguez	
08/06	8/08	2	Colchero Dorado, Rosario	MA	SPAN	Polo de Bernabe	
08/06	8/08	2	Newman, Britton White	MA	SPAN	Perelmuter	
<b>Average</b>		<b>2.125</b>					
08/04	12/07	3.5	McTighe, Geoffrey Neal	PHD	ITAL	Rao	Meredith
08/04	12/07	3.5	Barattoni, Luca	PHD	ITAL	Luisetti	Clemson
01/99	12/07	NCE	Bethea, Camille Lamarr	PHD	SPAM	Salgado	Wofford
01/95	5/08	NCE	Mauldin, June Elizabeth	PHD	FREN	Antle	Georgia Tech
08/02	5/08	6	Mastro, Julia Ramaley	PHD	FREN	Melehy	
08/98	5/08	10	Luscans, Bernard Joseph	PHD	FREN	Fisher	St. Augustine
08/96	5/08	NCE	Bertucci, Pia Lenore	PHD	ITAL	Cervigni	South Carolina
01/06	5/08	2.5	Fuentes Lima, Patricia Helena	PHD	PORT	Rector	UNC-CH
08/03	5/08	5	Ferreira, Isabel Cristina R.	PHD	PORT	Clark	Brazil
08/02	5/08	6	Birdsong, Jeffrey Lyman	PHD	SPAM	Rivero	St. Andrews College
08/00	8/08	NCE	Garzon-Arrabal, Celia	PHD		Salgado	
08/98	8/08	NCE	Byer, Silvia Giovanardi	PHD	ITAL	Cervigni	Park Univ Kansas
08/03	8/08	5	Youngdahl, Scott D	PHD	SPAN	Collins	VMI
08/03	8/08	5	Casado Presa, Cristina	PHD	SPAN	Polo de Bernabe	Washington College
<b>Average</b>		<b>5.166</b>					
	<b>08-09</b>						
08/06	12/08	2.5	Kim, Stella Soojin	MA	SPAN	Rivero	
08/06	12/08	2.5	Lee, John Lance	MA	SPAN	Rivero	
08/06	5/09	3	Matthews, Helen Camp	MA	FREN	Fisher	
08/07	5/09	2	Laporte, Julee Rebecca	MA	FREN	Fisher	
08/07	5/09	2	Greenwood, Mary Sinclair	MA	FREN	Antle	

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08/07	5/09	2	Beck, Megan Elizabeth	MA	FREN	Fisher	
08/07	5/09	2	Fellie, Maria Christina	MA	SPAN	Polo de Bernabe	
08/07	5/09	2	Cerami, Adriana N	MA	ITAL	Rao	
08/07	5/09	2	Conrad, Sydney Kellen	MA	ITAL	Luisetti	
08/05	5/09	4	Nelson, Scott Ernest	MA	ITAL	Luisetti	
08/07	5/09	2	Essary, Brandon Kyle	MA	ITAL	Cervigni	
08/07	08/09	2	Koczkas, Anca	MA	SPAN	Hsu	
08/07	08/09	2	McGregor, Mandy Lea	MA	SPAN	Polo de Bernabe	
08/07	08/09	2	Trexler, Elizabeth Irene	MA	SPAN	Hsu	
08/07	08/09	2	Perez, Carmen	MA	SPAN	Gonzalez-Espitia	
08/07	08/09	2	Abreu Mendoza, Carlos	MA	SPAN	Gonzalez-Espitia	
08/07	08/09	2	Gearhart, Grant Allen	MA	SPAN	Dominguez	
08/06	08/09	3	Zink, Alison Kara	MA	SPAN	Perelmutter	
<b>Average</b>		<b>2.277778</b>					
08/00	12/08	NCE	Rogers, Paul Henri	PHD	FREN	Montgomery	
08/02	5/09	7	Dandashi, Manhal D	PHD	FREN	Fisher	
08/97	08/09	NCE	Gonclaves, Luis Miguel Coleho	PHD	PORT	Rector	
08/03	08/09	6	Harper, Matthew Lee	PHD	ITAL	Illiano	Loyola-Maryland
08/04	08/09	5	Abreu, Aida Penna Campos	PHD	PORT	Rector	
08/05	08/09	4	Ignizio, Graham Stefan	PHD	SPAN	Perelmutter	Union Coll (NY)
<b>Average</b>		<b>5.5</b>					
<b>Grand Count</b>	<b>112</b>						

- NCE = Not Continuously Enrolled

**APPENDIX G: OUTCOMES ASSESSMENT FOR MA AND PHD  
ROMANCE LANGUAGES**

### Outcomes Assessment Plan and Report: MA in Romance Languages

Intended Student Learning Outcomes	Assessment Procedures	Assessment Results	Use of Results
1. First-year MA students will report a level of satisfaction with the MA program.	Analysis of one-on-one interviews with DGS during second semester of first year in MA program. Spring 2005, Spring 2010, etc.		
2. MA students will demonstrate competence in teaching the target language.	Analysis of a sample of student evaluations and of evaluations of the language coordinators. Spring 2006, Spring 2011		
3. MA students will demonstrate a high level of oral and written proficiency in the target language.	Analysis of a sample of graduate course papers and of oral defenses of the MA thesis.		
4. MA students will demonstrate satisfactory knowledge of the language, literature(s), and critical issues pertaining to their major field of study.	Analysis of a sample of MA written exams and of oral defenses of the MA thesis.		
5. MA students will demonstrate their ability to conduct an independent research project on a topic in their major field of study.	Analysis of a sample of MA theses.		

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### Outcomes Assessment Plan and Report: PhD in Romance Languages

Intended Student Learning Outcomes	Assessment Procedures	Assessment Results	Use of Results
1. First-year PhD students will report a level of satisfaction with the PhD program.	Analysis of one-on-one interviews with DGS during second semester of first year in PhD program. Spring 2005, Spring 2006, etc.		
2. PhD students will demonstrate competence in teaching the target language.	Analysis of a sample of student evaluations and of evaluations of language coordinators. Spring 2006		
3. PhD students will demonstrate a high level of oral and written proficiency in the target language.	Analysis of a sample of PhD prospectuses and of oral defenses of the PhD dissertation.		
4. PhD students will demonstrate satisfactory knowledge of the language, literature(s), and critical issues pertaining to their major field of study.	Analysis of a sample of PhD written exams and of oral defenses of the PhD dissertation.		
5. PhD students will demonstrate their ability to conduct an independent research project on a topic in their major field of study.	Analysis of a sample of PhD dissertations.		

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**APPENDIX H: GRADUATE SATISFACTION SURVEY  
RESULTS**



**Satisfaction Survey for Graduate Students**  
Department of Romance Language and Literatures  
**Spring 2009**

**French n=13**

	Poor				Excellent			
1) Orientation Sessions	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>1</b>			
Weighted		0	8	9	20	5	42/13= 3.2	
2) Teacher Training		1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>4</b>			
Weighted		0	2	9	20	20	51/13= 3.9	
3) Teacher resources		1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>4</b>			
Weighted		0	2	3	28	20	53/13= 4.1	
4) Effectiveness of TA coordination/training	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>3</b>			
Weighted		0	2	12	20	15	49/13= 3.7	
5) Balance between time required for teaching & time required for study/research		1	2	3	4	5		
<b>Responses</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>0</b>			
Weighted		2	8	0	28	0	38/13= 2.9	
6) Classrooms	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>3</b>			
Weighted		0	4	3	24	15	46/13= 3.5	
7) Office Space for graduate students	1	2	3	4	5			
<b>Responses</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>1</b>			
Weighted		3	6	3	20	5	37/13= 2.8	
8) Responsiveness of Director of Graduate Studies	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>7</b>			
Weighted		0	0	6	16	35	57/13= 4.4	
9) Helpfulness of GRA Officers		1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>3</b>			
Weighted		0	0	18	16	15	49/13= 3.7	
10) Helpfulness of office staff	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>6</b>			
Weighted		0	0	6	20	30	56/13= 4.3	
11) Helpfulness of Graduate language advisors		1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>3</b>			
Weighted		0	0	12	24	15	51/13=3.9	
12) Recognition the Dept gives for teaching	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>0</b>			
Weighted		0	4	15	24	0	43/13= 3.3	
13) Recognition the Dept gives for research	1	2	3	4	5			
<b>Responses</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>0</b>			
Weighted		1	0	21	20	0	42/13= 3.2	
14) Opportunities for research abroad	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>2</b>			
Weighted		0	0	0	0	0		
15) Support for travel to Conferences	1	2	3	4	5			
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>3</b>			

	Weighted		0	2	15	16	15	48/13= 3.7
16) Support for dissertation research	1	2	3	4	5			
	<b>Responses</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>1</b>		
	Weighted		0	2	21	16	5	44/13= 3.4
17) Availability of computers	1	2	3	4	5			
	<b>Responses</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>4</b>		
	Weighted		0	4	6	20	20	50/13= 3.8
18) Media resources available on campus	1	2	3	4	5			
	<b>Responses</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>4</b>		
	Weighted		0	4	0	28	20	52/13= 4.0
19) Helpfulness of FL resource center	1	2	3	4	5			
	<b>Responses</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>		
	Weighted		3	4	6	16	10	39/13= 3
20) Availability of faculty outside of class	1	2	3	4	5			
	<b>Responses</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>10</b>		
	Weighted		0	0	3	8	50	62/13= 4.7
21) Effectiveness of faculty direction in preparation of exams and writing of thesis	1	2	3	4	5			
	<b>Responses</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>8</b>		
	Weighted		0	4	3	8	40	55/13= 4.2
22) Ability of Dept to prepare you professionally	1	2	3	4	5			
	<b>Responses</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>2</b>		
	Weighted		0	2	9	28	10	49/13= 3.7
23) Overall satisfaction with the Dept and the graduate program	1	2	3	4	5			
	<b>Responses</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>3</b>		
	Weighted		0	0	9	24	15	48/13= 3.6

Please make additional comments below:

- Orientation sessions – too spread out. Could have been accomplished as morning sessions. Lack of direction in preparing for thesis.
- I am very happy with the education, training, and preparation I am receiving. My only suggestion for improvement would be to ensure that all PhD teaching fellows have the opportunity to teach literature as part of their professional training
- The only improvements that could be made concern: communication about deadlines and details about MA and PhD requirements.
- Availability of more summer sections to graduate students.
- I understand that teaching appointments are a privilege for which I am extremely grateful. That said, it would be nicer to have a more transparent means of assigning teaching appointments. Frankly it seems arbitrary. Since experience with a variety of courses would be beneficial on the job market it would be reassuring to know that the department is interested in making sure that all graduate students in the department have the occasion to teach all levels available to them before they graduate. This may in deed be the case, but from my experience the teaching assignments seemed to be determined on the strength of personal relationships rather than the merits of individual instructors. Thank you for opening the discussion to graduate students and for the genuine interest in graduate student satisfaction.

**Satisfaction Survey for Graduate Students**  
 Department of Romance Language and Literatures  
**Spring 2009**  
**Italian n=9**

	Poor					Excellent	
	1	2	3	4	5		
1) Orientation Sessions	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>		
Weighted	0	0	0	32	5		37/9= 4.1
2) Teacher Training	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>3</b>		
Weighted	0	0	3	20	15		38/9= 4.2
3) Teacher resources	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>2</b>		
Weighted	0	4	0	20	10		34/9= 3.7
4) Effectiveness of TA							
coordination/training	1	2	3	4	5		
<b>Responses</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>		
Weighted	1	6	3	8	10		28/9= 3.1
5) Balance between time required for							
teaching & time required							
for study/research	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>		
Weighted	0	2	9	12	10		33/9= 3.6
6) Classrooms	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>2</b>		
Weighted	0	0	6	20	10		36/9= 4.0
7) Office Space for graduate students	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>1</b>		
Weighted	0	4	3	20	5		32/9= 3.5
8) Responsiveness of Dir of							
Graduate Studies	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>5</b>		
Weighted	0	0	6	8	25		39/9= 4.3
9) Helpfulness of GRA Officers	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>		
Weighted	0	0	6	12	20		38/9= 4.2
10) Helpfulness of office staff	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>6</b>		
Weighted	0	0	0	12	30		42/9= 4.6
11) Helpfulness of Graduate							
language advisors	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>		
Weighted	0	2	3	12	20		37/9= 4.1
12) Recognition the Dept gives for							
teaching	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>2</b>		
Weighted	0	0	12	12	10		34/9= 3.7
13) Recognition the Dept gives for							
research	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>0</b>		
Weighted	0	2	18	8	0		28/9= 3.1
14) Opportunities for research abroad	1	2	3	4	5		
<b>Responses</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>		
Weighted	0	8	9	8	0		25/9= 2.7

15) Support for travel to conferences	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>1</b>	
Weighted	0	0	21	4	5	30/9= 3.3
16) Support for dissertation research	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>0</b>	
Weighted	0	2	21	4	0	27/9= 3
17) Availability of computers	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>3</b>	
Weighted	0	0	12	8	15	35/9= 3.8
18) Media resources available on campus	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>5</b>	
Weighted	0	0	3	12	25	40/9= 4.4
19) Helpfulness of FL resource center	1	2	3	4	5	
<b>Responses</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>1</b>	
Weighted	1	0	9	16	5	31/9= 3.4
20) Availability of faculty outside of class	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	
Weighted	0	2	6	12	15	35/9= 3.8
21) Effectiveness of faculty direction in preparation of exams and writing of thesis	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	
Weighted	0	2	9	12	10	33/9= 3.6
22) Ability of Dept to prepare you professionally	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>2</b>	
Weighted	0	0	12	12	10	34/9= 3.7
23) Overall satisfaction with the Dept and the graduate program	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>3</b>	
Weighted	0	0	3	20	15	38/9= 4.2

Please make additional comments below:

- I recommend that a PhD student take the role of course coordinator for the lower levels of Italian, which is what ended up happening the entire year.
- I think that everyone here is very helpful and kind. Tom, Sheena, and Celeste are awesome. The professors are approachable and helpful. Everyone is very professional and polite. I feel that is a great place to come for the graduate school experience. Also, the undergraduate students are fantastic and I really enjoyed the opportunity I have been given here. I'm grateful for all that has been done for me. Tom is great!
- Teaching here has been great. I would like more info on comps, maybe a workshop of some sort. I would also recommend at least in Italian, more accountability on behalf of course coordinators.
- I have enjoyed my time at Carolina and I feel that I have learned a great deal. This only complaint I have is that we get no support during the summer. I think it is very unfair that the faculties have the ability to teach summer school classes and graduate students have to scrimp and save to survive. As the faculty is paid on a 12 month cycle I think the department should do everything within its power to support their students during the summer!!
- There seems to be a lack of communication between the department as a whole and our individual advisors. Advisors often give out information that does not coincide with the standards of the graduate school and of what is really require of us (for instance which classes outside of our language department we can take; if we are to take courses during our thesis or dissertation- which apparently is no longer possible the Italian website for instance only lists what is require from the Italian department. In order to receive an MA or PhD without making any reference to the graduate school requirements in order to graduate.
- The Italian department needs another professor. Three professors cannot cover the coursework of the time periods we need to study. Besides the fact that only two professors teach graduate courses each semester there is a lack of

diversity and substance in the departments course and professors precisely because we don't have anyone who specializes in the 17<sup>th</sup> and 18<sup>th</sup> centuries This causes problems for students who have never studied this literature and are thrust into exams without any previous experience.

- Another field that is very important and emerging to be a hot field is Italian American studies. It would be beneficial of our own program to start offering courses on a graduate level in this subject

**Satisfaction Survey for Graduate Students**  
Department of Romance Language and Literatures  
**Spring 2009**

**Spanish n=18**

1) Orientation Sessions	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>6</b>	
Weighted	0	2	6	36	30	74/18= 4.1
2) Teacher Training	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>7</b>	
Weighted	0	0	9	32	35	76/18= 4.2
3) Teacher resources	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>7</b>	
Weighted	0	2	3	36	35	76/18= 4.2
4) Effectiveness of TA						
coordination/training	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>9</b>	
Weighted	0	2	3	28	45	78/18= 4.3
5) Balance between time required for						
teaching & time required						
for study/research	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>2</b>	
Weighted	0	14	6	28	10	58/18= 3.2
6) Classrooms	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>12</b>	<b>3</b>	
Weighted	0	4	3	48	15	70/18= 3.8
7) Office Space for graduate students	1	2	3	4	5	
<b>Responses</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>3</b>	
Weighted	3	4	6	32	15	60/18= 3.3
8) Responsiveness of Director of						
Graduate Studies	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>6</b>	
Weighted	0	0	12	32	30	74/18= 4.1
9) Helpfulness of GRA Officers	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>7</b>	
Weighted	0	2	15	20	35	72/18= 4.0
10) Helpfulness of office staff	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>13</b>	
Weighted	0	0	3	16	65	84/18= 4.6
11) Helpfulness of Graduate						
language advisors	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>10</b>	
Weighted	0	2	9	16	50	77/18= 4.3
12) Recognition the Dept gives for						
teaching	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>6</b>	
Weighted	0	2	6	28	30	66/18= 3.6
13) Recognition the Dept gives for						
research	1	2	3	4	5	
<b>Responses</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>4</b>	<b>3</b>	

	Weighted	0	4	24	16	15	59/18= 3.3
14)	Opportunities for research abroad	1	1	2	3	4	5
	<b>Responses</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>2</b>	
	Weighted	2	4	24	20	10	60/18= 3.3
15)	Support for travel to conferences	1	1	2	3	4	5
	<b>Responses</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>3</b>	
	Weighted	0	6	30	8	15	59/18= 3.3
16)	Support for dissertation research	1	1	2	3	4	5
	<b>Responses</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>2</b>	
	Weighted	0	4	33	12	10	59/18= 3.3
17)	Availability of computers	1	1	2	3	4	5
	<b>Responses</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>7</b>	
	Weighted	2	4	0	28	35	69/18= 3.8
18)	Media resources available on campus	1	1	2	3	4	5
	<b>Responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>10</b>	
	Weighted	0	0	6	24	50	80/18= 4.4
19)	Helpfulness of FL resource center	1	1	2	3	4	5
	<b>Responses</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>3</b>	
	Weighted	0	4	18	28	15	65/18= 3.6
20)	Availability of faculty outside of class	1	1	2	3	4	5
	<b>Responses</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>9</b>	
	Weighted	0	2	3	28	45	78/18= 4.3
21)	Effectiveness of faculty direction in preparation of exams and writing of thesis	1	1	2	3	4	5
	<b>Responses</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>9</b>	
	Weighted	1	2	6	20	45	74/18= 4.1
22)	Ability of Dept to prepare you professionally	1	1	2	3	4	5
	<b>Responses</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>7</b>	
	Weighted	0	2	15	20	35	72/18= 4.0
23)	Overall satisfaction with the Dept and the graduate program	1	1	2	3	4	5
	<b>Responses</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>6</b>	
	Weighted	0	2	3	40	30	75/18= 4.2

Please make additional comments below:

- Sometimes I feel like many professors act like we have no teaching responsibilities. Course coordinators need to encourage resource sharing, perhaps even require it, so that too much time is not spent on course prep.
- Thesis and exam preparation needs to be spelled out more clearly.
- Look at UC-Berkeley Spanish/ Portuguese rite. They have actual timelines for students. I hope something like this can be made for UNC. I'm completely unsure how to finish a PHD in 5 years.
- Comment that the effectiveness of faculty in preparation of exams and writing thesis depended on the director and his or her particular way of doing things.
- Comment that the Ability of the department to prepare you professionally depended a great extent on who your advisor was while choosing which courses to take. My coursework, although informative, didn't really prepare me for my dissertation topic, and I never knew about taking classes at Duke or in any other departments (although I think that the graduate school handbook states this, but when you are handed so any booklets during orientation, you have no idea what they are for.
- The preparation of the bibliography for my PHD exam was also a disaster- Students need to be better coached on how to go about selecting books + articles related to their dissertation topics and that they should actually go to the library

find the books and skim them to see what parts of it they should include in the bibliography. My best suggestion is to have a workshop on this.

- Despite my complaints, I am thankful for the job placement and workshops and also the workshop last year on publishing. And our new faculty that we have added over the past few years are stellar and very helpful-I wish they had been here six years ago!
- We need access to a printer for example, for students with disabilities who e-mail us tests and work to print scripts, etc. It is very difficult to run to the library or beg at the office when we lack one page for a class/student.
- The students who work at the FLR C are ok- I think thesis a lot of them in there at once who do nothing. When I have added help they couldn't. I deferred to Rob.
- I think more direction should be given regarding thesis deadlines, dates, and policies. Otherwise, all is well...
- Excellent Department, increased transparency in the Spanish section
- There has been confusing in the past concerning procedures for the degrees. Efforts have been made to clear up the confusion, and this is much appreciated; however, there still seems to be some conflicting messages. Please continue to make efforts, especially in light of the budget concerns, to communicate standardized procedures. Also, for the PhD, Please give additional thought to how well one year of limited course offerings prepares us for the Job market.
- With regard to the requirements and deadlines for finishing the MA program, I felt that graduate students are not given the information necessary to complete it; that is, all the details we are supposed to know without being told. For example: how to schedule a thesis defense, how many days the committee should have to read it, etc... Essentially, there are no set guidelines for the completion of the thesis, and it's confusing to hear different information from all sides.
- It would also be beneficial to be formally told (and notified beforehand when you will be told) if we are accepted into the PhD program, or not. After finishing the MA It is nerve-wracking to not know and not be able to plan for the future.
- Other than that, I am, in general, satisfied with my classes, professors and teaching responsibilities.

## **APPENDIX I: DEPARTMENTAL ORGANIZATION**

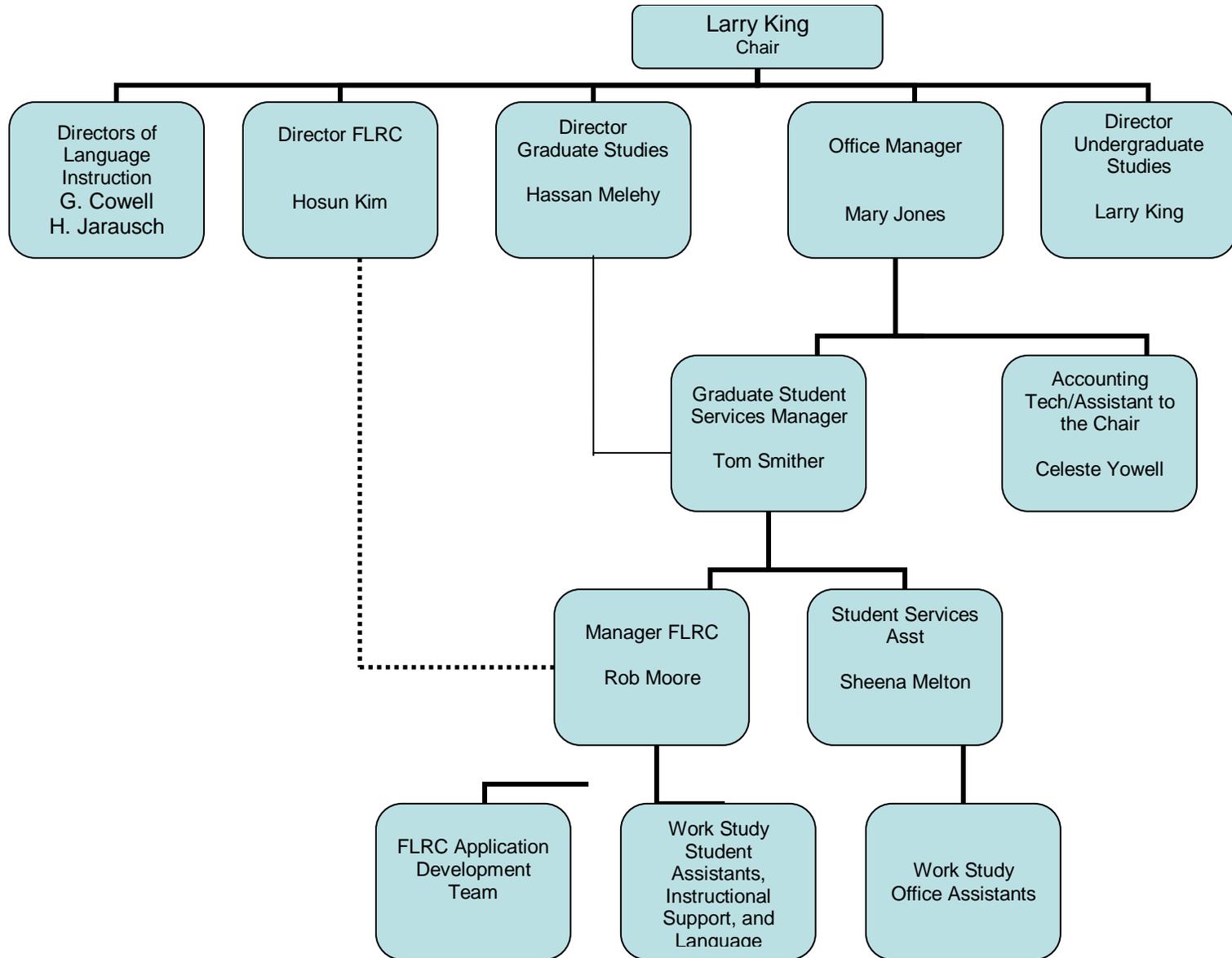
### **ORGANIZATION CHART**

### **ADMINISTRATIVE ASSIGNMENTS 2009-2010**

### **FACULTY ROSTER 2009-2010**

### **Teaching Activities, 2006-2009**

**Organization Chart**



## **ADMINISTRATIVE ASSIGNMENTS 2009-2010**

### **FACULTY REVIEW COMMITTEE**

F. Domínguez; J.C. González-Espitia; F. Clark; H. Melehy; M. Rector, Chair; A. Rivero

### **PERSONNEL COMMITTEE**

M. Antle; J.C. González-Espitia; E. Rao, Chair; M. Rector; A. Rivero

### **GRADUATE ADVISORY COMMITTEE AND LANGUAGE ADVISERS**

H. Melehy, Chair; F. Luisetti, Italian; A. Rivero, Spanish; P. Barr (Fall) & D. Fisher (Spring), French;

L. Binotti, MEMS; Robert Sapp (GRA representative)

(Additional for admissions: G. Cowell, C. Hsu, H. Jarausch)

### **UNDERGRADUATE ADVISORY COMMITTEE AND LANGUAGE ADVISERS**

L. King, Chair; M. Antle, French; E. Rao, Italian; M. Rector, Portuguese; M. Lee, Spanish

### **FOREIGN LANGUAGE RESOURCE CENTER**

H. Kim, Director; R. Moore, Manager

### **COMMITTEE ON TEACHING WITH TECHNOLOGY**

H. Kim, Chair; G. Cowell; H. de Fays; J. Lindquist, H. Jarausch, N. Furry, V. Pruvost. A. Chambless;

R. Vernon; R. Moore

### **LANGUAGE INSTRUCTION COMMITTEE**

H. Jarausch, Chair; G. Cowell; E. Rao; E. Bruno; A. Chambless; P. Wilkinson; Grant Gearhart (GRA representative)

### **DIRECTOR OF SPANISH LANGUAGE INSTRUCTION: G. Cowell**

#### **Course Coordinators:**

Spanish 101W-102W: H. Kim

Spanish 105: J. Lindquist

Spanish 203: A. Kohl

Spanish 204: W. Maisch

Spanish 250, 255, 310, 350, 401-402: G. Cowell

Spanish 260: TBD

Spanish 300: E. Bruno

Spanish 265, 320-323: D. Lear

Spanish 266 and 326: J. Mack

Spanish 330 and 340: H. deFays

Spanish 344, 345, 373: J. C. González-Espitia

**DIRECTOR OF FRENCH LANGUAGE INSTRUCTION:** H. Jarausch**Course Coordinators:**

French 101-102: P. Wilkinson

French 105: V. Pruvost

French 203-204, 255: N. Furry

French 260, 370's: M. Antle

**SUPERVISOR OF ITALIAN LANGUAGE:** E. Rao**Course Coordinators:**

Italian 101-102: A. Chambless

Italian 203-204: B. Essary &amp; K. Boyle

**SUPERVISORS OF PORTUGUESE LANGUAGE:** M. Rector**Course Coordinators:**

Portuguese 101-204: P. Fuentes

**COMMITTEE ON SPANISH FOR THE PROFESSIONS**

E. Bruno; P. Huesa; A. Ingram; H. Kim; D. Lear, Chair

**GRADUATE PLACEMENT COMMITTEE**

O. Estrada; Irene Gómez-Castellano; Alfredo Sosa-Velasco; E. Welch, Chair; Katie Boyle (GRA representative)

**PUBLICATIONS ADVISORY COMMITTEE**F. Domínguez, Chair and ed. NCSRL; D. Cervigni, ed. *Annali d'Italianistica*;F. Clark, ed. and J.C. González-Espitia, assoc ed. *Hispanófila*; M. Rector, ed. *Romance Notes*;

T. Oakley, Publications Managing Editor, R. Dircks, UNC Press

**DRAKE LECTURE COMMITTEE**

M. Antle, Chair; Dino Cervigni, Federico Luisett; Ennio Rao; Anne Steinberg

**LANGUAGE HOUSES**

N. Furry, French House; J. Lindquist, Spanish House; Amy Chambless, Italian House

**LIBRARY LIAISONS**

F. Clark (Portuguese); F. Domínguez (Spanish/MR); D. Cervigni (Italian); C. Hsu (Spanish); P. Barr (French); A. Rivero (Spanish-American)

**ADVISERS FOR HONORARY ASSOCIATIONS**

P. Wilkinson, Pi Delta Phi; E. Rao, Gamma Kappa Alpha; I. Amat and H. Nittoli, Sigma Delta Pi

**EEO OFFICER:** M. Rector

**GRA OFFICERS AND COMMITTEE MEMBERS**

Co-presidents: Helen Matthews and Keith Schaefer

Secretary: Cale LaSalata

Treasurer: Emily Cranford

CCRL Coordinators: Jasmine McKewen, Britt Newman, Adriano Cerami

Social Chairs: Pablo Maurette and Inma Gómez Soler

Faculty Liaisons: Jonathan O'Conner and Carmen Pérez

Academic Chair/Drake Lecture Committee: Anne Steinberg

Graduate Advisory Committee: Robert Sapp

Language Instruction Committee: Grant Gearhart

Job Placement Committee: Katie Boyle

Mentoring Program Chair: Mari Carmen Caña Jiménez

**STAFF AND THEIR RESPONSIBILITIES**

Office Manager (finances, personnel): Mary Jones

Graduate Student Services Manager (graduate students, foreign exchanges): Tom Smither

Undergraduate Student Services Specialist (grade changes, parking, instructional materials, book orders): Sheena Melton

Accounting Tech (travel, directories, accounting): Celeste Yowell

Publications Managing Editor (NCSRLL, *Hispanófila*, *Romance Notes*): Tyler Oakley

FLRC Manager: Rob Moore

OASIS Liaison: John D'Adesky

07/07/09

## Faculty Roster, 2009-2010

Name	Year Appt.	Name	Year Appt.
<b>Full Professors</b>		<b>Lecturers</b>	
Antle, Martine (French)	1989	Aaron, N. Grace (Spanish)	2003
Cervigni, Dino S. (Italian)	1989	Amat, Iluminada (Spanish)	2003
Clark, Fred M. (Portuguese)	1967	Brown, M. Raul (Spanish)	2005
Dominguez, Frank (Spanish)	1973	Bruno, Elizabeth (Spanish)	2006
Fisher, Dominique (French)	1990	Burgos-Lovece, Ruy (Spanish)	2004
King, Larry D. (Spanish)	1980	Castelloes, Frederico (Portuguese)	2009
Perelmuter, Rosa (Spanish)	1978	Chambless, Amy (Italian)	2005
Rao, Ennio (Italian)	1973	De Fays, Helene (Spanish)	2004
Rector, Monica (Portuguese)	1989	Dueñas, Corina (Spanish)	2007
Salary Range: \$81,500-\$132,500		Fuentes, Patricia (Portuguese)	2008
Median Salary: \$97,000		Gomez, Luis (Spanish)	2003
Ave Salary: \$103,108		Gravatt, Michelle (Spanish)	2007
<b>Associate Professors</b>		Heitsch, Dorothea (French)	2007
Binotti, Lucia (Spanish)	1990	Huer, Kyung (Spanish)	2006
Gonzalez-Espitia, JC (Spanish)	2003	Huesa, Pello (Spanish)	2007
Luisetti, Federico (Italian)	2005	Johnson, Kathleen (Spanish)	2003
Melehy, Hassan (French)	2004	Kim, Hosun (Spanish)	2004
Rivero, Alicia (Spanish)	1983	Kim, Sangsuk (Spanish)	2003
Salary Range: \$72,200-\$76,500		Kohl, Anastacia (Spanish)	2005
Median Salary: \$76,000		Lear, Darcy (Spanish)	2006
Ave Salary: \$75,340		Lee, Malgorzata (Spanish)	2003
<b>Assistant Professors</b>		Lindquist, Josefa (Spanish)	2005
Barr, Philippe (French)	2006	Lomas-Lozano, Beatrice (Spanish)	2007
del Valle, Emilio (Spanish)	2007	Martin, Victoria (Spanish)	2004
Estrada, Oswaldo (Spanish)	2007	Melo, Anita (Portuguese)	2009
Gomez-Castellano, Irene (Spanish)	2008	Muñoz-Hermoso, Abel (Spanish)	2006
Hsu, Carmen (Spanish)	2005	Nittoli, Harriet (Spanish)	2002
Sosa-Velasco, Alfredo (Spanish)	2009	Pruvost, Valerie (French)	2003
Welch, Ellen (French)	2008	Redick, Alan (Spanish)	2006
Salary Range: \$60,000-\$71,000		Rodriguez Mansilla, Fernando (Spanish)	2009
Median Salary: \$65,000		Ruiz-Garcia, Martha (Spanish)	2005
Ave Salary: \$64,714		Shade Ingram, Alicia (Spanish)	2007
<b>Senior Lecturers</b>		Taylor, Kristine (Portuguese)	2009
Cowell, Glynis (Spanish)	1995	Vernon, Richard (Portuguese)	2003
Furry, Nina M. (French)	1989	Wilkinson, Paul (French)	2006
Jarausach, Hannelore (French)	1983	Salary Range: \$36,000-\$43,400	
Mack, Julia (Spanish)	1995	Median Salary: \$40,800	
Maisch, Bill (Spanish)	1995	Ave Salary: \$40,341	
Salary Range: \$50,500-\$64,400		<b>Research Professor</b>	
Median Salary: \$51,500		Noblitt, James (French)	1989
Ave Salary: \$56,260			

**Department of Romance Languages**  
**Teaching Activities of Instructors by Rank, 2006-2007**

**TEACHING ACTIVITIES, 2008 - 2009 \***

	Total	Prof	Assoc Prof	Asst Prof	Fixed Term	Graduate Student
<b>Teaching Load</b>						
Number & (%) of undergraduate courses taught/rank	566 100%	20 4%	13 2%	17 3%	237 42%	279 49%
Number & (%) undergraduate students taught/rank	10,950 100%	446 4%	257 2%	360 3%	4765 44%	5122 47%
<b>Improvement of Teaching</b>						
Number of faculty active in training and supervision of GTAs	21 100%	2 10%	1 5%	1 5%	17 80%	
Number of faculty awarded undergraduate teaching prizes	2 100%					2 100%
Number of faculty awarded other teaching prizes						
Number of faculty involved in teaching-award selection committees	8 100%		1 12.5%		6 75%	1 12.5%

**TEACHING ACTIVITIES, 2007 - 2008\***

	Total	Prof	Assoc Prof	Asst Prof	Fixed Term	Graduate Student
<b>Teaching Load</b>						
Number & (%) of undergraduate courses taught/rank	575 100%	20 4%	18 3%	19 3%	249 43%	269 47%
Number & (%) undergraduate students taught/rank	10,677 100%	491 5%	356 3%	448 4%	4612 43%	4770 45%
<b>Improvement of Teaching</b>						
Number of faculty active in training and supervision of GTAs	22 100%	2 9.5%	1 4.5%	1 4.5%	17 77%	1 4.5%
Number of faculty awarded undergraduate teaching prizes	4 100%				1 25%	3 75%
Number of faculty awarded other teaching prizes	1 100%				1 100%	
Number of faculty involved in teaching-award selection committees	7 100%		1 12.5%		5 71%	1 14.5%

**TEACHING ACTIVITIES, 2006 - 2007 \***

	Total	Prof	Assoc Prof	Asst Prof	Fixed Term	Graduate Student
<b>Teaching Load</b>						
Number & (%) of undergraduate courses taught/rank	594 100%	33 6%	14 2%	8 1%	277 47%	262 44%
Number & (%) undergraduate students taught/rank	10,548 100%	593 6%	282 3%	129 1%	4950 47%	4594 43%
<b>Improvement of Teaching</b>						
Number of faculty active in training and supervision of GTAs	21 100%	1 5%	1 5%	1 5%	17 80%	1 5%
Number of faculty awarded undergraduate teaching prizes	3 100%				1 33%	2 67%
Number of faculty awarded other teaching prizes	0 100%					
Number of faculty involved in teaching-award selection committees	7 100%		1 14.5%		5 71%	1 14.5%

## **APPENDIX J: SPACE**

### **Offices**

#### **Dey Hall Floor Plans**

### Offices

<b>ROOM NUMBER</b>	<b>SQ FEET 15,311.75</b>	<b>WORK STATIONS</b>	<b>ROOM DESCRIPTION</b>	<b>OCCUPANTS</b>
101	765.58	20	Multimedia Classroom	FLRC / Students
102	429.60	12	Multimedia Classroom	FLRC / Students
103A	97.70	2	Storage	FLRC
103B	69.40	0	Study Area	FLRC/Students
104	404.77	1	Media Room	FLRC/Staff
105	214.69	1	Director's Office	FLRC Director
106	155.92	1	Admin Manager Office	FLRC Admin
107A	567.75	30	Computer Classroom	FLRC / Students
107B	166.93	1	Storage Room	FLRC
108	205.47	1	Photocopy Room	ROML
109	986.64	45	For Lang Learning Lab	FLRC / Students
110	452.90	8	Instructional Support Lab	FLRC / Staff
111	187.53	5 + 1	Teaching Assistant Office	TA Instructors
112	268.54	7 + 1	Teaching Assistant Office	TA Instructors
113	466.53	32	ROML Conference Room	ROML
114A		0	Housekeeping Closet	ROML
114B	85.40	3	Teaching Assistant Office	TA Instructors
115	246.08	7 + 1	TA Office	TA Instructors
117	248.00	6 + 1	TA Office	TA Instructors
118	152.08	3	Faculty Office	Fixed-term
120	152.78	3	Faculty Office	Fixed-term
122	152.50	1	Faculty Office	Fixed-term
123	146.07	1	Faculty Office	Tenure-Track
124	157.47	1	Faculty Office	Fixed-Term
125	154.92	1	Faculty Office	Tenure-Track
126	151.67	4	Faculty Office	Fixed-Term
127	155.03	1	OASIS Technician	ROML
128	153.21	2	Faculty Office	Fixed-term
132	153.33	1	Faculty Office	Tenure-Track
134	151.67	1	Faculty Office	Fixed-term
136	152.36	3	Faculty Office	Fixed-term
137	178.22	2	Faculty Office	Fixed-term
138	152.50	2	Faculty Office	Fixed-term
139	152.50	1	Faculty Office	Tenure-Track
140	152.78	1	Faculty Office	Tenure-Track

141	152.78	1	Faculty Office	Tenure-Track
142	152.08	1	Faculty Office	Tenure-Track
143	152.08	1	Faculty Office	Tenure-Track
150	8.44	0	Storage Closet	
211	156.53	0	Copy and Filing Room	
212	378.50	0	Faculty/Student Lounge	
213	248.00	8 + 1	TA Office	TA Instructors
214	206.67	4	Faculty Office	Fixed-term
215	243.85	7 + 1	TA Office	TA Instructors
216	180.64	3	Faculty Office	Fixed-term
216A	72.92	0	Mailroom & Storage	
216B	123.29	0	Mailroom & Storage	
217	246.08	8 + 1	TA Office	TA Instructors
218	152.08	2	Faculty Office	Tenure-Track
219	248.00	7 + 1	TA Office	TA Instructors
220	152.78	1	Faculty Office	Fixed-term, Dir Span Lang
221	145.34	1	Faculty Office	Tenure-Track
222	152.50	2	Faculty Office	Fixed-term
223	146.07	1	Faculty Office	Fixed-term, Dir Fren Lang
224	157.47	1	Faculty Office	Tenure-Track
225	154.92	1	Faculty Office	Tenure-Track
226	150.92	1	Faculty Office	Tenure-Track
228	153.33	1	Faculty Office	Tenure-Track
230	151.63	1	Faculty Office	Tenure-Track
232	153.33	2	Faculty Office	Fixed-term
234	151.67	2	Faculty Office	Fixed-term
236	152.36	1	Faculty Office	Tenure-Track
237	178.22	3	Publications Office	ROML Staff
238	369.22	4	RL Admin Suite	ROML Staff
240	145.67	1	RL Admin Suite	ROML Staff /GS Ser Mgr
241	145.67	1	RL Admin Suite	ROML Admin/Dept Mgr
242	152.08	10	RL Admin Suite	ROML Staff/Accountant
243	152.08	1	RL Admin Suite	Chair's Office
300A	21.78	0	Storage	
301A	401.08	10 + 1	Teaching Assistant Office	TA Instructors
303	532.34	30	Technology Classroom	Students
315	180.83	3	Faculty Office	Fixed-term
317	246.08	8 + 1	TA Office	TA Instructors
318	152.08	1	Faculty Office	Tenure-Track
319	244.56	8 + 1	TA Office	TA Instructors
320	152.78	1	Faculty Office	Tenure-Track

322	152.50	1	Faculty Office	Tenure-Track
323	146.07	1	Faculty Office	Tenure-Track
324	157.47	1	Faculty Office	Tenure-Track
326	150.92	1	Faculty Office	Tenure-Track
328	153.33	1	Faculty Office	Tenure-Track
332	153.33	2	Faculty Office	Fixed-term
334	151.67	1	Faculty Office	Tenure-Track
337	178.22	3	Faculty Office	Fixed-term

+ 1 = shared computer station

13012.67 space prior to July 1, 2008

2299.08 new space July 1, 2008 (18%)

15311.75

### Dey Hall Floor Plans University of North Carolina at Chapel Hill

Shaded = Romance Languages



First Floor



Second Floor



Third Floor



Fourth Floor

## **APPENDIX K: SPONSORED EVENTS**

**Romance Languages  
Events Sponsored and Co-Sponsored 2005-2009**

**2008-2009**

Sponsored

CCRL Keynote speakers: Esther Bendahan ( Spanish writer), Régine Robin (Emerita at l'Université du Québec à Montréal), Robert Viscusi (Brooklyn College), Giaconda Belli  
 Prof Frederic DeArmas lecture - Univ of Chicago  
 Prof Dawn Duke lecture – Univ of Tennessee  
 Dana Drake lecture and seminar, Prof Rolena Adorno – Yale Univ  
 Prof David Caron lecture – Univ of Michigan  
 Prof David Gies lecture – Univ of Virginia  
 Prof Linda Egan lecture – Univ of California, Davis  
 French majors event  
 Spanish culture class trip to Nasher Museum  
 Peninsular Studies Working Group meetings  
 Bag lunch seminars

Co-sponsored

Critical Speaker Symposium - Comp Lit  
 Latino/a Studies Working Group Chicano Writer event  
 Tamara Underiner presentation - Arizona State Univ– Int'l Studies  
 Institut Français de Washington Conference

**2007-2008**

Sponsored

CCRL Keynote speakers: Rosa Beltrán, Lise Gauvin, Santiago Roncagliolo  
 Jorge Olivares lecture – Colby College  
 Rita Martin visit – Radford Univ  
 Prof David Ferris lecture – Univ of Colorado, Boulder  
 Alessandro Carrera lecture – Univ of Houston  
 Victor Gaviria lecture – Colombian filmmaker  
 French undergraduate events

Co-sponsored

Games4Learning Symposium - ITS  
 Mayan Dance Festival – Linguistics Dept  
 Quebec Film Festival – Duke Univ & ROML  
 Beat Generation roundtable, Paul Assimacopoulos – NY filmmaker – Inst for Arts & Humanities  
 Charanga Carolina Dance Festival - Music Dept  
 Federico Vercellone lecture – Univ de Udine, Italy – Center for European Studies  
 Franco-Arab Conference – Center for European Studies  
 Cristina Rivera Garza lecture – Contemporary Mexican Novelist – Latin American Studies Working Grp  
 NC Colloquium of Medieval and Early Modern Studies conference – English/Comp Lit Dept

Timothy Libretti lecture – Northeastern Illinois Univ – Globalization, Modernity/Coloniality & Geopolitics of Knowledge Working Grp

### **2006-2007**

#### Sponsored

CCRL keynote speakers: Abdellatif Attafi, José Edmundo Paz-Soldán, Paul Colilli

Dana Drake lecture and seminar, Prof Christopher Miller – Yale Univ

Prof Giuseppe Camerino lecture – Italian author

Franco-Arabic competition – Arabic program

Tariq Nasir film screening & seminar

Institut Français de Washington event

#### Co-sponsored

Quebec Film Festival – Duke & ROML

Diedrich Diederichsen lecture – Cultural Critic in Germany – German Dept

Henri Behar lecture – La Sorbonne – Center for European Studies, Art Dept, Fren

Cultural Svcs in Atlanta

Prof Miguel Cabrera lecture – History Dept

Melinda Lopez lecture – Cuban-American Playwright - ILAS, Latino/a Speaker Series,

Dramatic Art Dept

Gianni Vattimo lecture – Grande Ufficiale of the Italian Republic, VP of Academia de la

Latinidade, former member of European Parliament - Univ Program in Cultural

Studies

Mabel Morana event – Washington Univ – Latin American Working Grp

Brazil Week events – Psi Sigma Phi Multicultural Fraternity Inc

### **2005-2006**

#### Sponsored

CCRL Keynote speakers: Lydie Moudileno, Howard Mancing, Charles Perrone

Doris von Drathen lecture – German art critic living in Paris - Visiting Prof Cornell Univ

Prof Ana Lucia Gazzola lecture - Director of IESALC (UNESCO International Institute for Higher Education in Latin America and the Caribbean)

French undergraduate events

European Film conference

#### Co-sponsored

Ana Peluffo – Univ of California, Davis – 19<sup>th</sup> C Working Grp

Fernando Unzueta – Univ of Ohio – 19<sup>th</sup> C Working Grp

Sartre event -Meredith College

Rui Torres lecture - ILAS

Bianchi lecture – Universidad de Chile - ILAS

Spanish undergraduate events (CHISPA)

## **APPENDIX L: OVERVIEW OF LIBRARY COLLECTIONS**

## OVERVIEW OF CAMPUS LIBRARY COLLECTIONS

### French Language and Literature Collections

**Collecting Goals:** The French language and literature collections support teaching and research in French at the undergraduate and graduate levels in the Department of Romance Languages and in other departments and programs at the University of North Carolina at Chapel Hill. They also serve as a resource for the people of the State.

**Reference Collections:** The library has extensive reference materials to support the study of French literature. Access to many of the major abstracting and indexing tools, notably the MLA International Bibliography Plus Full Text via Chadwyck-Healey's Literature Online, is available online. Printed materials are available primarily in the Reference Department. E-Reference materials are a good place to begin the study of French literature, while research guides and tutorials facilitate exploration in depth in selected areas. The Reference Department also has software for textual analysis. For further information about reference materials or help using them, please consult the Reference staff.

**Electronic Collections:** The Library offers online access to 2,000 older titles and reference works that are important to the study of French language and literature through *ARTFL (American and French Research on the Treasury of the French Language)*. This database includes primary sources and secondary literature from the eighteenth, nineteenth and twentieth centuries, which are about equally represented, with a smaller selection of texts from the Middle Ages, Renaissance, and seventeenth centuries. ARTFL permits both the rapid exploration of single texts and inter-textual research that would be virtually impossible without the aid of a computer. The *Literature Resource Center* offers a wealth of biographical information about French authors, including portraits; critical essays and plot summaries of literary works; and full-text journal articles on many topics. Information about electronic journals related to the study of French literature is available on a collected list. However, the best way to find information about individual electronic serials is to enter a title search on the Library's "E-Journal Finder" web page. For further information about these titles, please consult the Reference staff. To request a title, please contact the West European Bibliographer.

**General Collections:** The Library has acquired French materials since the early 1800s and maintains a research-level collection for the study of French language and French literature in all appropriate languages. It supports the study of the standard periods of the field, especially the Middle Ages, seventeenth, eighteenth, and nineteenth centuries; genres, particularly theater; topics; and traditions of French literature, language, and philology, long a strength of the French section. The Library holds most of the works of the major and minor authors of French literature and many current writers. Bibliographies, histories, and critical studies enrich the study of these materials. In response to changing approaches to the study of literature, the Library has made an effort to acquire most works of theory, methodology, and cultural studies published in French and English. It has also added titles about women, Francophone literature, and film. The collection of serials that support French linguistic and literary studies is also quite extensive. The Library subscribes to 56 percent of the journals indexed in the annual *Bibliographie d'histoire littéraire française*. A list of current print subscriptions in the discipline is available, as is a bibliography of French Periodicals, 17th-20th Centuries held in the Triangle. For further information or to request a title, please consult the West European Bibliographer.

**Media Collections:** The Media Resources Center, located in the House Undergraduate Library, has about 500 feature and documentary films on France that are accessible by country, title, genre, and director. For further information about this collection or to request a title, please consult the Media Resources Librarian.

**Microform Collections:** The Microform Reading Room contains hundreds of titles on microform that would be of interest to faculty and students of French literature, particularly literary journals from the nineteenth and twentieth centuries. There is also a long run of the *Journal des débats et décrets*. For further information about microforms or help using them, please consult the Reference staff. To request a title, please contact the West European Bibliographer.

**Rare Book Collection:** The Rare Book Collection in Wilson Library has several collections pertaining to the study of French literature. Among the most noteworthy are the Estienne Imprint Collection, the French Revolution and Napoleon Collection, the Mazarinade Collection, a collection on French History and Printing, and an excellent collection of materials related to the poet Francis Carco. In addition, many French books published before 1800 are held in this location. For further information, please consult the Curator of the Rare Book Collection.

**Related Collections:** Collections in African studies, communication studies, comparative literature, folklore, history, linguistics, and women's studies extend library holdings related to French language and literature. Perkins Library, at Duke University, also has extensive collections of these materials. Users can therefore expect to find most of the resources they need in the area, including 65 percent of the journals indexed in the annual *Bibliographie d'histoire littéraire française*. The Center for Research Libraries [CRL] supplements local library holdings with additional microform collections of French literature, notably *French Books before 1601*. CRL also has foreign dissertations and government publications, books and periodicals in French, French newspapers, and large microform sets (especially for foreign area studies). UNC faculty and students can request unlimited amounts of materials from CRL via the web and keep them indefinitely, or until another person needs them. For further information, please consult the West European Bibliographer.

### Italian Language and Literature Collections

Davis Library maintains a research-level collection for the study of Italian language and literature of all periods. The collection of nineteenth-century materials is probably the strongest. Specific strengths of the collection are Dante, Petrarch, D'Annunzio, and Pirandello. The Library acquires selectively new fiction and literature from Italy.

Most of the Italian collection is now in the Library of Congress classification system, but a small portion remains in Dewey. Many older editions of classic writers, including English translations, will be found in the Dewey collection. The literature collections are housed in Davis.

An estimate of the number of titles and volumes in the collection appears below:

		Titles	Volumes
PC1-400	Romanic Philology	815	1,386
PC1001-1984	Italian Language	777	1,320

PQ4001-5999	Italian Literature	12,608	21,434
850-859.93	Italian Literature	1,960	3,332
450-458	Italian Language	84	143

In terms of age of the collection, the Italian collection is probably not as old as some of the other language collections. Since the late 1970s, however, the Italian collection has been enlarged by regular antiquarian purchasing and the addition of several large en bloc purchases.

The print collections are supplemented by several important microfilm collections and research tools. A collection of approximately 150 Italian video cassettes support the study of Italian cinema and culture. In addition, important research materials in Italian are available from the Center for Research Libraries.

### **The Latin American and Iberian Collections**

The Latin American and Iberian collections of the University of North Carolina at Chapel Hill support a wide range of research needs of Carolina's faculty and students. The collections are of research-level strength in most fields; the strongest holdings correspond to the traditional disciplines in Iberian and Latin American Studies: Spanish and Portuguese language and literature, Spanish American and Brazilian literature, Latin American history and political science. In addition, "Gray Literature" or non-commercially produced material originally intended for a private audience is collected. The collections are estimated at 500,000 volumes, predominantly in Spanish, Portuguese, and English with holdings also in French, Catalan, and Galician.

The University of North Carolina at Chapel Hill and Duke University maintain one of the oldest cooperative acquisitions programs in the country in the area of Latin American Studies. For detailed information on this cooperative effort please visit [UNC-Chapel Hill and Duke Cooperative Collections in Latin American Studies](#).

UNC-Chapel Hill also holds important [Latin American and Iberian Rare Books and Manuscripts](#) in the Rare Book Collection and in the Manuscripts Department in Wilson Library.

### **Special Collections**

**Spanish and Catalan Drama Collection:** This collection of over 25,000 separately published Spanish and Catalan plays spans the period from the late seventeenth century to the end of the Spanish Civil War in 1939. It includes the library's holdings (some 2,000 in number) of *comedias sueltas*, which constitute the earliest and most valuable pieces of what is, by any account, an extraordinarily rich and varied collection of theatrical works. It has been reliably estimated that the collection represents about eighty percent of the total published production of the Spanish stage in the period between the 1830's and the 1930's

This collection is housed in Wilson Library's Rare Book Collection. A finding aid, *A Catalogue of Comedias Seltas in the Library of the University of North Carolina*, published in 1965 by UNC Professor William A. McKnight, is also available in Davis Reference, as well as via Carolina's online catalogs.

Almost 900 plays from the collection have been scanned as of December 5th, 2008. They are open access and available on the Internet Archive. The plays in the archive can be searched by title or author, or the whole collection can be retrieved by using the collection code "spandr" in the advanced search.

The Spanish and Catalan Drama Collection includes *comedias*, *tragedias*, *entremeses*, *tragicomedias*, *loas*, *monólogos*, *sainetes*, *juguetes*, *zarzuelas*, *bailes*, and *pasos*. Individual titles are searchable via Carolina's online catalogs.

**The Bernard J. Flatow Collection of Latin American *Cronistas*:** Housed in the [Rare Book Collection](#) in Wilson Library, this extraordinary collection of rare books on the discovery, conquest, and colonization of the New World consists largely of original sixteenth, seventeenth, and eighteenth-century editions of the accounts of the New World by the Spanish chroniclers, or *cronistas*. The Flatow collection provides students and scholars in the humanities, the social sciences, and the natural sciences with a wealth of new possibilities for research and study. A [checklist of works and a list of bibliographic sources](#) included in the collection are available.

**The Popayán Papers, 1721-1898 (bulk 1750-1860):** Consist of 12,000 items of correspondence and other items, chiefly 1750-1860, of succeeding generations of several interrelated aristocratic families whose members were prominent in business, the church, and government of Popayán, Colombia, capital of the department of Cauca. The papers concern family matters, religious institutions, mining, stock-raising and farming, production and marketing of quinine, legal transactions and cases, and political revolutions of the nineteenth century. The principal families represented are Valencia, Pérez, Arroyo, Varila, Arboleda, Hurtado, Cordova, Delgado, and Mosquera.

This special collection is housed in the [Manuscripts Department](#) in Wilson Library at the University of North Carolina at Chapel Hill. All titles are searchable via Carolina's [online catalogs](#). The Manuscripts Department has a [summary and list of online catalog terms](#).

**George Stuart Collection of Mesoamerican materials:** The Stuart Collection in the library at Barnardsville has its origins in the intellectual curiosity and collecting passion of a young boy. When George Stuart was ten years old, his father gave him his first antiquarian book, a seventeenth-century Italian volume. This gift stimulated Stuart's interest in both history and old books. He continued reading and collecting through his teen years, focusing increasingly on the history of the indigenous populations and cultures of North America, especially the southeastern part of the present-day United States. Following college, and in response to the impact of subsequent graduate training and professional experiences, he began to shift his collecting emphasis to the archaeology and ethnology of the ancient civilizations of Mesoamerica, especially the Maya.

After 1984, the ever-growing Stuart Collection became associated with the new Center for Maya Research and in the mid-1990s was moved to its present location in a building adjacent to the Stuart home in Barnardsville, North Carolina. From very modest beginnings decades ago, the collection today numbers nearly 13,000 items. The vast majority are printed, but there are also significant if smaller holdings of manuscripts, photographs, prints, and original drawings. The books and manuscripts date from the early eighteenth century to the present; the photographic materials are from the late nineteenth and twentieth centuries. The materials deal principally with the archaeology and ethnology of ancient, or at least older, cultures and civilizations. The

coverage is worldwide, but quite naturally, the greatest depth reflects Dr. Stuart's special interests in Mesoamerica (particularly the Maya) and the southeastern United States.

Nearly half of the library today (about 6,000 items) consists of the personal library of Dr. Stuart, the result of his lifelong collecting. In addition to his own materials, however, the collection has been the happy beneficiary of a number of important gifts, mostly from other archaeologists or, in some cases, their estates. These gifts have more than doubled the size of the collection and very substantially enhanced its research depth.

Among the earliest of these donations was the bequest, received in 1979 from Jerome O. Kilmartin of the United States Geological Survey, of Kilmartin's remarkable collection of books, manuscripts, and photographs relating to the archaeological sites of the Maya region, notably Chichén Itzá. These materials include Kilmartin's Yucatán diaries of 1923 and 1924 as well as original correspondence from noted archaeologist Sylvanus G. Morley relating to the beginning of the Carnegie Institution of Washington's half-century of intensive investigation of the Maya.

The largest and one of the most important of the donations has been the collection of Matthew W. Stirling, who was Director of the Bureau of American Ethnology at the Smithsonian from 1929 to 1957. The Stirling materials, numbering approximately 5,000 items, were donated to the center in Barnardsville by the noted anthropologist's widow, Marion Stirling Pugh, in 2000. The collection, nearly doubling the size of the existing library, included rich holdings in scholarly pamphlets and reprints from the mid-nineteenth century onwards. The Stirling gift was equally impressive for its holdings of nearly all of the major institutional journals, periodicals, and series relating to archaeology and anthropology in many areas of the Americas. Among these very important publications are the *American Anthropologist*; the *Bulletin* (nos. 1–200) and *Annual Report* (nos. 1–48) of the Bureau of American Ethnology; full sets of *Indian Notes*, *Notes and Monographs*, *Contributions*, and *Leaflets* of the Museum of the American Indian, Heye Foundation; the *Papers* and the *Memoirs* of the Peabody Museum of Archaeology and Ethnology at Harvard University; and the *Anthropological Papers of the American Museum of Natural History*.

In 2001, Ian Graham, director of the Corpus of Maya Hieroglyphic Inscriptions project at Harvard, donated to the library important [manuscripts](#) concerning the expedition of Guillermo Dupaix to Mexico in 1805 and other materials relating to Mexican antiquities. Some time later he donated an important [early manuscript version](#) of Jean-Frédéric Waldeck's *Voyage pittoresque* (1838) and a substantial [letter](#) written by Edward FitzGerald to Lord Kingsborough in 1836 describing in detail the famous ruins at Palenque.

Also in 2001, Lawrence G. Desmond of Palo Alto, California, donated his large collection of approximately 4,000 photographs to the library. They consist of archival negatives, transparencies, and prints reproduced from original images created by Augustus Le Plongeon at Chichén Itzá and other archaeological sites in the Maya area. In 2004, archaeologist Lewis H. Larson, Jr., of Carrollton, Georgia, began the transfer of his extraordinary library on anthropology and ethnohistory, particularly of the southeastern United States, to the library in Barnardsville.

Although the present building housing the library in Barnardsville was renovated for that very purpose, Dr. Stuart and his wife Melinda had been considering a more permanent home for the collection and had been talking with officials at UNC even before Hurricane Ivan caused extensive damage in western North Carolina in 2004. Although the buildings at the center were

spared flooding, the storm introduced an element of urgency into the discussions with UNC. An agreement was reached some fifteen months later, in early 2006. By its terms, the Stuarts have agreed to donate the printed, manuscript, photographic, and other relevant materials presently in BEARC's library to the University Library in Chapel Hill. Plans call for the bulk of the collection, largely the printed portions, to be maintained in the Rare Book Collection in Wilson Library. Most of the manuscript materials will be kept in the [Manuscripts Department](#), also in Wilson. The transfer of materials will be in stages, with the first installment, completed at the end of November 2006, consisting of many of the original manuscripts and photographs and approximately 1,000 volumes of printed materials. The latter will be housed in specially designated cases in the reading room of the Rare Book Collection.

The Stuart Collection will complement existing holdings in Wilson Library, most notably the [Bernard J. Flatow Collection](#) of *cronistas*, or chroniclers, of the earliest Spanish exploration of the Americas, the first Europeans to encounter the Maya and other indigenous peoples of Mesoamerica. At the same time, this splendid new gift will serve to place the UNC library in Chapel Hill among a small number of the very largest and deepest collections on the archaeology of the Americas—especially of Mesoamerica and the Maya region—an elite group including the libraries at Harvard, Yale, Vanderbilt, the University of Pennsylvania, Tulane, and the University of Texas at Austin. In recognition of the great importance of this gift and awareness of the need for Dr. Stuart's advice and involvement in its continuing growth and development, the University Library has been pleased to name him Honorary Curator of the Stuart Collection.

**UNC and Duke Cooperative Collections in Latin American Studies:** The University of North Carolina at Chapel Hill and Duke University maintain one of the oldest cooperative acquisitions programs in the country in the area of Latin American Studies. This cooperative collections agreement supports the [The Consortium in Latin American Studies at the University of North Carolina at Chapel Hill and Duke University](#). Both Carolina and Duke acquire core materials from throughout Latin America to support undergraduate study. In addition, both work cooperatively to purchase research-level materials, special formats, and expensive items such as censuses, films, and large documentary microform collections. As a result, the collections are complementary and there is a low rate of duplication.

**Media Resources Center Database, Electronic Resources, and Microforms Databases** are available.

#### **News Sources about Latin America and the Iberian Peninsula**

UNC Newspaper Holdings in Print and Microform:

[Latin American and Iberian Resources Microforms Collections Database](#)

Other Newspaper Holdings:

Duke University Libraries Foreign Newspaper Subscriptions

Center for Research Libraries Foreign Newspaper Collections

Latin American Studies Southeast Region (LASER) Newspaper Union List

Sources of News Online:

Latin American Network Information Center (LANIC)