

UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



Office of the Dean

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September 9, 2013

TO: A&S Department Chairs & Program Directors

FROM: Leonidas G. Bachas
Dean


SUBJECT: **AGENDA** for Department Chairs'/Program Directors' Meeting
Wednesday, September 11, 2013 at 1:30 p.m. at the College/Wesley Gallery
(across from the Lowe Art Museum) 1210 Stanford Drive (Wesley Foundation)

1. Approval of the Minutes of the Department Chairs' Meeting of April 17, 2013
2. Fine Art of Healthcare Program – Hope Torrents, Lowe Program Coordinator
3. Dean's Remarks
4. NEH Applications – Summer 2014 Awards
5. Review of the Center for the Humanities
6. Discussion: Language Requirement Proposal from Modern Languages & Literatures Department
7. Open Discussion (departmental activities, faculty, etc.)

LGB/rkg



To: College of Arts & Sciences Chairs

From: Leonidas G. Bachas
Dean 

Subject: Minutes of Chairs' Meeting
Wednesday, April 17, 2013, Physics Conference Room at 1:30 p.m.

Date: April 22, 2013

1. **Approval of the Minutes of the March 20, 2013 Meeting**
A motion to accept the minutes of the March 20, 2013 meeting was offered, seconded, and unanimously approved.
2. **Revised Graduate Tuition Return Model: Sr. Associate Dean Angel Kaifer**
Sr. Associate Dean Kaifer presented the new model for Graduate Tuition return. He indicated that the Provost's revised approach to funding of startup costs in the College has partially necessitated a change in the College's practice with respect to these revenues. Programs that yield under \$350,000 net of waivers will receive a 20% return after funds have been allocated to the Provost at 30% and the College at 50%. Programs generating between \$350,000 and \$450,000 will receive a 25% share, and those generating over \$450,000 will receive a 30% share. This pertains to all graduate revenue, not just professional Master's programs. There will also be an incentive for program growth; departments will receive 20% of the volume differential created by new funds. With respect to graduate tuition from grants, departments will receive a 70% return of all funding, net of waivers and the Provost's fraction. This works out to 30% Provost, 20% College, and 50% for the unit/department.
3. **Departmental Strategic Plans**
Dean Bachas indicated that we are completing the new College website; for the moment the College's strategic plan is through the previously communicated site with a password. It is advisable for departments to review their plans looking back four or five years, and make modifications that will apply going forward. The Dean asks that the plans be updated before the faculty search requests are considered in the months ahead. The deadline for submission of departmental strategic plans to his office is the end of the Fall 2013 semester.

4. Dean's Remarks

SACS Program Assessment Reports

Dean Bachas commented on SACS and the assessment reports. Those programs which had requests for major revisions in their reports will have to update their reports; those programs asked to make only minor revisions will need to do relatively little at this point. About 2/3 of the College program assessment reports are in acceptable shape; this is about the average across the University. In those cases where major changes are needed, those reports should be returned in May. Minor changes can be made for next year; major changes need more immediate attention.

Computer and/or Printer Purchases

The Dean and Hector explained that they had a discussion with the Director of IT. There have been problems with computer purchasing, including issues of slow response time. Off-campus purchases are not allowed by UM policy. Hector said that some exceptions to this policy may be made if a computer failure should occur while traveling, but not under routine circumstances. It is unclear as to what the policy is on individualized printers. At the moment, if there is a need, a request for an exception should be submitted to Hector.

Computer Privacy Rights

One ongoing issue related to IT is the issue of faculty computer privacy. Professor Kocak stated that policies should be worked out with transparency and in full conversation with faculty. A discussion ensued about how best to provide privacy, while also managing to facilitate such needs as the use of UM computers by guests. In terms of privacy and faculty rights, the Dean indicated that the Faculty Senate is the appropriate venue for raising and seeking action on these issues.

5. Visit of President and Provost to the College Faculty Meeting of April 29th

Dean Bachas moved to the topic of the President's and Provost's visit to the College faculty meeting on April 29, 2013. He invited Chairs and others to provide him with notice of questions or issues to bring forward during the visit. Professor Wellens indicated that problems with the new registration system have emerged. This is causing double work for advisors. Assistant Dean Athena Sanders confirmed some of these problems. Issues with wait listing have occurred. Professor Lindemann noted the inability to scan the full list of departmental course offerings—a feature which is especially valuable to Chairs. Other problems—smaller and larger in scope—were noted also.

6. Exempt Staff Vacation Policy Change

Dean Bachas noted that according to a new HR policy, the University will limit the number of vacation days that exempt staff will be able to carry over into future years of employment. The policy encourages staff to use the days within a reasonable length of time rather than accrue them. As stated by the policy: Effective June 1, 2015, maximum accrual vacation balances for exempt employees cannot exceed one year of vacation accrual. In addition, the maximum vacation payout upon separation will be capped at one year of vacation accrual, based upon formal documentation of vacation usage. To avoid the forfeiture of accrued vacation time, staff are encouraged to manage and reduce vacation balances to no more than one year of accrual between June 1, 2013 and May 31, 2015.

7. Renewal of Term of Senior Lecturer: Associate Dean Roberts

Dean Roberts reported on the addition of a provision and procedure for renewal of appointments to the Senior Lecturer policy. The addition was shared with the Chairs in the attachment. It was noted that this issue does not need to go to the full faculty if the Council gives its approval. The Council approved the addition of the new language. The full faculty will be notified.

8. Online Education Survey: Vice Provost William Scott Green

Vice Provost Green, presenting on behalf of Professor Ogihara, reported on the University's online task force. He noted that nationally MOOC (Massive Open Online Course) and other initiatives are reshaping higher education. We need to address and adapt to these changes. The Division of Continuing and International Studies offers a Global Academy and 10 online courses from the College. We have surveyed what is happening at other schools, and there is a considerable variety of practices and policies. There are various 3rd party providers, but they like long contracts and take a substantial part of the tuition revenue. That is problematic. Increasingly, this technology is likely to become open source, and will become easier to duplicate or create within our own institution. The professorate nationally is ambivalent, and understandably so. The online survey shows that in general our faculty are, at the least, certainly not hostile to engaging with online initiatives. Like faculty, students also are of mixed opinions on this issue. Among faculty, there is a strong support of some form of blending of online with in-class or in-person education. Faculty need to discover what parts of their courses are instructionally valuable online, and what elements are not. Faculty and students alike show considerable interest taking and offering introductory courses online, or at least partly online. All of learning is now highly customized. Some models—e.g., those used in Nursing--have been very successful. It is unclear whether the University should move quickly or proceed more patiently. Other questions: Is a centralized facility for on-line course development necessary, or should we do things more locally within the institution? Can online enable departments to cover gaps in faculty and staffing? We have had some conversations with ACC schools, and with other consortia. We have to examine trade-offs; also IT policy as it affects online courses. Input from all quarters is welcome at this point. Professor Fuller asked if sample courses can be accessed. It was noted that the MOOCs courses are available to anyone at no charge, so faculty can get an early acquaintance via one of those courses. There is a case to be made for Miami-specific education and research. Professor Kocak asked what the Vice Provost expects to happen: He replied that the development must be organic; it occurs when departments decide as a group to make courses available in these formats. People need to invest individually in the work, but there needs to be a collective aspect as well.

9. Wait List Issue

Dean Bachas said he would like feedback on how the new practice on wait-listing for courses is working.

10. Announcements

The Chairs' workshop is scheduled on May 7th from 11 a.m. to 4 p.m. at the Alumni Center. Professor Tosney has secured Dr. W. Brad Johnson for the workshop.

The meeting adjourned at 3:38 p.m..

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
**PROPOSAL REGARDING THE COLLEGE OF ARTS AND SCIENCES
LANGUAGE REQUIREMENT**

The recent report of the American Academy of Arts and Sciences, *The Heart of the Matter* (http://www.humanitiescommission.org/_pdf/hss_report.pdf) underscores that language learning is a must for a “vibrant, competitive, and secure nation.” President Donna E. Shalala was one of the members of the Commission that authored the report. One of the three goals advanced by the Commission is “to equip the nation for leadership in an interconnected world” (p. 12). The College of Arts and Sciences is well aware of this goal as demonstrated by its mission statement: “The College is dedicated to helping students develop analytical and communication skills, creative abilities, and a sense of civic responsibility needed in an increasingly complex society.” A second language proficiency requirement is important if indeed we want our students to develop the communication skills required to be competitive in an interconnected world. Requirement in this sense is not seen as a negative (an obligation), but as a positive (a necessity) to be able to succeed in a globalized world.

There are five principal reasons why a strong second language requirement is important to the College:

- (1) In an increasingly interdependent world and global economy, proficiency in a foreign language improves the ability of individuals to function effectively as citizens and productive members of the global community.
- (2) Second language proficiency is of immediate use to those who live in and/or work with multicultural communities throughout the United States, including Miami and South Florida.
- (3) Proficiency in a foreign language is an essential component of a humanistic education providing access to other cultures, histories, and literatures.
- (4) Foreign language study promotes critical thinking and a greater understanding of the nature of language, its structure, and its role in the development of cognition. Active ability in more than one language has been significantly correlated with lower rates of onset of Alzheimer’s and dementia in several recent neuroscientific studies.
- (5) One’s ability to understand and write the English language improves with the study of a foreign language.

In sum, whether in the US or abroad, we are surrounded by diverse linguistic communities. A well-rounded education includes the ability to communicate in a second language and use that language as an entry point into other cultures, traditions, and histories. This training provides students with a perspective that is crucial in our increasingly globalized world. In the words of

the Commission, “Now more than ever the nation needs expertise in cultures, languages, and area studies to compete in a global economy and to participate in an international community” (p. 43).

CURRENT UNIVERSITY OF MIAMI CAS LANGUAGE REQUIREMENT:

Currently, the foreign language requirement in the College of Arts and Sciences (3 to 9 credits of a language with at least 3 credits at 200-level or higher) is weaker than that of comparable liberal arts programs at institutions of higher education in the United States. The majority of CAS students last year (around 42%) only needed to take 3 credits (one course) to complete the requirement, because of previous language study. Only about one fourth of students actually needed to take 9 credits (3 courses) to complete the requirement, and another fourth of the students took 6 credits (2 courses). Many others fulfilled the language requirement through AP or IB credits.

COMPARISON WITH PEER INSTITUTIONS:

At our peer and aspirational peer institutions (Emory, Duke, Tulane, USC, Vanderbilt, Yale, etc.) and the great majority of major state universities (including Florida), basic language courses carry four or five credit hours per course and meet four or five times per week (see Appendix). The national norm for basic language courses at major research institutions is at least 4 credit hours. The CAS language requirement is weaker because our basic courses carry only 3 credits and have significantly fewer contact hours.

At Emory University, each student in the College of Arts & Sciences must pursue study of a language other than the student's native language by taking eight credit hours in a single foreign language beyond the student's level of preparation upon entering college (<http://spanish.emory.edu/home/undergraduate/exam.html>). All students are required to take two sequential courses in a single foreign language wherein the language of instruction is not English, with possible exemption of 1 course by AP credit (<http://catalog.college.emory.edu/academic/ger/hal.html>). The two-course requirement is true irrespective of one's level of placement, i.e. there is no exemption from the requirement by proficiency examination.

At Duke University, no student of the College of Arts & Sciences is exempt from taking a foreign language course (<http://trinity.duke.edu/languages>). Students who enter at the elementary level of language study must complete three courses (of which the first two meet five times per week). Students who place into the first semester of the intermediate level still also must take three courses in the respective language. Students who place into the second semester of the intermediate level are required to take two courses. Students who place into the 300-level must take at least one course.

Tulane University, like Emory and Duke, also requires that all students in the School of Liberal Arts complete at least one foreign language course beyond their level of ability upon entering college (<http://tulane.edu/liberal-arts/undergraduate-foreign-language-requirement.cfm>). All students must successfully complete a third-semester (intermediate level I) course. Students who enter with a demonstrated proficiency level already at or above the third semester must still take at least one higher-level foreign language course because, according to their website, "the faculty believes that all students should be exposed to language instruction at the college level."

Yale University's foreign language requirement is similar to Duke's requirement: students who enter college with a level or proficiency at or below the second semester must take at least three foreign language courses. Those who enter with a second-semester level of ability must take at least two courses. Those who enter with any advanced or native level of ability must take at least one course taught in a foreign language (<http://yalecollege.yale.edu/content/foreign-language-requirement>). The Yale College website explains the foreign language requirement in the following terms: "The benefits of language study include enhanced understanding of how languages work, often resulting in heightened sophistication in the use of one's own language; unmediated access to texts otherwise available only in translation, or not at all; and the ability to recognize and cross cultural barriers. All Yale College students are required to engage in study of a foreign language, regardless of the level of proficiency at the time of matriculation." (<http://catalog.yale.edu/ycps/yale-college/distributional-requirements>)

According to the Foreign Language Service Institute Proficiency guidelines, learners of a Romance language whose first language is English need 280 hours of training to achieve an intermediate or intermediate high level of proficiency (c.f. Liskin-Gasparro, 1982). Learners of languages such as German or Greek need 480 hours to achieve the same level of proficiency. Learners of Arabic, Chinese, Japanese or Korean need 720 hours to reach the intermediate level. Currently, language programs at UM are taught with 3 credit hours per week for 15 weeks for a total of 45 credit hours per semester. The 3-semester basic program sequence comprises 135 hours. This limited amount of contact hours makes teaching for intermediate proficiency a challenging if not impossible pedagogical goal to meet.

Clearly, in order to place the University of Miami College of Arts & Sciences on a more even footing with our peers with regard to the foreign language requirement, we must make some changes in one or more areas.

PROPOSAL TO MAKE THE CAS LANGUAGE REQUIREMENT MORE COMPARABLE TO THOSE OF PEER INSTITUTIONS:

In order to place the University of Miami College of Arts & Sciences' foreign language requirement on par with that of our aspirational peers, we urge that CAS adopt **at least one of the following three changes**, or all of them:

OPTION A: Add a fourth contact hour to the basic language courses taught at UM, i.e. the first three semesters (101, 102, 211/201).

OPTION B: Maintain the current number of three credit hours in the basic language courses (101, 102, 211/202), but increase the requirement to include the 212/202 (fourth semester) level. Although this option (only) would place CAS on par with most other major research institutions in terms of number of required courses (four courses), it still would require fewer contact hours, since first-year courses meet at least four, and often five, times per week at other institutions.

OPTION C: Like Emory, Tulane, Duke, and Yale, require that all students take at least one course in a foreign language irrespective of their demonstrated level of ability upon entering the College. Those who enter at the beginning level would be required to take at least three courses; those who enter at the intermediate level would be required to take at least two courses; those who enter above the intermediate level would be required to take at least one course.

PROPOSAL REGARDING WAYS TO FULFILL THE LANGUAGE REQUIREMENT
OTHER THAN COMPLETING COURSEWORK AT UM:

Also observing common practices and policies at many of our peer institutions, we propose the following other ways (i.e. beyond the classroom) to fulfill the language requirement in the cases of Option A or Option B above:

1. Add the SAT II test as another mechanism for fulfilling the language requirement for languages in which it is offered (those taught at UM as well as others), subject to achievement of specific minimum scores. CAS already grants credit for AP and IB scores in fulfillment of the foreign language requirement.

2. Implement the proposal regarding international students that were educated in languages other than English, which was approved by MLL in spring 2012:

Students who graduated high school in a non-English-speaking country and from an institution in which the language of instruction was a language other than English may petition to prove that they have met the CAS language requirement. Petition will be granted only by official request and approval from the Office of CAS Student Advising. In order for the petition to be approved, the student must have on file the equivalent of a high school diploma from an institution located in a non-English-speaking country and in which the language of instruction was a language other than English.

Students who attended bilingual high school programs here in the US would not be exempt through this mechanism (but through credit-by-exam such as IB or AP), and students who attended American, British, or US military or government high schools in other countries would not be exempt.

3. Provide an alternative mechanism to fulfill the CAS requirement for languages not taught at UM and for which AP, IB, or SAT II tests are not available:

For languages that we do not offer for credit at UM and for which the AP, IB, or SAT II tests are not available, students may fulfill the language requirement by achieving a score of Intermediate High on oral and written tests offered by ACTFL (American Council on the Teaching of Foreign Languages).

For languages that we teach only at the 100 and 200 levels (currently Arabic, Chinese, Hebrew, and Japanese), students that place out of 202 (fourth semester) according to MLL criteria may demonstrate their language skills and thus fulfill the language requirement by achieving a score of Intermediate High on the ACTFL oral and written tests.

Students will pay for the testing unless they demonstrate financial hardship. The College will fund the creation and maintenance of a language assessment center within MLL. Primarily this would consist of funding a part-time contract position within MLL for someone who will: a) schedule ACTFL proficiency exams through ACTFL's testing agency (Language Testing International or LTI) for students seeking to fulfill the language requirement in a language not taught at UM; b) coordinating and proctoring the ACTFL exams for languages not taught at UM via LTI; c) processing petitions for exemption from the language exam from international students who hold the equivalent of a high school diploma from an institution located in a non-English-speaking country and in which the language of instruction was a language other than English (number 2 above).

This language assessment specialist would work in conjunction with the director of the MLL language lab, the director of the DILS program, and the MLL faculty to enhance language instruction and language learning opportunities at UM. If demand for proficiency exams in a particular language is high, the College may pay for the training for selected lecturers and/or graduate student TAs to become ACTFL certified. The assessment duties for lecturers and TAs would be compensated by a reduced teaching load or on a fee per case basis.

All students who take an ACTFL test through the department's assessment specialist (whether or not they the language assessment specialist is carrying out the assessment or only proctoring it for a LTI tester) would pay an administrative fee. These funds, in excess of the fees paid to ACTFL/LTI, would be used toward the improvement of the language programs at the departmental and College level. This may include, but would not be limited to, partial funding of the salary of the assessment specialist.

Appendix: Data regarding other institutions' language requirements

FOREIGN LANGUAGE REQUIREMENT AT SOME MAJOR PRIVATES

UNIVERSITY	NUMBER OF COURSES	CREDIT HOURS or MEETINGS PER WEEK	REQUIRED FOR BOTH BA & BS STUDENTS IN THE COLLEGE OF

			ARTS & SCIENCES
STANFORD	3	5 units each=15 units	Yes
USC	3	4 crs each=12 crs	Yes
VANDERBILT	2	5 days	Yes
YALE	3	5 days	Yes
DUKE	3	101-5 days 102-5 days 203-3 days	Yes
EMORY	2	4 crs each=8 crs	Yes
GEORGETOWN	4	3 crs each=12 crs	Yes
HARVARD	2	4 days	Yes
PRINCETON	4	101-5 days 102 -3 days 105-3 days 107-5 days	Yes
TULANE	3	4 days	School of Liberal Arts is separate from School of Science & Engineering
U PENN	4	5 days	Yes