Minutes, College of Liberal Arts Faculty Meeting, Thursday, October 24, 2019

College of Liberal Arts Faculty, Rollins College

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Minutes of the Regular Meeting of the Faculty of the College of Liberal Arts
October 24, 2019
12:30-1:45

Presiding: Paul Reich, President of the Faculty
Recording minutes: Jennifer Queen, Vice President of the Faculty/Secretary

Members in attendance: Agee; Althuis; Aloush; Barlzac; Bernal; Barreneche; Bernal; Boles; Bommelje; Boniface; Brannock; S.-E. Brown; V. Brown; Caban; Cannaday; Charles; Chong; Cooperman; Coyle; Crozier; Cummings; Davidson; D. Davison; Diaz-Zambrana; Douguet; Ebin; Elva; Ewing; Forsythe; Framson; M. Fuse; Gilmore; Greenberg; Grau; Griffin; Gunter; Habgood; Heileman; Hewit; Hudson; Johnson; Jones; KC Raghabendra; Kiefer; Kincaid; Kistler; Kline; Kupetz; Kypraios; Lewin; Libby; Littler; Manak; Maskivker; Mathews; McClure; McLaren; Montgomery; Morrison; Mosby; Murdaugh; Musgrave; Myslik; Namingit; Newcomb; Nichter; Niles; Paniagua-Tejo; Park; Parsloe; Patrone; Pett; Pieczynski; Poole; Prieto-Calixto; Prosser; Queen; Reich; Riley; Robinson; Roe; Rubarth; Russell; Santiago Narvaez; Schoen; Singer; P. Stephenson; Stone; Sutherland; Tome; Vanable; Vidovic; Vincenot-Dash; Vitrav; Voicu; Walton; Warnecke; Wei; Wellman; Wilson; Wunderlich; Yankelevitz; Yellen; Yu; W. Zhang; Zimmerman

Invited guests: M. Acapadi; C. Briscoe; B. Robinson; M. Weiner; R. Zhang

I. Meeting called to order at 12:36pm

II. Approval of Minutes from September 19, 2019 CLA Meeting
   a. Paul Reich announced that there had been a correction submitted for the 9/19 minutes circulated with today's agenda. The first sentence in the answer to the question about more evening classes with the approval of a Studio Art minor in Holt should read: Art History will continue to support at least one course per year in the evening. Asked for additional corrections. There were none.
   b. Laurel Habgood moved to approve the corrected minutes
   c. Ben Hudson seconded.
   d. Clicker vote: 67 yes votes, 1 no vote, 8 abstentions. Motion passed.

III. Announcements
   a. Paul Reich announced that Dan Flick has been elected to serve one-year term as Expressive Arts Representative on Diversity Council.
   b. Paul Reich announced this will be the last CLA faculty meeting in Bush Auditorium. The final two meetings of this semester will be in Rice and next semester, meeting will be in the new “Galloway” room in Kathleen W. Rollins Hall.

IV. Committee Reports
   a. Executive Committee: Paul Reich reporting
i. Approved 2020-2021 academic calendar.
ii. Engaged in an ongoing spirited discussion on lecturer recommendations.
iii. Selected the following faculty to serve on the second iteration of the Tenure and Promotion Review Working Group: Marc Fetscherin, Kim Dennis, Bill Boles, Mattea Garcia, James Patrone, Jana Mathews, and Beni Balak.

b. Curriculum Committee: Martina Vidovic reporting
   i. Discussed and approved a name change by the department of Modern Languages and Literature to Global Languages and Cultures. EC is bringing it to you later today for vote.
   ii. Engaged in ongoing discussion of policy of obtaining a second bachelor's degree at Rollins. Differences in curriculums/policies between Holt and CLA are main issues.
   iii. Approved CMS 120 as divisional exception for rFLA 200 science course.
   iv. Reviewed and approved minor changes to the Applied Behavior Analysis and Clinical Science graduate program coursework.
   v. Reviewed and approved new Data Analytics minor. EC will discuss and if approved bring to CLA faculty for a vote.
   vi. Ongoing work by subcommittees on approving new courses, considering academic appeals, and working with the Registrar’s office on updating the Faculty Handbook.

c. Faculty Affairs Committee: Don Davison reporting
   i. Discussed and approved new bylaw change regarding the appeals process. Will bring to EC next week. If approved will have to be approved at an all College Faculty Meeting.
   ii. Continued discussion of teaching evaluations and the CIE.
   iii. Continued looking at faculty/staff salaries.

V. Business
   a. Student Affairs Update: Mamta Acapadi and Connie Briscoe reporting (see attached PPT)
      i. Connie Briscoe reported on changes to the clinical model for mental health services at the Wellness Center and fielded questions.
         1. Q: Are those days or weeks on Slide 7 “Increased Wait for Initial Appointment”? A: Those are days.
         2. Q: Is the intake model different for students for whom it may be their 1st time in therapy? Is that 30-minute session a high barrier for potential 1st timers (more likely to be underrepresented groups or 1st generation college students) to get into therapy? A: Part of what happens during that 1st session includes asking about experience with Mental Health services. 75% of our students have been in therapy before.
         3. Q: What are some of the factors leading to this increase need? And do we anticipate continued growth? A: There has been lots of work on destigmatization of mental health issues. This trend is not necessarily a crisis of mental health but instead a success of
destigmatization. However, students are also coming in with decreased coping and resilience skills and with an increase in stress. So, yes, we will probably see continued growth.

4. Q: Were these changes made due to space and/or financial considerations? A: We are always constrained by both. But many campuses have increased staff, with no alleviation of issues. Even if we increased our numbers, we would have capacity issues.

5. Q: Have you all had any budget increases? A: Our operational budget has shifted to give us more resources, plus we have been successful at attaining donations and grants. Additionally, we have shifted to allow trainees in Counseling Master’s program to see CLA students with low level issues (whereas this used to be just Holt and Crummer).

ii. Mamta Acapadi then discussed the broader scope of care as a response to CLA retreat discussion and fielded questions.

1. Q: What kinds of professional training do staff in the “Care” area have? A: Within our professional organization there is training. Also have team that includes Dean’s office personnel like the Associate Dean of Advising as a convener of resources.

2. Q: How is the triples in dorm rooms “situation” going? A: Won’t go down in Spring because all fall study abroad students come back. Triples have been character building. Elizabeth triples are OK (i.e. not that different from normal). But triples in Ward are more problematic. We are seeing some escalating of problem student behaviors related to population density. And one solution available to us in the past (moving students to another room to diffuse situation) is not available.

3. Q: Are triples going to increase in spring? A: No, but they will probably not decrease dramatically.

b. CLA Bylaws Change Regarding Provost’s Decision in Tenure and Promotion (see attached recommendation also distributed with meeting agenda)

   i. Dexter Boniface moved to change approve the bylaw change Article VIII, Section E to reflect the recommendation.

   ii. James Patrone seconded.

   iii. Paul Reich introduced bylaw change and fielded questions.

      1. Q: Point of clarification. This was brought by the appeals committee to FAC.

      2. Q: If the provost disagrees, letter goes only to the FEC and candidate? Why not dean and CEC? A: Don’t know. Should we add that as an amendment?

      3. Bill Boles moved to reword the motion to read as follows:

      Article VIII, Section E, Subsection 4

      g. Evaluation by Provost
Assessing the recommendations from the CEC, FEC, and the Dean of the Faculty, the Provost reviews the candidate’s file and provides a written rationale and recommendation to the President. For tenure decisions, this letter is submitted to the President by January 15. If the Provost’s recommendation is counter to that of the CEC, FEC, or Dean, the Provost submits reasons for the Provost’s decision in writing to the CEC, FEC, Dean, and the candidate.

When a conflict occurs between the FEC and the CEC, or between FEC and the Dean of the Faculty, or when the FEC receives permission from the Provost to extend the date for submission of its report, the President may extend the date for the Provost’s recommendation for a period not exceeding thirty calendar days from receipt of the FEC report and recommendation. The candidate will be notified by the President of such extension(s) and given a revised date for the Provost’s recommendation to the President.

**Article VIII, Section E, Subsection 5**

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4. Debra Wellman seconded.
5. Clicker vote on amendment wording: 71 Yes votes; 5 No votes; 10 Abstention. Motion passed to discuss wording of amendment.
6. Q: When FAC decided to not include Dean and CEC it was because there might be HR concerns that need discretion.
7. Q: Does transparency outweigh discretion?
8. Q: I can think of scenarios that would not be appropriate for everyone to know.
10. Q: CEC, FEC, Dean have all invested time in approving this candidate. They should get to know why a decision was overturned if only as a learning opportunity.
11. Clicker vote on accepting amendment: 59 Yes votes; 17 No votes; 9 Abstention. Amendment passed.
12. Clicker vote on amended bylaw change to Article VIII, Section E, Subsection 4, g. Evaluation by Provost: 68 Yes votes; 13 No votes; 5 Abstention. Bylaw change passed.
13. Clicker vote on amended bylaw change to Article VIII, Section E, Subsection 5, g. Evaluation by Provost: 64 Yes votes; 11 No votes; 7 Abstention. Bylaw change passed.
c. Modern Languages and Literature Name Change (see attached proposal and rationale also distributed with meeting agenda)
   i. Kevin Griffin moved to approve the department name change from Modern Languages and Literatures to Global Languages and Cultures.
   ii. Susan Montgomery seconded.
   iii. Patricia Tome and Gabriel Barreneche introduced proposal and fielded questions.
      1. Q: Is this going to be alphabetically correct? A: YES! We are this semester already thanks to the Registrar.
      2. Q: Why did you change “Modern” to “Global” & where did the “Literature” go? A: “Global” is more aligned with our mission and the field. “Literature” is in “Culture” and literature is limiting and potentially off putting.
   iv. Clicker vote: 70 Yes votes; 13 No votes; 2 Abstentions. Motion passed.
d. All Faculty Ad Hoc Committees (e.g. Student Life, Diversity Council, Global Initiatives)
   i. Paul Reich introduced the issue and commented that this will be tabled for a later date when we have more time. Executive Council reviewed all college bylaws earlier in the semester and discussed the status of all college committees. These committees do not exist in any bylaws and therefore could potentially be dissolved at whim. The outcome of the Council’s discussion was that it is more appropriate for those committees to come back under CLA bylaws and have the Crummer Representative be ex officio. Ended by asking faculty to begin thinking about this issue.

VI. Motion to adjourn by Kevin Griffin. Jennifer Queen seconded. Meeting adjourned at 1:41pm.
Student Affairs Update:

Thematic Focus on Student Well-Being
# Data Snapshot: Student Care

<table>
<thead>
<tr>
<th>Intervention Team Cases</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>3-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETA Team</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>-6%</td>
</tr>
<tr>
<td>CARE Team</td>
<td>156</td>
<td>100</td>
<td>34</td>
<td>-78%</td>
</tr>
<tr>
<td>Student &amp; Family Care</td>
<td>1025</td>
<td>1131</td>
<td>1185</td>
<td>16%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Risk Levels</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild (SFC)</td>
<td>50%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>Moderate (SFC)</td>
<td>26%</td>
<td>40%</td>
<td>54%</td>
</tr>
<tr>
<td>Elevated (SFC)</td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Severe (CARE Team)</td>
<td>13%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Extreme (BETA Team)</td>
<td>1%</td>
<td>.5%</td>
<td>.3%</td>
</tr>
</tbody>
</table>
### Data Snapshot: Wellness Center

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Health Service Appointments</td>
<td>n/a</td>
<td>n/a</td>
<td>1167</td>
<td>n/a</td>
</tr>
<tr>
<td>Individual Appointments Health Services</td>
<td>3143</td>
<td>3858</td>
<td>3853</td>
<td>↑23%</td>
</tr>
<tr>
<td>Unique New Clients (CAPS)</td>
<td>345</td>
<td>373</td>
<td>294</td>
<td>↓15%</td>
</tr>
<tr>
<td>Unique Returning Clients (CAPS)</td>
<td>197</td>
<td>208</td>
<td>247</td>
<td>↑19%</td>
</tr>
<tr>
<td>Total Unique Clients (CAPS)</td>
<td>542</td>
<td>581</td>
<td>541</td>
<td>0%</td>
</tr>
<tr>
<td>Individual Appointments (CAPS)</td>
<td>2923</td>
<td>3554</td>
<td>3709</td>
<td>↑27%</td>
</tr>
<tr>
<td>Group/Couples Appointments (CAPS)</td>
<td>222</td>
<td>273</td>
<td>351</td>
<td>↑58%</td>
</tr>
<tr>
<td>Total Appointments (CAPS)</td>
<td>3145</td>
<td>3827</td>
<td>4060</td>
<td>↑29%</td>
</tr>
<tr>
<td>Psychiatric Appointments</td>
<td>198</td>
<td>292</td>
<td>271</td>
<td>↑37%</td>
</tr>
</tbody>
</table>
Counseling and Psychological Services

Changes in our Clinical Model
What we are trying to address
Some Statistics

CAPS Visits

- Increased by 22% from last year
- In just the past two years, the number of students who stated they have seriously thought of killing themselves rose by 5%
- The number of students presenting with serious suicidality tripled over the past semester
- Psychiatric appointments - # of students - 68% increase; # of appointment 47% increase from last year
Increased Wait for Initial Appointment

Intake Wait Time

<table>
<thead>
<tr>
<th>Year</th>
<th>IWT (without weekends)</th>
<th>IWT (with weekends)</th>
<th>Linear (IWT (without weekends))</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>3.41</td>
<td>4.63</td>
<td></td>
</tr>
<tr>
<td>17-18</td>
<td>3.56</td>
<td>4.91</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>6.04</td>
<td>8.34</td>
<td></td>
</tr>
</tbody>
</table>
Walk-in Availability Compromised

Goal of Walk-In Appointments – students experiencing an acute crisis can be seen almost immediately.

Walk-ins needed to be used to get students seen more quickly.

Walk-ins were being used for follow-up crisis management.
Previous Model

- All students start with an initial appointment with a counselor.
- Students began engaging in individual counseling at this initial appointment.
- All students were assumed to want and need individual counseling.
- Some students (14%) were referred to groups or workshops in addition to individual counseling.
- Some students were referred to alternative, less intense treatment options as adjunct to counseling.
- Most students engaged in weekly, long-term individual counseling. (Three Year Change – 15% decrease in new clients; 19% increase in returning clients).
Accessibility vs. Intensity – Weighing Two Values

**Prioritizing Quick Access for All Students**
- Clinical resources used to help a greater number of students solve short-term challenges
- High-need students are referred off campus for long-term care
- Intake, triage, and walk-in hours reduce wait times for all students

**Prioritizing Ongoing Treatment for High-Need Students**
- Clinical resources devoted to a small group of high-need students
- Little to no reliance on community resources to provide care
- Reduced access or longer wait times for non-critical cases
Our Response – Stepped Care Model
Stepped Care

Stepped Care is defined as an evidence based, staged system comprising a hierarchy of interventions, from the least to the most intensive, matched to the individual’s needs.

The goal of a stepped care approach is to ensure the right level of treatment is available to meet individual needs, at the point in time they require the treatment.
Student’s Experience

Initial Appointment – 30 minute Clinical Consultation - Collaborative assessment and recommendation

Wellness Plan – all students are given an individualize Wellness Plan which might include ongoing services at the Center.

If student chooses to participate in ongoing services, an appointment for an intake or consultation is scheduled for the student.
CAPS Stepped Care Model
A flexible, multi-faceted approach to addressing Rollins students mental health needs.
WELLNESS PLAN

Personal Actions: (what personal steps student has decided to take following clinical consultation)


Stepped Care Services:

Self-Help/Self-Management: ________________________________

Workshop(s): ________________________________

Wellness Wednesday Activity: ________________________________

Weekly Group Counseling: ________________________________

Anytime Phone Therapy: 833-848.1761 ________________________________

Campus Resource(s): ________________________________

Community Resource(s) ________________________________

Nurse Practitioner: ________________________________

Psychiatric Care: ________________________________

Biweekly Individual Therapy: ________________________________

Specialized Treatment Options: ________________________________

Same Day Referral: ________________________________

Remember that therapy is always available 24 hours/day 7 days a week through our Anytime Phone Therapy option – 833-848.1761.
Changes to Individual Therapy

Not all students will engage in individual therapy.

Most individual therapy will be on an every other week basis.

Students will not be given recurring appointments unless it is clinically needed.

Appointments will be 45 minutes in length.
Wellness Plan Referrals

- Self-Help/Self-Management: 63%
- Workshops(s): 49%
- Wellness Wednesday Activity: 21%
- Weekly Group Counseling: 0%
- Phone Therapy (WellConnect): 2%
- Campus Resources: 2%
- Nurse Practitioner/Psychiatry: 2%
- Bi-weekly Individual Therapy: 2%
- Community Resources: 2%
- Specialized Treatment: 2%
- Same Day Referaral: 2%

Legend:
- Self-Help/Self-Management
- Workshops(s)
- Wellness Wednesday Activity
- Weekly Group Counseling
- Phone Therapy (WellConnect)
- Campus Resources
- Nurse Practitioner/Psychiatry
- Bi-weekly Individual Therapy
- Community Resources
- Specialized Treatment
- Same Day Referaral
Questions?
Article VIII, Section E, Subsection 4

g. Evaluation by Provost

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Article VIII, Section E, Subsection 5

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Modern Languages and Literatures Department
Name change rationale:

To be appropriately aligned with the mission of the college and the interdisciplinary approach fostered at a liberal arts institution such as Rollins, the Modern Languages and Literatures Department considers renaming itself Global Languages and Cultures. This name change is part of an effort to better adapt our department to national trends in pedagogy and curricular offerings in foreign languages.

- ALIGNMENT OF OUR MISSION WITH THE COLLEGE’S MISSION: As part of a departmental grand vision proposed this past Fall 2018 semester (available here: https://docs.google.com/document/d/1hM2wH7il0YPzbgwHdqmFKmb_xIYkon52LGeIKZNvxBQ/edit?usp=sharing), we believe that Global languages and cultures better reflects Rollins’ institutional focus to produce graduates who are culturally, linguistically and socially sensitive and aware of diverse communities locally and globally. By its very nature, our department, whose mission includes engaging “in oral and written communication through the study of literary and cultural texts that tackle political, cultural, philosophical, and economic global issues both locally and globally,” aligns seamlessly with the Rollins’ goal of graduating global citizens and responsible leaders.

- NATIONAL TRANSFORMATION OF FOREIGN LANGUAGE DEPARTMENTS: The 2008 MLA Ad Hoc Committee on Foreign Languages asserts that “if the foreign language departments are to be meaningful players in higher education—or indeed survive at all as autonomous units—they must radically transform themselves, particularly in the areas of curricular integrity and governance”[1] (288). The updated curricular integrity acts on the premise that “language majors should be educated users of a language in addition to English who have deep translingual and transcultural competence in that language and English.”[2] This competence places value on the multicultural ability to operate between languages while learning to reflect on the world and themselves through another language and culture (289).

- RECOMMENDATIONS FROM EXTERNAL REVIEWERS (EMPHASIS ON INTRA and INTERCULTURAL COMPETENCE): The MLA Ad Hoc Committee on Foreign Languages, alongside the MLL external reviewers (2016) emphasize that in order to achieve curricular coherence, we need to apply a model in which language and culture are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses and cultural understanding through research and teaching [3] In fact, Michael E. Geisler (one of the external reviewers), highlights in that report that “foreign language departments are best equipped to meet the national need for both linguistic and cultural area studies expertise” (231).[4] In addition, it is the MLA committee’s hope that more students will
continue language study if courses incorporate cultural inquiry at all levels and if advanced courses address more subject areas.

- CENTRAL ROLE OF CULTURAL NARRATIVES IN FOREIGN LANGUAGE INSTRUCTION. One of the best models for an integrative approach positions the learning of cultural narratives as central to foreign language teaching in a significant manner.[5] The connection of politics to language is essential to gaining a full understanding of written, oral, and visual cultural artifacts of a culture. The 2007 MLA Report states: “One possible model defines transcultural understanding (the goal of foreign language study) as the ability to comprehend and analyze the cultural narratives that appear in every kind of expressive form—from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music.”[6] Foreign language learners can study the cultural narrative of a people and therefore, be able to interpret and understand the texts and images they encounter from that particular culture. Consequently, language and meaning should be considered as pivotal in the development of language curriculum and materials. [7]

- ALIGNMENT WITH CURRICULAR AND PEDAGOGICAL NATIONAL TRENDS. Taking into account the current national trends in curricular and pedagogical approaches rooted in culture, rebranding our department as Global Languages and Cultures seems like a logical step towards the advancement of languages at Rollins. Just as the department switched from Romance Languages to Modern Languages and Literatures over a decade ago, our current name should adapt to changing demographics, the needs of students, and the pedagogical/curricular national trends.

- NEW NAME REFLECTS OUR CURRENT CURRICULAR OFFERINGS. Our department currently offers courses that already reflect the Global Languages and Cultures identity. In Spanish, French, and German, for example, a variety of topics are taught at the 300-level, ranging from cinema, pop culture, theater, literature, visual art and music, business, cultural studies, graphic novels, comics, intercultural communication and competence, etc… FYI: Anthropologists approach culture from the social sciences perspective, and our department does it from the humanities perspective. Not only the approach and goals are different between our disciplines, but also the job opportunities, etc. Anthropology is a huge field, and there are so many subfields or branches that we never touch, such as archeology, physical anthropology, medical anthropology, urban anthropology, just name a few. Languages emphasizes a different approach to culture by teaching language through culture vs systematic study of humans, their behavior and societies.

- NATIONAL REBRANDING OF LANGUAGE DEPARTMENTS. A good number of our peer aspirant institutions have started to change their names to
showcase the central role of cultural narratives in foreign language instruction by adding cultures to their departments and using either world or global to describe the interconnectivity of language across the curriculum. Here is a list of some national institutions that have changed their language department name to reflect the interdisciplinary aspects of foreign language teaching: (US Naval Academy, Univ. Utah, Purdue Univ, Univ. Massachusetts, Iowa State Univ., Univ. Florida, Univ. Connecticut, Old Dominion Univ., Stetson Univ., Susquehanna Univ, Muhlenberg College, Elon Univ., McGill Univ., American Univ., Stonehill College, Bucknell Univ.).

[7] According to this model, to read a cultural narrative a student should: 1) achieve sufficient proficiency in the language to converse with educated native speakers that allows both linguistic exchanges and metalinguistic exchanges; 2) have a solid command as well as an analytic knowledge of specific metaphors and key terms that inform culture; and, 3) understand how a particular background reality is reestablished on a daily basis through cultural subsystems (i.e. mass media, literary works, stereotypes, traditions, etc.), MLA Report (2007)