

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

March 4, 1985

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: February 4, 1985
- III. REMARKS BY PRESIDENT TRABANT and/or PROVOST CAMPBELL
- IV. ANNOUNCEMENTS
 1. Harold D. Jopp, Dean, University Parallel Program:
"University Parallel--
Misconceptions and Directions"
 2. Senate President Kuhlman
- ANNOUNCEMENT FOR CHALLENGE
 1. Revision of the B.A. in Anthropology
and the concentration in Anthropology Education
- V. OLD BUSINESS
 - A. Resolution to amend the existing regulations governing the
awarding of Associate degrees.
- VI. NEW BUSINESS
 - A. Recommendation for approval of the establishment of a Department
of Linguistics.
 - B. Report on Academic Honesty and recommendations regarding related
University policies.
 - C. Introduction of new business.





University of Delaware

UNIVERSITY FACULTY SENATE
301 HULLIHEN HALL
NEWARK, DELAWARE 19716

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February 25, 1985

TO: All Faculty Members

FROM: Mark W. Huddleston, Vice President *Mark Huddleston*
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, March 4, 1985

In accordance with section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, March 4, 1985 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
 - II. Approval of the Minutes of the Senate meeting of February 4, 1985
 - III. Remarks by President Trabant and/or Provost Campbell.
 - IV. Announcements
 1. Dean Jopp, University Parallel Program:
"University Parallel—
Misconceptions and Directions"
 2. Senate President Kuhlman
- Announcement for Challenge
1. Revision of the Bachelor of Arts in Anthropology and the concentration in Anthropology Education (Attachment 1)

V. Old Business

- A. A recommendation from the Committee on Undergraduate Studies (R. Brown, chair) to amend the existing regulations governing the awarding of Associate in Arts (A.A.) and Associate in Science (A.S.) degrees. (Attachment 2) [Note: this issue was recommitted at the February 4, 1985 Senate meeting.]

WHEREAS: the Council of Deans has approved "administrative changes" governing Associate Degrees, and

WHEREAS: regulations of the sort proposed should have Faculty Senate approval and should be applied uniformly in all colleges in which Associate Degrees are awarded; be it therefore

RESOLVED: that existing regulations governing the awarding of Associate Degrees be amended or supplemented by the following, namely that:

1. The degree awarded will be identified simply as Associate in Arts or Associate in Science, without specification of a major field of study.
2. Each college awarding the baccalaureate degree(s) shall decide whether it will grant the associate degree(s) and, if it does, shall determine (subject to established University procedures for approval of curricula) the specific courses and number of credits (60 or more) required for the degree(s).
3. A candidate must apply for the associate degree during the academic term in which all requirements for the degree are to be completed and (except for students in the Parallel Program) must, at the time of application, be enrolled in the college that is to award the degree. Later application requires the approval of the student's dean.
4. Students in the Parallel Program must satisfy the particular requirements of one of the colleges in order to receive an associate degree.
5. More than half of the credits for the degree must be earned at the University of Delaware.
6. The recipient must be in good academic standing (have a minimum grade point average of 2.0).

VI. New Business

- A. Resolution from the Coordinating Committee on Education (U.C. Toensmeyer, chair), with the concurrence of the committees on Undergraduate and on Graduate Studies, for approval of a Department of Linguistics. (Attachment 2)

RESOLVED, that the Faculty Senate approves and recommends to the Board of Trustees the establishment, as described in Attachment 2 of this Agenda, of a Department of Linguistics in the College of Arts and Science, effective September 1, 1985.

- B. Report on Academic Honesty and recommendations regarding related University policies, from the Committee on Student Life (C. Marler, chair).

WHEREAS academic honesty is essential to achieving the goals of a University; and

WHEREAS violations of academic honesty do especial harm to all members of the University community and dishonor the University and its academic degrees; and

WHEREAS recent and reputable surveys at the University of Delaware suggest a level of dishonesty utterly intolerable to administrators, faculty, staff, and students alike:

BE IT RESOLVED that the Faculty Senate express its support for current administrative efforts to develop, initiate, and evaluate a comprehensive, University-wide educational program designed to enhance academic honesty and reduce academic dishonesty. Recommended by President Trabant's Ad Hoc Committee on Academic Honesty, it is expected that this program will: closely adhere to approved University policy; provide orientation sessions, materials, and helpful recommendations to groups such as faculty and students; and seek Senate support and/or approval, as appropriate, in generating new initiatives such as continuing and widening survey efforts, urging the establishment of a University proctoring service, etc.

FURTHER, BE IT RESOLVED that the last three lines on p. 1, col.1, of the 1984-85 Student Guide to Policies be revised to read as follows: "Students found guilty of academic dishonesty will incur sanctions provided for within the University Undergraduate or Graduate Student Judicial System."

FURTHER, BE IT RESOLVED that the sentences on p.3, col. 2, lines 8-12, of the 1984-85 Student Guide to Policies be revised to read as follows: "Students found guilty of academic dishonesty will incur sanctions provided for within the University Undergraduate or Graduate Judicial System."

FURTHER, BE IT RESOLVED that the first sentence under point 6, p. 7, col. 2, of the 1984-85 Student Guide to Policies be revised to read as follows: "Guilt must be established on the basis of clear and convincing evidence."

FURTHER, BE IT RESOLVED, that Sanction "J" on p. 9, col. 1, of the 1984-85 Student Guide to Policies be revised to read as follows:

J. Academic Dishonesty Sanctions:

1. A guilty finding for academic dishonesty will result in the student's receiving an "F" in the course in which the offense occurred.

2. Students found guilty of an academic honesty violation will have the following notation placed on their University transcripts: "This student has a judicial record with the Dean of Student's office."
3. Students found guilty of an academic honesty violation will be required to complete a non-credit seminar dealing with the University's expectations for academic conduct and the moral and social ramifications of violations. A copy of the student's final seminar paper will be sent to the professor who brought the charge. Appropriate costs for the seminar will be borne by the student.
4. A "court cost" fee will be charged to students found guilty of an academic honesty violation.
5. Given the completion of the seminar and the payment of the "court cost" fee--and in the absence of any repetition of similar misconduct--the transcript notation will be removed upon the student's written petition to the Dean of Students.
6. These actions will not preclude additional sanctions.

FURTHER, BE IT RESOLVED that the following sentence be added to the end of the third paragraph, p. 14, col. 1, of the 1984-85 Student Guide to Policies: "It is also the case that independent action violates the student's legal right to due process and leaves the instructor open to the potential consequences of violating the student's civil rights and University policy."

- C. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

/b

Attachments: Committee Activity List

1. Revision of the B.A. in Anthropology and B.A. in Anthropology Education
2. Department of Linguistics

COMMITTEE ACTIVITIES REPORT

FEBRUARY 1985

ADJUNCT ACADEMIC AFFAIRS, COMMITTEE ON (Steven Sidebotham)

Discussing Field Experience Contract.

EDUCATION, COORDINATING COMMITTEE ON (U. Carl Toensmeyer)

Reviewing undergraduate Honors Program.

EDUCATIONAL INNOVATION AND PLANNING, COMMITTEE ON (Charles Gilbert)

Reviewing interdisciplinary course (IDC) proposal.

PERFORMING ARTS SUBCOMMITTEE (Thomas Watson)

Considering funding request.

RESEARCH, COMMITTEE ON (Joanne Ryan)

Reviewing proposed policy on Intellectual Property.

STUDENT AND FACULTY HONORS, COMMITTEE ON (James R. Soles)

1. Formulating laude recommendation for the Senate.
2. Formulating guidelines and rules for the Degree with Distinction.
3. Distributing Excellence in Teaching nomination forms/information.

STUDENT LIFE, COMMITTEE ON (Charles D. Marler)

Discussing academic honesty/dishonesty.

UNDERGRADUATE STUDIES, COMMITTEE ON (Robert F. Brown)

1. Reviewing plus and minus grading for undergraduates.
2. Reviewing multicultural course requirement.
3. Reviewing exams scheduled outside regular class hours.
4. Reviewing policy on readmission of undergraduates without carrying forward previous credits and grades.
5. Reviewing curricula changes in Statistics and in CIS.
6. Reviewing communication condition rules.
7. Reviewing Associate Degree requirements, College of Arts and Science.
8. Reviewing policies for double majors.

RFB/wc

B.A. in Anthropology and B.A. in Anthropology Education

Revision in major requirements for ANT courses

<u>Old Requirements</u>		<u>New Requirements</u>	
Social and Cultural ANT courses	9 cr	(same)	12 cr
Biological ANT course(s)	3	(same)	6
Archaeological ANT course(s)	3	(same)	6
Other ANT course(s)	15	(same)	3
(none)		Tutorial in Social and Cultural ANT (466-70)	3
(none)		Tutorial in Archaeological ANT (466-71) or Biological ANT (466-72)	3
	<hr/>		<hr/>
Total ANT credits	30	Total ANT credits	33

Required distribution of ANT courses:

200 level	9 cr	200 level	6 cr
300 level or)		300 level	12
400 level)	15	400 level (the above tutorials)	6
Any level	6	Any level	9

"A maximum of six credits in courses especially designed for Winter and Summer sessions may be taken."

(Statement deleted)

(none)

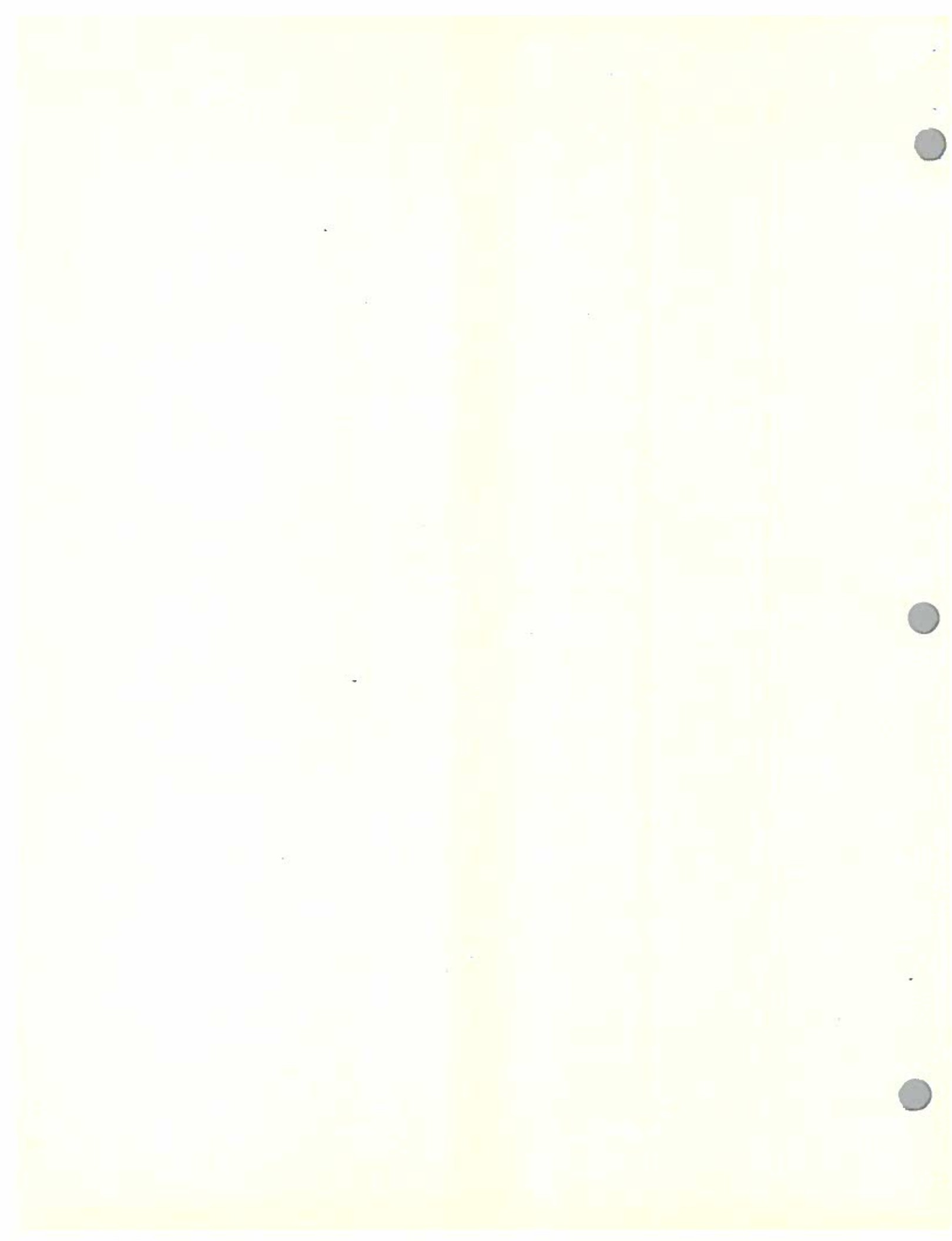
One or more of the following recommended for students planning graduate study: Readings in:

Cultural ANT (466-73)	2 cr
Social ANT (466-74)	2
Archaeological ANT (466-75)	2
Biological ANT (466-76)	2

PROPOSAL FOR A
DEPARTMENT OF LINGUISTICS
IN THE
COLLEGE OF ARTS AND SCIENCE

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Recommendation for a Department of Linguistics
From the College of Arts and Science
Faculty Senate

- WHEREAS, the administrative unit of the department is the most congenial form of organization for the established disciplines in our College, providing as it does the appropriate degree of cooperation and dialogue among colleagues with shared professional interest, and
- WHEREAS, departments of linguistics have long since been established in many institutions in this country and abroad; and
- WHEREAS, there are fifteen faculty who are currently associated with the doctoral program in linguistics, many of whom also teach undergraduate courses; and
- WHEREAS, these faculty are now drawn primarily from the Departments of English and Languages and Literature, with some joint appointments from Communication, Psychology, and Educational Studies; and
- WHEREAS, the continued development of the doctoral program in linguistics would be strengthened by its administrative reorganization as a department, as recommended by external and internal review panels; and
- WHEREAS, departmental status for the program would also facilitate the development of an undergraduate curriculum in linguistics; and
- WHEREAS, almost all of the linguistics faculty have expressed the wish to be organized into a department in order to enhance their opportunities for professional interaction;
- BE IT THEREFORE RESOLVED, that this College Senate endorse the recommendation of Dean Helen Gouldner to the University Senate, the Provost, the President, and the Board of Trustees that a Department of Linguistics be created in our College, with membership in the Department to be open to those faculty currently teaching in the linguistics program upon the approval of their respective chairs and the Dean and with programmatic responsibility for the doctor-

al program in linguistics, translation certificates with an emphasis upon applications, the B.A. majors in French, German, and Spanish education and with shared responsibility with the Department of Languages and Literature for introductory foreign language courses (100 and 200 levels), business language courses, the B.A. in languages, and the M.A. in Languages and Literature in a manner to be determined by the College faculty* and the Dean.**

*In December 1984, the College of Arts and Science Faculty Senate Steering Committee appointed an ad hoc Advisory Committee on the Development of a Department of Linguistics. This committee is exploring any problems related to the allocation of programs to the Department of Linguistics as well as the responsibility for teaching languages at the lower levels. The committee will report its recommendations to the Educational Affairs Committee of the College Senate.

**The recommendation was approved by a vote of 24 for and 1 against by the College of Arts and Science Faculty Senate after the unanimous recommendation of the Educational Affairs Committee of the College of Arts and Science Faculty Senate.

Background

It is the judgment of the College of Arts and Science that the time has come to create a new Department of Linguistics to stand alongside the older and more recent departments in this College. The basis for this judgment is our respect for the excellence of the research reputation of the linguistics faculty, the impressive successes which they have enjoyed in the teaching of lower-level languages and of doctoral linguistics, and the programmatic and pedagogical coherence of their research and teaching interests. Moreover, linguistics in our College has made and is still making great progress in all areas of teaching and research. There are high hopes for the future, and the auguries are excellent. Stated simply the time has come to grant departmental status. It is professionally appropriate to do so.

We have, as you know, reached the point where the doctoral program in linguistics has begun to command national respect and attention. The arguments in favor of permanent status for the doctoral program were sufficiently persuasive for Faculty Senate Committees to recommend and for the University Faculty Senate to endorse, on February 4, 1985, permanent status for the doctoral program. Important as the doctoral program is, however, its permanent existence is not in itself the sole or even the most important reason for proposing a new Department.

The most important reason is that departmental status is needed in order to consolidate the linguistics program as a whole and to coordinate

the research and teaching missions of the linguistics faculty. What is true for the other recognized disciplines is also true for linguistics: we need an organizational foundation and structure to support a wide range of activities which, logically, should be grouped together.

The core linguistics faculty are currently drawn from the Departments of Languages and Literature and English, with joint appointments being held by faculty in Communication, Psychology, and Educational Studies. The scheduling of upper level and graduate linguistics courses is therefore a matter of negotiation between the primary and secondary departments which have faculty in the discipline. The provision of financial aid for graduate students is likewise a matter of negotiation and coordination. In other words, the linguistics program has no separate budget or secretarial staff but has been allowed to develop and flourish through the generosity and far-sighted professionalism of the Departments of English and Languages and Literature. However, we feel that linguistics has come as far as it can under the benevolent guidance of friendly neighbors. The phase of organizational maturity, which came at last for all of our other departments, has now been attained by what we will hope will become the Department of Linguistics.

In addition to the responsibility for the doctoral program in linguistics, the faculty to be assigned to the proposed department will continue to assume responsibility for the training and certifying of interpreters and translators and the B.A. majors in French, German and Spanish Education. The new department will also continue to share responsibility with the Department of Languages and Literature for introductory foreign

language courses (100 and 200 levels), business language courses, the B.A. in languages, and the M.A. in Languages and Literature in a manner to be determined by the College faculty and the Dean. No new academic programs or courses are being introduced at this time.

The reasons for a separate unit are summarized as follows:

1. A separate department would sharpen the focus of professional, scholarly and creative activities for both faculty and students. The current lodging of linguistics in several departments has tended to fragment the interests of linguistics faculty and students. The new department would allow faculty with central interests in linguistics to have their primary appointments in the same department. Graduate students would also benefit from the peer interaction which their present dispersal inhibits.
2. A separate department, with its own budget, would end the "poor relation" status of the present program, which must rely on related departments for resources. The stability acquired in separate status would extend to faculty appointments, graduate stipends, and research support, all of which would permit a greater predictability in the administration and development of the program, and end the continual compromises by which resources must presently be obtained.
3. A separate department would provide an administrative structure more conducive to obtaining external funding than is now possible. Since linguistics is spread among several departments, it is difficult for

linguistics faculty to join efforts to write effective grant proposals or to have the visibility looked for by external funding agencies.

4. A separate department would enable linguists to develop procedures for evaluation, peer review and promotion and would be more in keeping with the special nature of their disciplines.

There is substantial support for a Department of Linguistics. Throughout the series of discussions, hearings, and reviews which preceded this proposal, there has been support among faculty associated with both linguistics and literature in the present Department of Languages and Literature, in other contributing departments, such as English, which participate in the Ph.D. linguistics program, as well as the outside and inside review panels and the College Senate.

(See Appendix A)

Resources

1. Number of full-time continuing core faculty in the proposed Department of Linguistics.

At the present writing there are seven faculty who would constitute the core of the proposed department. One of these is from English and six are from the Department of Languages and Literature. There are, in addition, eight faculty who would hold joint appointments. (See Appendix B)

2. Distribution by rank

The core faculty who will be assigned to the proposed department include two full professors, four associate professors, and one assistant professor. Any new faculty will be recruited at the beginning assistant professor level.

3. Number of open lines available

The present Department of Languages and Literature is comprised of seven full professors, one of whom is chairperson, eleven associate professors, and four assistant professors. In addition, two visiting assistant professors are funded on vacant lines, and in 85A a further 17 lecturers were funded from temporary resources made available by the College and the Provost's Office. In view of expected retirements, the Department of Languages and Literature will have seven lines unfilled by tenure-track faculty by 1985-86. This provides the College with considerable flexibility in building the proposed Department of Linguistics as well as strengthening the Department of Languages and Literature.

4. Distribution of open lines

The Dean will recommend that one of these seven tenure-track lines shall be used to recruit the new Chair of the Department of Languages and Literature through an open search.

In addition the Dean shall recommend allocation of three of these lines to the proposed Department of Linguistics in accordance with the recommendations of the outside review panel on the graduate program in linguistics.*

The remaining three lines will be divided between the Department of Languages and Literature and the proposed Department of Linguistics on the basis of the recommendations of the ad hoc College Advisory Committee on the Development of a Department of Linguistics and on the basis of the criteria we have always used in the replacement and reallocation of faculty. These criteria consist of a judgment on the quality of the program involved, a decision to reduce or expand the program, and enrollment pressures.

None of the seven lines will be allocated to any department besides the two units in question here.

5. Secretarial help

There are at present two and one-half secretaries in the Department of Languages and Literature. We will reallocate at least one

*The addition of faculty with experience in phonology, syntax and general theory, and socio-linguistics have been recommended.

secretary to the new proposed department. It may, however, be necessary to hire an additional one-half time secretary for them.

6. Support funds

The division of the support budget will be made on a rough formula related to the number of faculty, enrollments, course requirements, etc.*

7. Graduate student support

Seven graduate teaching assistants and two fellowships are currently awarded to the Department of Languages and Literature. An additional four GTAs have been assigned for 85/86 from temporary funds to meet enrollment needs. Four GTAs have been assigned to the linguistics program, and seven to literature graduate programs. In addition, the linguistics program received three GTAs allocated from the Department of English.

It is not possible at this time to make a firm decision about the allocation of fellowships and GTAs. We will base our decision on the recommendation of the ad hoc Advisory Committee, the final distribution of the faculty, the enrollment projections, and the relative strength of the graduate programs. It is clear, however, that support will be provided to both departments.

*A formula was developed when the area of statistics was moved from the then Department of Statistics and Computer Science to Mathematical Science.

Summary

It is proposed that a Department of Linguistics be formed in the College of Arts and Science. Throughout the series of discussions, hearings and reviews which preceded this proposal, there has been strong support for a new department among faculty associated with linguistics and literature in the present Department of Languages and Literature, in external and internal review panels, as well as in supporting departments and the College of Arts and Science Faculty Senate.

The proposed department involves no additional resources nor new academic programs or courses. With one exception, the core faculty of the proposed new department are presently in the Department of Languages and Literature. A substantial number of unfilled "tenure-track" lines in the Department of Languages and Literature provides the College with considerable flexibility in developing a new department as well as strengthening the current Department of Languages and Literature.

Appendix A: Previous Review Procedures

COPE Report, Department of Languages and Literature
June 28, 1983

Ph.D. Program in Linguistics, Final Report for Permanent Status
March 13, 1984

External Linguistics Program Review, June 4, 1984

Meeting between Dean Gouldner and Department of Languages and Literature to discuss reactions to the COPE Report's recommendation for a Department of Linguistics, March 1, 1984.

Open hearing for all Arts and Science faculty to discuss proposals for a Department of Linguistics, April 18, 1984.

Appointment and meetings of the Dean's Advisory Task Force to recommend details of the proposed reorganization. Representatives of the literature and linguistics faculty of the present department, and members of the Department of English were included. Meetings were held May 10, May 23, and May 29, 1984.

Review of the College of Arts and Science Faculty Senate Educational Affairs Committee of proposal for a Department of Linguistics, and unanimous approval on October 5, 1984.

Recommendation for a Department of Linguistics in the College of Arts and Science approved by a vote of 24 - 1 by the Arts and Science Faculty Senate on October 8, 1984.

Recommendation of the University Faculty Senate for permanent status of the Linguistics Ph.D. program, February 4, 1985.

Review by the Graduate Studies Committee, the Undergraduate Studies Committee and the Coordinating Committee of the University Faculty Senate (see attached).

Appendix B: Current Faculty
to be Associated with Proposed Department

Core Faculty

- Di Pietro, Robert J. (Ph.D., Cornell University, Linguistics, 1960). Chair Department of Languages and Literature, and Director, Linguistics Program. Dr. DiPietro has written 2 books, co-authored 6 books, edited 4 monographs, and published over 60 articles. He has consulted with many governments and agencies on foreign language teaching, and conducted foreign language teaching institutes. Dr. DiPietro was selected as the first Andrew S. Mellon Distinguished Lecturer in Languages and Linguistics. He is listed in Who's Who in American Education, International Scholars Directory, Men of Achievement, and Who's Who in America. He serves on the editorial boards of Discourse Processes and Papers in Linguistics, and he is on the board of directors of the Linguistic Association of Canada and the U. S.
- Frawley, William J. (Ph.D., Northwestern University, 1979, Linguistics). Associate Professor, Department of English and Assistant Director, Ph.D. Program in Linguistics. Dr. Frawley has published a book of translations, edited 2 books, co-edited 2 other books, authored 31 articles, and co-authored 5 other articles. His publications appear in Language, Applied Linguistics, Text, Dictionaries, Lingua, Studies in L2 Acquisition, Language and Style and the LACUS Forum. Dr. Frawley is an associate editor of Language.
- Lantolf, James P. (Ph.D., Pennsylvania State University, Linguistics, 1974). Associate Professor, Department of Languages and Literature. Dr. Lantolf has co-edited 2 books and written 20 articles. His work has appeared in the Modern Language Journal, Bilingual Review, Studies in L2 Acquisition, Intl. Jn. of Psycholinguistics, Applied Linguistics, Orbis and General Linguistics. Dr. Lantolf currently serves as Chair of the Executive Committee on Applied Linguistics for MLA.
- LaBarca, Angela. (Ph.D., Ohio State University, Foreign Language Education, 1979). Associate Professor, Department of Languages and Literature. Dr. LaBarca has authored several ESL and Spanish texts and published 9 articles and has delivered numerous papers at international forums.
- Schweda-Nicholson, Nancy L. (Ph.D., Georgetown University, French and Linguistics, 1979). Assistant Professor, Department of Languages and Literature and Director, Interpretation Program. She has written 3 articles, edited 1 book and currently serves on the Board of Directors of the Translators and Interpreters Education Society (TIES).

Steiner, Roger. (Ph.D., University of Pennsylvania, 1963, Romance Linguistics). Professor, Department of Languages and Literature. Dr. Steiner has published 4 dictionaries, 13 articles and co-authored another dictionary. His articles have been published in Medievalia, Yearbook of Pedagogical Seminar for Romance Philology, The Comparative Romance Linguistics Newsletter, Modern Philology and Revista de Literatura. He consults for lexicographers currently compiling Spanish/English and French/English dictionaries. Dr. Steiner is currently editor of the American Journal of Lexicography, and has been a leader in developing a discussion group on lexicography for MLA. He also serves as a reviewer for NEH proposals, and was Lilly Fellow at the University of Pennsylvania, 1979-1980 and 1980-1981.

Wedel, Alfred. (Ph.D., University of Pennsylvania, Germanic Philology, 1970). Associate Professor and Assistant Chair, Department of Languages and Literature. Dr. Wedel has co-edited one book and written 20 articles and reviews. His work has appeared in Linguistics, Journal of English and Germanic Philology, Nueva Revista de Filología Hispanica, Neuphilologische Mitteilungen, and several festchriften. He has also presented numerous papers at international conferences.

Secondary Faculty

Ackerman, Brian P. (Ph.D., SUNY at Stony Brook, Experimental Child Psychology, 1977). Associate Professor, Department of Psychology. Dr. Ackerman has written 18 articles and co-authored 11 others. His work has appeared in Developmental Psychology, Child Development, Journal of Genetic Psychology and Journal of Child Language. He served on the editorial board of Child Development and as a reviewer for JVLVB and the Journal of Experimental Child Psychology.

Amsler, Mark (Ph.D., Ohio State University, English, 1976). Associate Professor Department of English. Dr. Amsler has edited two volumes (The Languages of Creativity) and has published a considerable number of papers on linguistic subjects: these papers have appeared in Assays, Genre, Allegorica, and Pre-Text. He has just completed a book on medieval theories of grammar.

Arena, Louis A. (Ph.D., Georgetown University, Applied Linguistics, 1973). Associate Professor, Department of English; Director, University Writing Center. Dr. Arena has published 1 book and 8 articles. He has served as a consultant for various educational testing services; he is now chairman of the TOEFL at ETS.

Borden, George A. (Ph.D., Cornell University, Speech Behavior, 1964). Professor Department of Communication. Dr. Borden has written 2 books, co-authored 2 other books and published 15 articles. His work has appeared in Focus, the Journal of Communication and the International Journal of Intercultural Relations. He served as chair of the Department of Communication, and on the editorial board of the Journal of Communication. Dr. Borden is listed in Who's Who in America and Who's Who in the World.

Finnie, W. Bruce. (Ph.D., Ohio State University, 1965, English). Associate Professor, Department of English. Dr. Finnie has written 2 books on

language, has co-edited a 3rd, and was special editor of an issue of a journal. His articles and notes on language and literature have appeared in American Speech, The Chaucer Review, Names, and PMLA. He has won the University Excellence in Teaching Award, was program chairman for the American Dialect Society Conference on campus last summer, has served on the editorial board of Names: Journal of the American Names Society, has read MMS for The Chaucer Review, and served for several years as Coordinator of Linguistics Programs in English and Director of Graduate Studies in English.

Golinkoff, Roberta M. (Ph.D., Cornell University, Developmental Psychology, 1973). Associate Professor, Department of Educational Studies. Dr. Golinkoff has written 6 articles, co-authored 14 articles, edited 1 book and co-edited 2 other books. Her work has been published in Infant Behavior and Development, Journal of Child Language, Child Development and Merill-Palmer Quarterly. She has served on the editorial boards of Child Development and Journal of Educational Psychology and has been a reviewer for NICHD and other federal agencies.

Haslett, Betty J. (Ph.D., University of Minnesota, Speech Communication, 1971). Associate Professor, Department of Communication. Dr. Haslett has written 15 articles. Her work has been published in Journal of Experimental Psychology, Human Communication Research, Communication Education, and the Quarterly Journal of Speech. She currently serves on the editorial board of Human Communication Research.

Venezky, Richard L. (Ph.D., Stanford University, Linguistics, 1965). Unidel Professor of Educational Foundations. Dr. Venezky has written The Structure of English Orthography, edited Orthography, Reading and Dyslexia and published more than 50 articles, chapters and technical reports. He served on the editorial boards of Computers and the Humanities, Human Learning, Cognition and Instruction and Visible Language. He is listed in Who's Who in America, the Directory of American Scholars and International Who's Who in Education.