



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Lives in Translation: Lead Through Language*

Institution: Rutgers University, Newark

Project Directors: Stephanie Rodriguez and Jennifer Byrnes Austin

Grant Program: Humanities Initiatives at Hispanic-Serving Institutions

Lives in Translation: Expanding and Empowering Linguistic Ecology

Rutgers University - Newark

Stephanie Rodríguez, Jennifer Austin, Jason Cortés, and Chantal Fischzang

Introduction

The Lives in Translation (LiT) program, which is housed within the Department of Spanish and Portuguese Studies at Rutgers University-Newark is proposing a three-year humanities initiative to expand curricular offerings in translation, interpreting and multilingualism, to support innovation and teaching in these areas, and to increase public engagement. Our initiative will build on the success of the Minor in Translation and Interpreting by (1) embedding the humanities in a cross-disciplinary approach to strengthen the study of global languages and literature, and (2) offering community-based internship opportunities for service learning and professional development in the diverse range of language pairs mapped by our student body. Through this proposal, Lives in Translation's vision is to cultivate the linguistic richness of our Rutgers-Newark campus by making languages a cornerstone of educational opportunities and providing cultural sustainability as an integral part of our academic capacity.

Intellectual Rationale

Rutgers University-Newark is celebrated as the most diverse university campus in the United States, yet less commonly recognized is that the global provenance of our students also makes our campus linguistically rich. Lives in Translation aims to build upon this strength, and through this thirty-six month proposal, to establish Rutgers-Newark as a leader in teaching, research, and community engagement that is related to translation, a critical form of literacy for the increasing number of people who conduct international research and business or regularly

communicate across borders of many kinds. Translation—defined as a cross-cultural practice as much as a linguistic one—is the lingua franca of globalization. Not only is the capacity to translate between languages and cultures an essential ability for engaging with and understanding the modern world, it is also an ability that allows our multilingual students to connect with their families, their communities, and their linguistic heritage.

Rutgers University-Newark is a microcosm of the modern globalized city, allowing faculty to interact and collaborate with students from 150 countries in our teaching and research. In 2019-2020, Rutgers University conducted a language survey in which a total of 11,024 students, faculty and staff members participated across all three Rutgers campuses. Of the student respondents, 68% indicated that they were heritage speakers of a language other than English, that is, that they grew up speaking a language other than English at home. Fifty-five percent of staff workers and forty-seven percent of faculty members also indicated that they grew up in a home where languages other than English were spoken. Between them, the three groups spoke a total of 125 languages, including minority and endangered languages from all over the world. As we expand LiT through curricular development and community partnerships related to translation and interpreting services, we also plan to engage in multilingual documentation with our students, particularly of the endangered languages spoken in New Jersey.

As a Hispanic-Serving Institution, Rutgers University-Newark is committed to instructing a diverse citizenry, to fortifying local and global growth, to producing high-impact opportunities, and to engaging in our community as an anchor institution - not “in the City of Newark but of the City of Newark”, in the words of our Chancellor, Nancy Cantor. Fully realizing our role as an anchor institution requires an understanding of the multilingualism and multiculturalism present on our campus and in our community. Through this project, we aim to deepen this understanding

for ourselves as faculty and for our students, so that we not only teach them concepts and skills related to translation and linguistics which may prove useful in their professional lives, but also give them a tool kit to further their knowledge of their own linguistic and cultural identities. For our students, many of whom have grown up from a young age interpreting for parents with limited English proficiency, fluency in multiple languages is not “symbolic or ornamental” (Ortiz & Engelbrecht, 1986), it is an essential skill and a fundamental feature of their development.

Content and Activities

The support of this grant from the National Endowment for the Humanities would allow us to expand our current curricular offerings in translation and interpreting, as well as to include new training in translation and linguistics classes on language documentation. It would also allow us to offer annual workshops at Rutgers-Newark on translation and interpreting for faculty, students, and interested audiences in the region in addition to creating a new translation-related speaker series. Finally, it would also help fund ongoing work done in collaboration with Chantal Fischzang and her students in the Design Consortium on our new web-based platform, as well as funding an audiovisual exhibit that we will organize together with the Design Consortium (<https://www.expressnewark.org/partnerships/design-consortium/>).

Over the next three years, to expand the Minor in Translation and Interpreting Studies, Stephanie Rodríguez will create the following courses: (1) Translation for Media Studies – A critical framework of study serving as a starting point of audiovisual translation; (2) Translation and Interpreting for Intergovernmental Organization – A multimethod interdisciplinary approach studying the various analyses of institutional text corpora, legal instruments, language policy documents and interviews; (3) Translation Technologies – An experiential learning on Computer Assisted Translation (CAT) tools, Machine Translation, Translation Memory and Translation

Management Systems; and (4) Cultural Sustainability Through Translation – The exploration of a ‘sustainability’ approach through the study of language shift, language revitalization, and linguistic ecology.

Language ecology, the study of language diversity in situ with the aim of understanding social and linguistic facets of multilingualism as well as preserving and documenting endangered languages (Haugen, 2001; Steffensen & Fill, 2014) will also be a focus of Jennifer Austin's Introduction to Linguistics class as well as a new course she will create on multilingualism. In both of these classes, students will be asked to present a report to the class on an endangered language spoken in New Jersey, and in the multilingualism class, students will be trained to collect samples of data from a speaker of an endangered language or from multilingual speakers in their community. Students will also be encouraged to choose an endangered language to work on that is represented in the LiT volunteer database (see language list in the Appendix). These language files will be accessible via the Lives in Translation website. Students will also learn concepts to help them understand multilingualism as part of this documentation, for example, that speakers may refer to their languages as a ‘dialects’ or ‘patois’, leading them to be overlooked as languages in their own right.

As part of our curricular planning and expansion, we will create a Certificate in Translation and Interpreting (please see description in the Appendix), preparing students to acquire a level of expertise in a specialized field of translation and/or interpreting, which will be a recognized and respected credential for certification within the language services industry and provide high transferability scores in career opportunity options. LiT will offer a merit-based Lives in Translation Award to fifteen students over the course of the next three years to cover the cost of

the ACTFL Oral Proficiency Interview¹ to measure the proficiency level of students in our program and to provide them a language fluency certification.

As our program continues to grow and have a positive impact the City of Newark and beyond, LiT is (1) collaborating collaborate with the Design Consortium (DC) to establish a brand identity system for LiT and in designing and develop producing a dynamic and engaging web platform to support the growth and future management of the LiT Program, involving language data visualization (please see examples in the Appendix), case testimonies and online career development and training, to establish the platform as a model for how multilingual institutions/schools can leverage their own diversity to meet the needs of their citizens and support immigration reform; (2) improve the unique concept of the LiT podcast, VOICE², Stephanie Rodríguez will host guests from near and far to share their personal language story and implement this as a project-based translation pedagogy for our students to learn the “how” of translation and interpreting as a multifaceted study, and of this practice of study as a key advantage in all aspects of student success (please see examples in the Appendix); (3) and partner with new community organizations to provide the powerful tool of language services to groups with limited English proficiency in up to 49 different languages. Recognizing Rutgers University-Newark’s student and faculty multilingualism and its location in a “superdiverse” city (Arnault et al, 2015) as resources, Jennifer Austin will incorporate student-conducted language documentation within her linguistics courses as a pedagogical tool for exploring patterns of language usage in local multilingual communities.

¹ The primary goal of the OPI is the efficient elicitation of a ratable sample. <https://www.languagetesting.com/oral-proficiency-interview-opi#oral-proficiency-interview-opi-q1>

² VOICE on Spotify platform: <https://open.spotify.com/show/3mRrKuEVXedgd30FzyX3tA>

To support faculty and students through the expansion of our program, a Lives in Translation Advisory Board will be created, including the Director of LiT, Co-Founders of LiT, and the current Chair of the Spanish and Portuguese Studies Department. The Lives in Translation Advisory Board will support the program accountability by providing guidance and feedback, serving as partners in community collaborations, setting student learning outcomes, and enhancing the curriculum to engage more students. To promote the development of the program and provide faculty with the practical tools to train students in translation and interpreting studies, LiT will host up to three workshops per academic year led by experts in the field. These workshops will be designed to prepare faculty for the technology-rich environment by modeling translation technologies use and integrating this technology into the curriculum. LiT will also invite experts from organizations such as the Endangered Language Alliance to lead workshops in language documentation for interested faculty and students.

Since the 1990s, the concept of translation has assumed an increasingly central place in disciplines across humanities and social sciences, a phenomenon commonly referred to as “the translational turn” (Sanchez, 2019). LiT is an interdisciplinary program that connects our students, interested in the study of translation and interpreting, to community-based organizations and clinics. Our mission is to address the language barrier faced by Limited English Proficiency (LEP) members of our community and to provide better experiences and outcomes. Through our program, we will hold a yearly speaker series hosting scholars in the field, attracting students who are considering a career as a language professional, exploring theories and practices of translation and their connections across disciplines in their full multidisciplinary and interdisciplinary character. This series will focus on the connections between translation and language ecology, e.g. the role of translation in documenting and revitalizing archive endangered languages, the

connections between translation and theories of multilingualism, and literary translation, an area of research and practice with great strengths in the faculty at Rutgers-Newark. The use of translation technologies and of interpreting equipment will be implemented in all aspects of the LiT program in order to facilitate practical learning and function as intellectual tool kits. We also hope that by training students in linguistics classes to document languages that that we can preserve samples of locally spoken endangered languages and sociolinguistic varieties for future generations.

In 2023, Lives in Translation will create an audiovisual exhibit on multilingualism, translation and immigration in collaboration with the Design Consortium, to be hosted at a gallery in Newark such as Express Newark or the Project for Empty Space. Professor Chantal Fischzang, the Co-Director of the Design Consortium, has extensive experience designing interactive design and art exhibits, and we will rely on her expertise to help us create an interactive exhibit which highlights the multilingualism of our campus and our region and explores the connections between language, identity, immigration and culture. This exhibit will highlight work by student interns and volunteers in Lives in Translation, language data collected as well as data visualizations, visual identity creation and other design work by undergraduates in the Design Consortium (for examples of this work that has already been done, please see the Appendix).

Project Personnel

Stephanie Rodríguez serves as the Lives in Translation Director; she will spearhead the project and manage operational details. As part of the project's curricular initiatives, Professor Rodríguez will revise two current courses, design four new courses, and set the blueprint for the Certificate in Translation and Interpreting Studies. During her time at Rutgers-Newark, she has proposed the Minor in Translation & Interpreting Studies, launched the VOICE storytelling podcast series, and

actively integrates technology and innovative language learning in her courses within the Spanish and Portuguese Department. Professor Rodríguez has 10 years of experience as a professional medical, legal, and literary translator, court interpreter, and localization specialist. As NEH project director, she will ensure that all activities in the work plan move forward as scheduled, and that RU-N submits updates and reports to the RU-N administration and the NEH in a timely fashion.

Jennifer Austin, Ph.D. will serve as co-director, providing curricular support and helping to create the workshops and speaker series. As part of the project's curricular initiatives, she will revise two existing classes and create a new course on multilingualism. Together with Professors Stephanie Rodríguez and Chantal Fischzang, she will organize an exhibition in 2023 related to translation and multilingualism, and she will help organize the faculty workshops and speaker colloquia. Dr. Austin is a co-founder of Lives in Translation and a professor in the Department of Spanish and Portuguese Studies at Rutgers-Newark. Her research and teaching focus on bilingualism and language acquisition as well as Spanish and Basque linguistics.

Jason Cortés Ph.D. will serve as part of the project leadership team and the Lives in Translation Advisory Board. Dr. Cortés is Associate Professor of Spanish American Literature / American Studies and Chair of the Spanish and Portuguese Department. His research and teaching focus on Caribbean literature, U.S. Latinx literature, Spanish American Literature, Comparative literature, Cultural Studies, and Critical Theory.

Chantal Fischzang will serve as Creative Director of the Lives in Translation web-platform and the Audiovisual exhibit in Newark on Translation, Multilingualism, and Immigration in 2023. She will collaborate with students and LiT Directors in the strategy, design and implementation of the website and the exhibition. Professor Fischzang is Assistant Professor and the Coordinator of the Graphic Design Program in the Department of Arts, Culture and Media, and Co-Director

of the Design Consortium, an academic program that models a design-studio working experience. Her research and independent practice serve a range of multidisciplinary projects.

Institutional Context

The humanities are strongly represented in the School of Arts and Sciences (SASN) at Rutgers University – Newark with nearly 100 of the 330 full-time faculty within humanities departments. SASN offers baccalaureate degrees in 9 disciplinary majors and Master’s or doctoral degrees in 8 programs. The Dana Library, part of an integrated Rutgers-wide library system, sits at the center of campus, supporting the research, teaching, and outreach projects of our faculty. Dana Library is also the home of the Institute for Jazz Studies, one of the largest existing collections of jazz recordings, artifacts, and ephemera, with its own fulltime staff. Our campus also houses the Humanities Action Lab, a national collaboration of public humanities organizations that provides an interactive humanities frame for understanding urgent social topics in local settings. The Clement Price Institute on Ethnicity, Culture and the Modern Experience, named for a former faculty member and a beloved historian of Newark, now carries on his legacy of engaging the communities in public humanities programs to provide understanding of our history and our present. Express Newark, located next to our campus, was created by the City of Newark, Rutgers, and private companies, and is a partnership that turned the abandoned Hahne & Co. department store into a renovated complex of classrooms, art galleries and studios as well as performance, residential and commercial space. The complex, which in non-pandemic times hosts a wide range of cultural events, is directed by Professor Fran Bartkowski, a co-founder of Lives in Translation.

The Lives in Translation (LiT) program was created in 2016 by faculty in SASN and in the Rutgers Law School with seed funding from the Chancellor’s Office aimed at building strategic

collaborations between the Newark community, Rutgers-Newark, and local organizations. Undergraduates at Rutgers-Newark are highly multilingual, and more than half of them speak a language other than English at home. As part of the program, undergraduate interns serve as interpreters to help community members with limited English proficiency navigate social services, legal and medical issues. Each interpreter is given substantial training in the art of translation and interpreting, as well as medical, legal and social service terminology, and receives academic credit.

After leading LiT for five years as a successful service project, we are requesting this grant in order to create new academic programs related to translation and multilingualism that build upon the linguistic diversity of our students and our campus. While community service and professional development for students will remain essential components of LiT, we want to expand our academic offerings for students interested in translation and multilingualism. As part of the LiT curriculum, we will add courses in literary translation as well as other areas of interpreting/translation (medical, media, finance) to the recently created minor in traductology. This expansion will pave the way towards creating a Certificate in Translation and Interpreting as well as a BA/MA program in translation studies over the next 5 years. Professor Jennifer Austin will create a new course on multilingualism that will include training on documenting endangered languages spoken in communities in New Jersey. She will also revise an existing course to add a module on endangered languages (Intro to Linguistics) and will revise her Latinx Bilingualism course to include training on collecting data from Latinx speakers in New Jersey. The program will also offer yearly workshops for interested faculty and students on language documentation and revitalization, as well as training in literary translation and integrating translation techniques and technology into their courses. We will also organize a yearly speaker series for humanities faculty from our campus or the NJ/NYC area to give invited lectures on their research involving

translation. Some RU-N scholars whom we would like to invite as speakers include Professor John Keene (Departments of African-American Studies and English), a poet, novelist and critic who has translated literary works from French, Portuguese, and Spanish into English, and a co-founder of LiT; Professor Amir Moosavi (Dept. of English), who is at work on a monograph on the literature of the Iran-Iraq War featuring his translations of Persian- and Arabic-language literature; and Professor Mayte Mercado-Greene (Dept. of History), whose research on *moriscos*, Islamic Spain and the Early Modern Mediterranean is based on her archival research from original sources in Ottoman Turkish, Latin, and 16th century Arabic, Spanish, French, Italian, and Portuguese. Our hope is that the academic component of Lives in Translation—curriculum, workshops and lectures—will be a new locus of connection and inspiration for students and faculty in the humanities whose work involves translation and multilingualism.

Impact and Dissemination

A direct result of the expansion of LiT will be a cohort of faculty trained and better equipped to create resources reflective of translation as study of humanities and to develop five new courses that explore translation as an interdisciplinary field of practice and study. We predict that the five new courses will each have an enrollment of over 30 students each semester (150 in total), and that the proposed revisions to current courses will engage more students. According to our current partnerships and the targeted future partnerships, LiT community-based partnerships and internship placements are projected to grow 75% within the next three years, by offering students wide variety of opportunities, in a vast array of industries, and in a large selection of languages. The new and expanded curriculum will improve Translation and Interpreting Studies at RU-N by (1) providing students a comprehensive curriculum and exceptional professional

training, meeting industry standards, and (2) providing training in linguistics, multilingualism and language documentation.

LiT will mainly disseminate materials and program information on its dynamic new web-based platform which is currently being created in collaboration with Professor Chantal Fischzang and her undergraduate students in the Design Consortium (for a look at our current website, please visit <http://www.livesintranslation.com>). The new website will host information about the Minor in Translation and Interpreting Studies program, curricular and long-term objectives, the internship criteria and placement opportunities, the volunteer sign-up sheet for ad-hoc language service requests from community partners, and the platform to access all VOICE episodes, and samples of languages spoken in by volunteers in our database as well as samples of endangered languages collected by students. LiT events, latest updates, and internship opportunities will be posted on social media platforms and shared via the LiT mailing list, which will also include a link to live information sessions hosted by LiT program director. Every semester, LiT will release two newsletters highlighting the students current work, recently formed community based partnerships, and newly designed courses to be offered the following semester. The Office of the Dean within the School of Arts and Science – Newark has featured news stories about LiT’s impactful projects in the past and will continue to provide a platform to expand our reach and strengthen our ties³.

In requesting this grant, we seek to expand the opportunities that we can offer through LiT to more students and community partners, to strengthen our curricular offerings in translation and

³ *Lives in Translation Program Aids Newark’s Covid-19 Contact Tracing Efforts:* <https://sasn.rutgers.edu/news-events/news/lives-translation-program-aids-newarks-covid-19-contact-tracing-efforts>;
New Initiative Lets Undergrads Use Language Skills to Help Immigrants: <https://sasn.rutgers.edu/news-events/news/new-initiative-lets-undergrads-use-language-skills-help-immigrants>

multilingualism, and to continue our collaborative work with the Design Consortium. LiT has already had an impact for the clients of the Newark Law School Clinics; all of the asylum cases that our student interns have worked on since 2016 have been successful. In addition, the experience that our students have gained in professional-level interpreting and translating has opened new employment opportunities and educational paths to them. One former intern now works full time as an interpreter at KIND (Kids in Need of Defense) in Newark, an organization that advocates on behalf of unaccompanied minors. Another intern went on to translate a novel from Spanish to English and is seeking a publisher for his work. Other interns have started side businesses interpreting and translating for law firms; still others have prepared for the legal interpreting court exam or have applied to law school. Our proposed curricular and outreach initiatives foster collaborations between schools and departments across the campus and provide tools for our students' thinking about moving across languages locally and globally. These initiatives will also enrich our campus by building upon the multilingual strengths of the students and faculty as we work to establish translation and linguistic diversity as defining areas of research and teaching at Rutgers.

Evaluation

The Lives in Translation Director will complete a formative and summative evaluation of the project progress. The Lives in Translation Advisor Board will meet at the end of each semester to review progress, implementation methods, and interim impact of the project. After overall results are thoroughly reviewed, the board will adjust our Gantt chart, where tasks and deadlines are made into visual timelines, and ensure that there is a continuum of work towards the project objectives, while meeting the quality standard desired by the LiT Advisory Board.

To measure faculty satisfaction, the program director will create and conduct surveys that participating faculty will complete at the beginning of the year and at the conclusion of each faculty development workshop. These surveys will help get quantitative data that can be evaluated and implemented in future projects and workshops. This collected data will provide a clear image as to what the faculty is seeking and how to offer them that in future workshops, so that they feel supported in their field of practice and are able to expand their skillset.

The program director will measure program success by tracking the student engagement and enrollment number in the minor and the internship program, the number of faculty attending the professional development workshops, the number of active courses in the minor, the number of students graduating with the minor, and the number of students registering for the certificate. Throughout the implementation and expansion process of this project, students will be expected to submit portfolios detailing their work in the classroom and within the city of Newark. Long-term success will be measured by continued student and faculty engagement in the LiT program, the addition of new courses, and the number of new community partners acquired.

References

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Attachment 2: Work Plan
Lives in Translation
Rutgers University – Newark

New Courses/Course Development	Person(s) Responsible	Date of Implementation	Description
Revision of current syllabus – Intro to Translation Studies	Stephanie Rodriguez	Spring 2022	This course will be revised to include a module on language documentation and translation technologies.
Revision of current syllabus – Medical Translation & Interpreting	Stephanie Rodriguez	Spring 2022	This course will be revised to include a module for language documentation and its impact on addressing the language barrier between Limited English Proficiency (LEP) patients and their healthcare providers to provide better outcomes.
Revision of current syllabus –Intro to Linguistics	Jennifer Austin	Spring 2022	This course will be revised to add a section on endangered languages, focusing on languages spoken by LiT volunteers and by communities in New Jersey.
Revision of current syllabus –Latino Bilingualism	Jennifer Austin	Spring 2022	This course will be revised to include a module on language documentation for which students will collect data samples from Latinx speech communities in New Jersey.
Translation for Media Studies	Stephanie Rodriguez	Fall 2022	Through this course, students will attain knowledge of intersemiotic translation from one medium (visual) into another (oral).
Translation & Interpreting for Intergovernmental Organization	Stephanie Rodriguez	Spring 2023	This course will specialize in translating parliamentary documentation and

			interpreting for International Financial Institutions, UN agencies, EU agencies, and NGOs.
Translation for Finance	Stephanie Rodriguez	Fall 2023	This course will provide students the fundamentals of translation studies in a globalized business market, enabling fluid business communication.
Multilingualism	Jennifer Austin	Fall 2023	This course will introduce students to research on linguistic, cognitive and social aspects of multilingualism. It will include a module on language documentation for which students will collect data samples from speech communities in New Jersey.
Cultural Sustainability Through Translation	Stephanie Rodriguez	Spring 2024	This course will examine multilingual societies, language rights, and the diffusion of global discourse.
Certificate in Translation and Interpreting		Fall 2023	The certificate will prepare the student for professional translation and interpreting. This level is required to successfully complete professional certification exams, such as the American Translators Association exam and/or the New Jersey State Court Interpreting exam.

Program Development			
Lives in Translation Invited Colloquia	Stephanie Rodriguez, Jason Cortés, Jennifer Austin	Yearly, starting in Spring 2022	LiT will host an invited speaker once a year who is a humanities scholar

			working on or with translations.
Faculty Workshops	Stephanie Rodriguez, Jennifer Austin	Yearly, starting in Spring 2022	Faculty desiring to learn language documentation, and how to integrate translation and interpreting pedagogical methods and new technology into their curriculum.
Lives in Translation Award	Stephanie Rodriguez	Spring 2022	Undergraduate students interested in expanding their language skills and applying practical theory of translation and interpreting will be considered for the merit-based award. This award are highly competitive and offers are based on student's academic strengths, performance, and financial need.
VOICE	Stephanie Rodriguez	Spring 2022	VOICE will use new podcast equipment designed to deliver professional sounding episodes to our listeners and to enable our students to subtitle audios.
Audiovisual exhibit in Newark on Translation, Multilingualism and Immigration	Chantal Fischzang, Stephanie Rodriguez, Jennifer Austin	Spring 2023	LiT and the Design Consortium will organize an audiovisual exhibit for the campus and wider community exploring issues related to language, culture, immigration and identity.

Attachment 3: NEH Grant Reading List

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Institutional Profile

Rutgers University – Newark

Rutgers University–Newark is a diverse, urban, public research university that is a federally designated Hispanic-serving institution in New Jersey’s cultural capital. The Carnegie Foundation classifies us as an R2 institution (Doctoral Universities – High research activity) with a Community Engagement Classification, an elective designation which involves intensive self-study, data collection and documentation of important aspects of institutional mission, identity and commitment. As an anchor institution, we are deeply engaged with local government, philanthropies, and non-governmental organizations to develop coordinated initiatives and projects to create exciting new programming designed to stimulate creative inquiry, challenge our students, and to think in innovative ways improve the range of opportunities for our students, our faculty, and our host city.

Our undergraduate student body of 9,100 is one of the most racially and ethnically diverse in the country: as of Fall 2020, it is 30 percent Hispanic, 20 percent White, 19 percent Black, 17 percent Asian, and almost 3 percent multi-racial. (The remainder are <1% or race not reported.) Over one-third are first-generation college students and are largely low income, with 55% being Pell-eligible. Over 41% have transferred to Rutgers from local two-year colleges. More than 80% of the undergraduates are commuters, many of whom have job responsibilities in addition to their academic commitments. In addition, we have 4,100 graduate students.

Rutgers University – Newark has 585 faculty across five separate professional schools and the School of Arts and Sciences (SAS), with over 75 tenure track faculty in the humanities. SAS offers baccalaureate degrees in 9 disciplinary majors and Master’s or doctoral degrees in 8 programs. Over the past five years, the campus has strengthened its commitment to the humanities with special emphasis on publicly engaged scholarship and public humanities. We have recruited to our campus the Humanities Action Lab, a consortium of public humanities organizations that address urgent topics in the humanities with national scope; the new leadership of the Clement Price Institute on Ethnicity, Culture and the Modern Experience is strongly committed to public engagement in the humanities; and, in partnership with the New Jersey Performing Arts Center, we have created a program on jazz and poetry in Newark public high schools that offer students dual enrollment opportunities as well as developing public programming Newark’s public library system. Our campus library houses the Institute for Jazz Studies, one of the most extensive collections of jazz recordings, ephemera and artifacts in the world.

Rutgers University – Newark is exceptionally well positioned to fulfill higher education’s promise as an engine of discovery, innovation, and social mobility. It has a remarkable legacy of producing high-impact scholarship that is connected to the great questions and challenges of the world. It has the right mix of disciplines and interdisciplinary centers and institutes to take on those questions and challenges. It is in and of a city and region where its work on local challenges undertaken with partners from many sectors resonates powerfully throughout our urbanizing world. Rutgers University – Newark brings an incredible diversity of people to this work—students, faculty, staff, and community partners—making it more innovative, more creative, more engaging, and more relevant for our time and the times ahead.

Attachment 9: Other supporting
documentation

New Course Proposals

Multilingualism

Professor Jennifer Austin

This course will focus on how multilingualism affects individuals and communities where multiple languages are used, beginning with the question *what is a language, and how is it different from a dialect?* We will explore how language prestige affects patterns of use in multilingual speech communities by examining case studies of endangered and minority languages spoken in New Jersey. We will also examine heritage bilingualism, or the experience of growing up in a home where a non-majority language is spoken, and how this type of bilingualism challenges traditional views of the native speaker. In this class we will also discuss how knowing more than one language affects language use, cognition, and social development in multilingual individuals from birth to adulthood, including topics such as language differentiation in children, whether multilingualism causes a delay in language acquisition, cross-linguistic influence in the grammars of a multilingual child and language attrition in child and adult multilinguals. As part of this course, students will learn how to collect data samples from multilingual speech informants, focusing on endangered languages spoken in New Jersey, particularly those represented at Rutgers and in the Lives in Translation database.

Representative readings:

- Anzaldúa, G. (1987). How to tame a wild tongue. *Borderlands/La Frontera: The New Mestiza*, San Francisco, CA: Aunt Lute Books, 53-64.
- Austin, J. (2020). Cross-language contact in the developing grammars of bilingual children. In E. Adamou and Y. Matras (eds.), *The Routledge Handbook of Language Contact*. London: Routledge, 219-239.
- Costa, A., & Sebastián-Gallés, N. (2014). How does the bilingual experience sculpt the brain? *Nature Reviews Neuroscience*, 15(5), 336-345.
- Coulmas, F. (2017). *An Introduction to Multilingualism: Language in a Changing World*. Oxford:Oxford University Press.
- Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of Child Language*, 39(1), 1-27.
- Montrul, S. (2018). Heritage language development: Connecting the dots. *International Journal of Bilingualism*, 22(5), 530-546.
- Mufwene, S. (2003). Language endangerment: What have pride and prestige got to do with it? In B. Joseph, J. Destefano, N. Jacobs and I. Lehiste, (eds.), *When Languages Collide: Perspectives on Language Conflict, Language Competition, and Language Coexistence*. Columbus, OH: Ohio State University Press, 297-324.
- Singh, L., Quinn, P. C., Qian, M., & Lee, K. (2020). Bilingualism is associated with less racial bias in preschool children. *Developmental Psychology*. 56(5), 888–896.
- Werker, J. & Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in perception and comprehension. *Trends in Cognitive Sciences*, 12 (4),144-151.

Cultural Sustainability through Translation

Professor Stephanie Rodriguez

This course will study the methods and theories, as well as knowledge about the variety of approaches applied in the field of *cultural translation*, which is used ‘to describe what happened in cultural encounters when each side tried to make sense of the action of the other’ (Burke 2007, 8). The students will ask the question *what is cultural translation?* This discussion will analyze the interlingual model of translation to study the ‘definition’ of cultural and disciplinary context, along with metaphorical expansions in translation. As we explore cultural transmission through translative projects, we will examine both foreign literatures translated into English and English source texts, to determine how authors and translators have addressed whether a translation should keep the form of the start text, or should function entirely as a part of the new cultural setting, and whether one should seek ‘diversification’ or ‘standardization’, which was introduced by cultural theorist Homi K. Bhabha. As part of this course, students will learn the key challenges in stabilizing social cohesion with cultural sustainability.

Representative readings:

Blakesley, J. (2020). *Sociologies of Poetry Translation: Emerging Perspectives*. Bloomsbury Academic.

Buden, B. and Nowotny, S. (2009). *Translation Studies*, Vol. 2, No. 2. Routledge, 196-219.

Feng, X. (2017). *On Aesthetic and Cultural Issues in Pragmatic Translation: Based on the Translation of Brand Names and Brand Slogans*. Routledge.

Irizarry, Y. (2016). *Narratives of Loss: Tracing Migrations. Chicana/o and Latina/o Fiction: The New Memory of Latinidad*. University of Illinois Press.

Ji, M. & Pope, C.G. (2019). *Translation and the Sustainable Development Goals: Cultural Contexts in China and Japan*. Routledge.

Maitland, S. (2017). *What Is Cultural Translation?* Bloomsbury Academic.

Sterk, D. (2020). *Indigenous Cultural Translation: A Think Description of Seediq Bale*. Routledge.

Translation Technologies
Professor Stephanie Rodriguez

Translation Technologies intends to introduce translators to technologies used in the translation industry and to provide experiential learning on Computer Assisted Translation (CAT) tools, Machine Translation, Translation Memory and Translation Management Systems. Translation technologies have increased in importance for product marketing in the globalized world, therefore, we will analyze translators' strategies to capture the limits or liberties in producing local sounding texts, to determine how technologies can better serve translators and end users of translation, and to identify emerging trends and possibilities in the translation industry. This course will allow students to work with and develop translation technology, translation memory, machine translation, and artificial intelligence in reshaping the translation industry. We will evaluate and adapt the technical and linguistic elements used by translators to understand the core of the target culture and to close the cultural gap, which persists in the localized version and the need for a deeper approach and conceptualization of the purpose of technical translation.

Representative readings:

Iliari, M. (2020). *Bring Your A Game to Video Game Localization*. ATA Chronicle.

Jimenez-Crespo, M. (2013). *Translation and Web Localization*. New York: Routledge.

Kenny, D. (2020). *Human Issues in Translation Technology*. New York: Routledge.

Kim, K. & Zhu, Y. (2019). *Researching Translation in the Age of Technology and Global Conflict*. Routledge.

O'Hagan, M. (2019). *The Routledge Handbook of Translation and Technology*. New York: Routledge.

Schuitevoerder-Mitchell, R. (2020). *A Project-Based Approach to Translation Technology*. Routledge.

Sin-wai, C. (2019). *The Future of Translation Technology*. New York: Routledge.

Translation of Media Studies
Professor Stephanie Rodriguez

This course will focus on exploring the increase in publications on media and translation, representing cultures by written words, images, or audiovisuals, both the media and translation forming particular images of cultural identities. When we view media and translation, we recognize the undeniable interconnection in the systematic interaction between communication and translation studies, which are in a number of ways adjacent field of study and practice. We will engage in theoretical discussion to cover the pertinent questions being asked in this emerging field, *how does the translator mediate intercultural crisis through media translation, and how does exposure to global literature and language prepare the translator for film adaptation and media translation?* As part of this course, the students will learn how to interact and how to approach the differences between literary and media translation, film translation and adaptation, dubbing and subtitling, how to translate humor, sarcasm, and cultural references, and how to mediate cultural references and images in translation.

Representative readings:

Abend-David, D. (2016). *Media and Translation: An Interdisciplinary Approach*. Bloomsbury Academic.

Chiaro, D. (2010). *Translation, Humour and the Media: Translation and Humour Volume 2*. Bloomsbury Academic.

Declercq, C. & Federici, F.M. (2021). *Intercultural Crisis Communication*. Bloomsbury Academic.

Ji, M. (2019). *Translating and Communicating Environmental Cultures*. Routledge.

Certificate in Translation and Interpreting Studies

The Certificate in Translation and Interpreting Studies prepares students to acquire a professional translation and interpreting competence and establishes that candidates are qualified in a chosen field of specialized translation and/or interpretation. This level is required in order to successfully take any of the professional certification exams, such as the ATA translation exam or the NJ Court Interpreting exam. The end result is focused learning and working experience with LiT partnered clinics, NGOs, or organizations, which will optimize student capabilities in the specialized field of practice.

The Certificate in Translation and Interpreting Studies, which consists of three required courses (two 3-credit courses and one 1.5-credit course) and three electives (one required course in Linguistics).

Note: Students are expected to possess advanced level proficiency in English and at least one other language.

Required Courses:

- 1) **Introduction to Translation Studies** intends to present the fundamental theories as tools to confront the most significant practical problems that may arise in specialized translation. The theories will focus on (a) the acquisition of the fundamentals on translation theory to facilitate the comprehension of multidisciplinary translation and the variety of theoretical approaches, (b) the study and evaluation of primary methods of research to enhance future research and practices, (c) the acquisition of necessary metalanguage, which allows the textual analysis of the translation process, the solution driven mind of a translator, the approach to tackle recurring translation problems, and the evaluation of translated texts.
- 2) **Internship in Translation and Interpreting** - This internship provides an opportunity for students who wish to venture into the world of interpreting and translating. By placing each student with a particular non-profit organization in Newark or a Rutgers Law School clinic, and Newest Americans, a multimedia collaboratory of journalists, media-makers, artists, faculty, and students sharing the stories from the most diverse university in the nation and the global city of Newark, NJ, students will gain experience providing professional level translation services. Additionally, students will gain insight into different career paths for professional interpreters/translators. A weekly workshop provides ongoing training and support to interns.
- 3) **Translation Technologies** intends to introduce translators to technologies used in the translation industry and to provide experiential learning on Computer Assisted Translation (CAT) tools, Machine Translation, Translation Memory and Translation Management Systems. Translation technologies have increased in importance for product marketing in the globalized world, therefore, we will analyze translators' strategies to capture the limits or liberties in producing local sounding texts, to determine how technologies can better serve translators and end

users of translation, and to identify emerging trends and possibilities in the translation industry. This course will allow students to work with and develop translation technology, translation memory, machine translation, and artificial intelligence in reshaping the translation industry. We will evaluate and adapt the technical and linguistic elements used by translators to understand the core of the target culture and to close the cultural gap, which persists in the localized version and the need for a deeper approach and conceptualization of the purpose of technical translation.

Overview of Community Partners

1. Rutgers Law School – Child Advocacy Clinic. Under the leadership of Randi Mandelbaum the clinic serves the needs of children and families who are at risk and living in poverty in Newark and surrounding areas and also educates law students to be thoughtful and highly-skilled practitioners by engaging in direct advocacy, community education and outreach, and policy and program development.
2. Rutgers Law School – The Education and Health Law Clinic (EHLC). The EHLC provides free legal representation to low-income parents of children with disabilities in special education, early intervention, and school discipline matters. H.E.A.L. Collaborative, a joint project of the EHLC and Rutgers-N.J. Medical School’s outpatient Pediatric Primary Care Clinic, is a medical-legal-social work partnership in which graduate students in law, social work and medicine partner to address the adverse effects of social determinants on the health and well-being of children with disabilities and their families.
3. Rutgers Law School – Immigration Rights Clinic – Directed by Anju Gupta, the clinic serves immigrants who need individual client representation and broader advocacy, including relief from removal, applications for asylum and refugee status, and protection for victims of human trafficking, battered immigrants, or abused, abandoned or neglected immigrant children.
4. American Friends Service Committee. The Newark office is home to the Immigrant Rights Program, which integrates legal services, advocacy, and organizing, providing legal representation in challenging immigration cases and also ensuring that immigrant voices in New Jersey and beyond are heard in policy debates. The program responds to myths about immigrants through presentations and media work.
5. Newest Americans. This multimedia collaboratory We are a multimedia collaboratory of journalists, media-makers, artists, faculty and students telling the stories that radiate from the most diverse university in the nation and the global city of Newark, NJ. Newest Americans produces multimedia stories, gallery and museum exhibits, educational curriculum, interactive experiences and public history programming.
6. LusoAmericano. The largest Portuguese-language newspaper in the United States. LusoAmericano serves as a leading informational resource to the Portuguese media in Portugal, for issues related to its expatriate American communities. The paper is divided into sections that publish news and events related to Portuguese communities in cities all over the country, connecting immigrants and children of immigrants to their roots.
7. La Casa de Don Pedro. La Casa de Don Pedro is a community-based development corporation and provider of comprehensive services that has been working with and serving residents of greater Newark, New Jersey since 1972. La Casa’s community organizing and child advocacy work serve as a powerful foundation for its comprehensive social service delivery system. Programs promote family wellbeing,

healthy child development, educational achievement, employment opportunities, homeownership, financial self-sufficiency, energy conservation, and neighborhood renewal.

8. Liberty Science Center. The Liberty Science Center is an interactive science museum and learning center located at Liberty State Park in Jersey City, New Jersey. Liberty Science Center's mission is to inspire the next generation of scientists and engineers and excite learners of all ages about the power, promise, and pure fun of science and technology.

VOICE The Lives in Translation Podcast



VOICE is a podcast produced by Lives in Translation, within the Spanish & Portuguese Department at Rutgers University and hosted by Stephanie Rodriguez. Join us as we chat with artists, authors, linguists, translators, poets, professors, and translation & interpreting enthusiasts to discuss the power of language, the ‘definition’ of cultural sustainability, the impact of bilingualism, and the construction of immigrant identity.

[Episode 1:](#) On this inaugural episode of VOICE, Stephanie Rodriguez speaks with Jennifer Austin, co-founder and faculty advisor of Lives in Translation, Translation and Interpreting Program within the Spanish and Portuguese Studies Department at Rutgers University Newark. They discuss the inception of Lives in Translation, Austin's exceptional commitment to promoting the linguistic diversity of RU-N students, and how multilingualism supports social cohesion and a strengthening of affinities.

[Episode 2:](#) On this episode of VOICE, Stephanie Rodriguez speaks with Chantal Fischzang, Assistant Professor of Graphic Design at RU-N, co-founder of IntraCollaborative, and co-director of Visual Means and Design Consortium. They discuss Lives in Translation's identity, Chantal's public art installations that reflect the diversity and vibrancy of the people of Newark, and the impact these projects have sparked to bring visibility to marginalized groups.

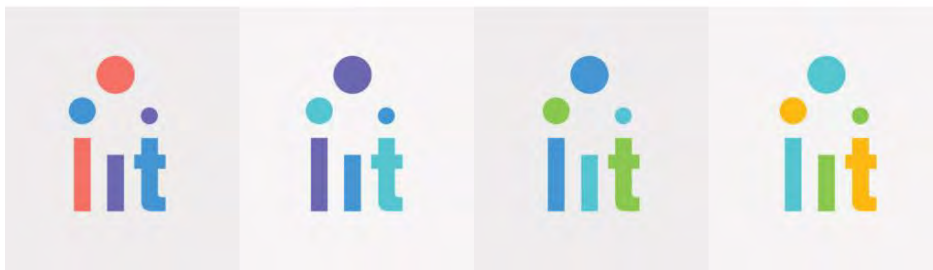
[Episode 3:](#) On this episode of VOICE, Stephanie Rodriguez speaks with John Keene, author of the award-winning collection *Counternarratives* and the forthcoming collection *Punks*. He is a translator of poetry, fiction, and essays from Portuguese, French, and Spanish. He chairs the Department of African American and African Studies, is Distinguished Professor of English and African American Studies at Rutgers University-Newark.

They discuss language as a superpower, John's unique process as an experimental writer that engages historical context, and the need for more translation of literary works by non-Anglophone black diaspora authors in English.

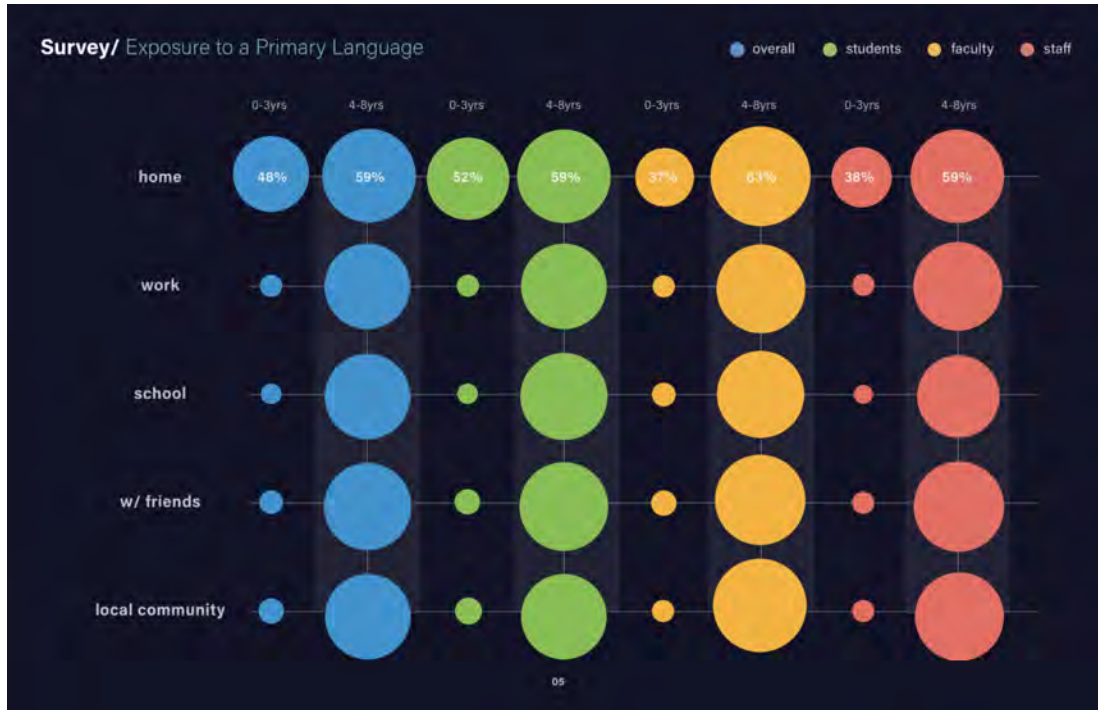
John also shares a moving poetry reading!

Design Consortium in partnership with Lives In Translation

1. LiT Brand Identity System & Applications



2. Multilingual Survey Data Visualization

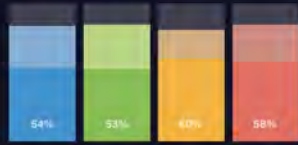


Survey/ Perceived comfort level among Heritage Speakers

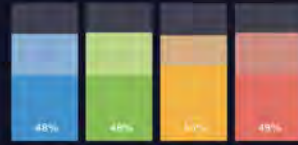
- overall
- students
- faculty
- staff
- very comfortable
- somewhat comfortable

How comfortable do you currently feel speaking your heritage language in each of the following scenarios?

In your local community



On campus at Rutgers



Survey/ Perceived Support

- overall
- students
- faculty
- staff
- now
- as a child



51% 48% very supportive
 49% 48% very supportive
 61% 52% very supportive
 54% 50% very supportive



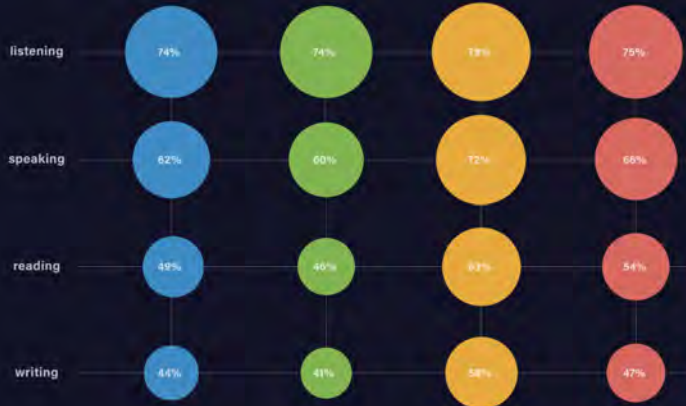
39% very supportive
 37% very supportive
 52% very supportive
 41% very supportive



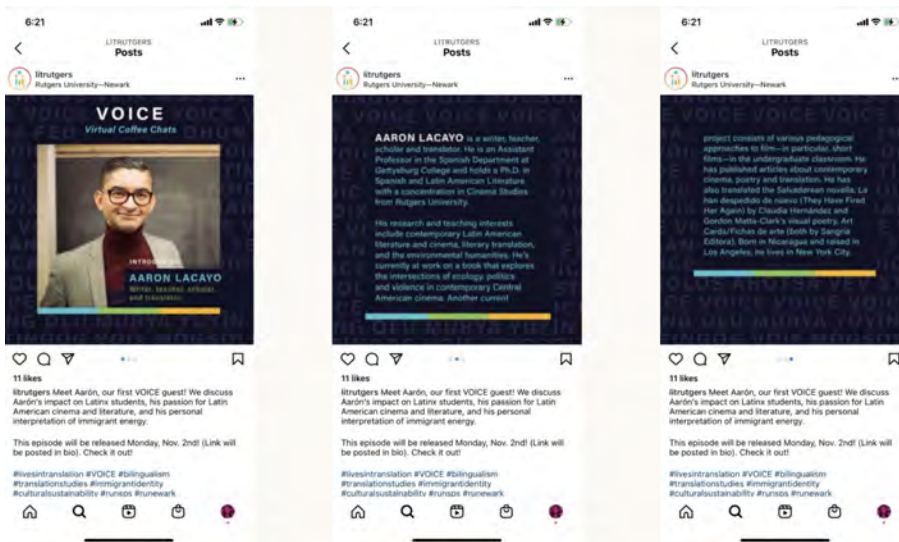
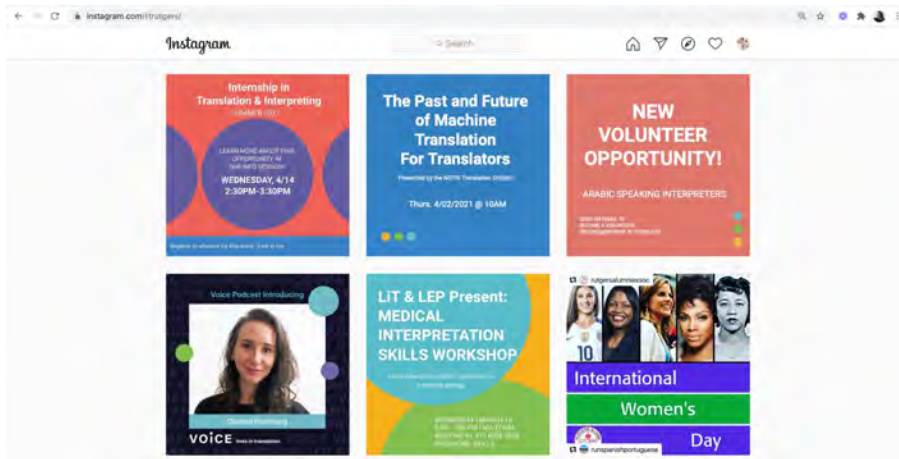
45% very supportive
 45% very supportive
 46% very supportive
 45% very supportive

Survey/ Complete Proficiency level w/ Primary Language (0-3yrs)

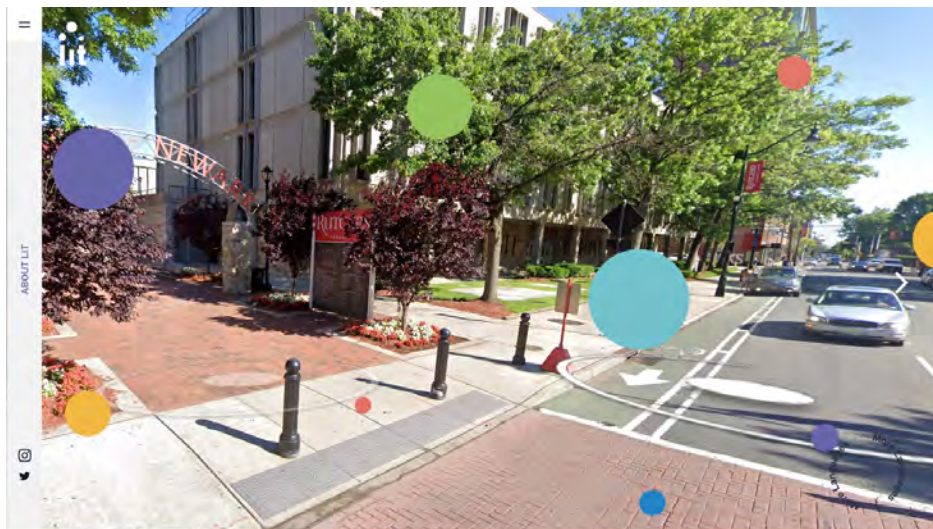
- overall
- students
- faculty
- staff



3. VOICE Podcast Identity & Social Media Activation



4. LiT Web Platform






LiT has provided interpreting and **tradução** services to limited-English proficient clients throughout the Newark region by recruiting and **trening** Rutgers undergraduate **estudiantes** to interpret and translate for Rutgers Law School Clinics and local nonprofits located in New Jersey and New York. LiT also provides professional skills training to students, expanding career opportunities, and **mentorat** through weekly workshops.

lives in translation

Rutgers-Newark is celebrated as the most diverse university campus in the United States and in Newark, NJ, 45% of the population speaks a language other than English at home. Additionally, translators/interpreters face extremely favorable job prospects in the current economy. The U.S. Department of Labor ranks "language translator/interpreter" as one of the top five fastest growing occupations in the United States, with a projected growth of 46% between 2012 and 2022.

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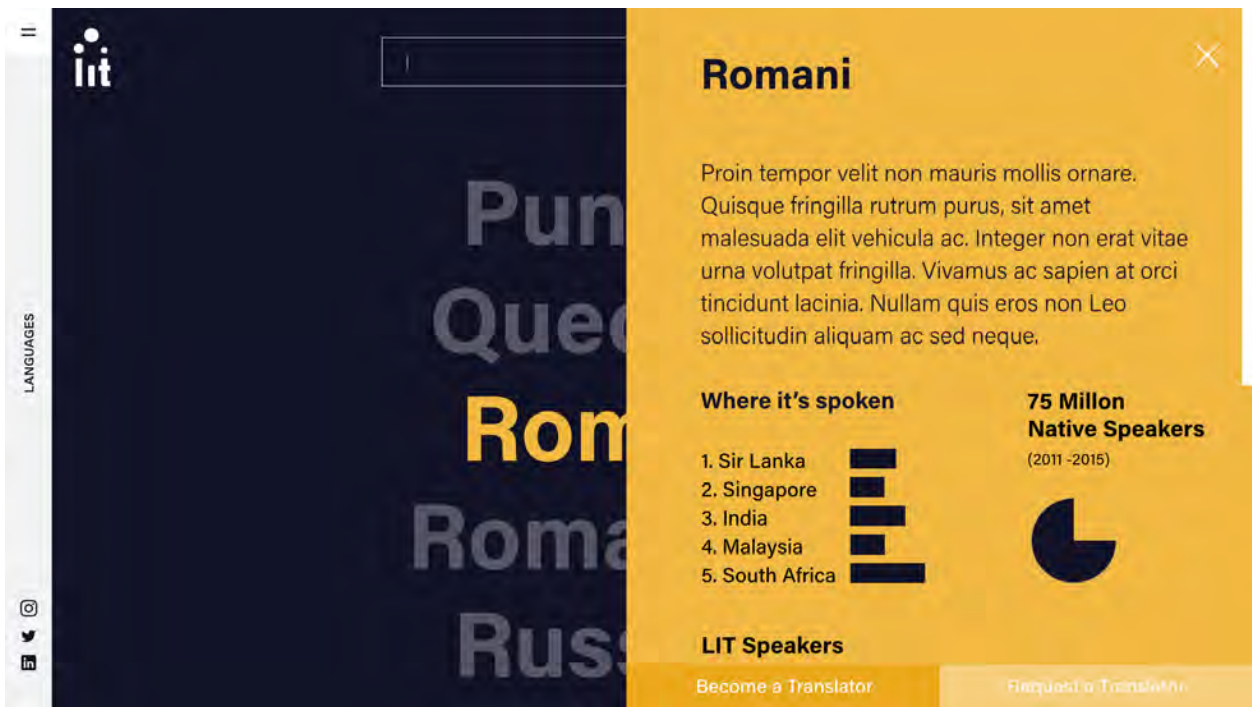
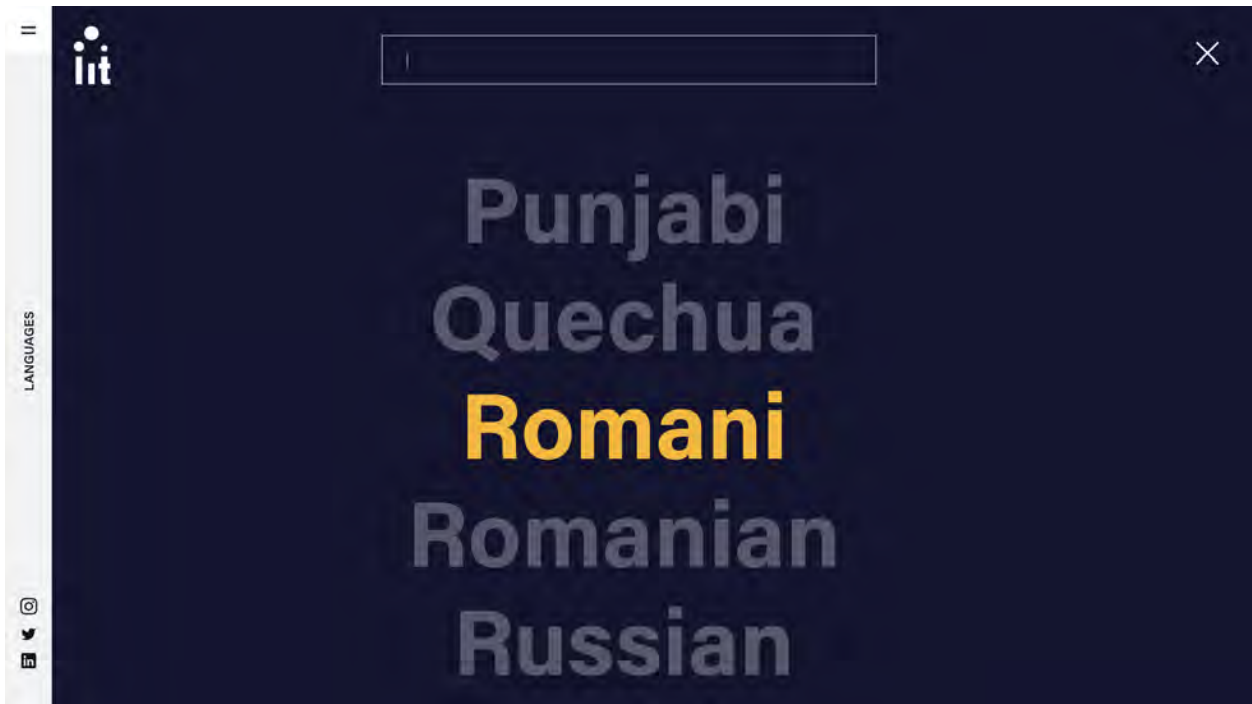
Lavoro con Lives In Translation da due anni ed è stata un'esperienza meravigliosa e stimolante. Lavoro con Lives In Translation da due anni ed è stata un'esperienza meravigliosa e stimolante.

— SOPHIA LAMBRUSCO, Bio Major

▶ ||

Accedi | Iscriviti

English Italian





DEC. 3, 2020

Dear students, colleagues, and Translation and Interpreting enthusiasts,

I hope you and your families are doing well.



As the Spring 2021 semester is quickly approaching, Lives in Translation (LiT), the Translation and Interpretation program within the Spanish and Portuguese Department at RU-Newark, would like to share with you our first newsletter to highlight our journey to where we are now in 2020.

We are excited to announce, as a continuation of LiT, that the Minor in Translation and Interpreting has been officially approved and courses in this minor will be offered in Spring 2021. Intro to Translation Studies (21:940:240) and Medical Translation and Interpreting (21:940:361) will be the two courses offered in the Spring 2021. These



studies will be committed to providing our students with knowledge of theory and practice of translation and interpreting, a solid foundation in computer-assisted translation (CAT) tools, localization software development and management, and to explore the concept of cultural sustainability. LiT will continue to offer an Internship in Translation and Interpreting (21:940:458) in Spring 2021. The goal of this internship is to provide interpreting and translating services to Lives in Translation's partners' limited-English proficient clients. Our current internship partners are the Rutgers Law – Immigrant Rights Clinic, Rutgers Law – Child Advocacy Clinic, American Friends Service Committee, Newest Americans, LusoAmericano, and La Casa de Don Pedro. Interns are required to work 8-10 hours in return for 3 academic credits. Within these set hours per week, interns gain knowledge and insight about the profession of interpreting and translating, while examining the industry through a real-world, real-life experience, acting as cultural mediators, and breaking any communication barriers.

If you are interested in this internship, please join our virtual info session on Monday, November 30th at 11:30am. Register in advance for this meeting:

<https://rutgers.zoom.us/meeting/register/tJApceGgqzoiHd3VWaoWgHgWuyKx-OuXnMzW>

As we began Fall 2020 remotely, LiT focused on offering students, faculty and staff, and our LiT community a virtual event designed during COVID-19 lockdown to bring people together while being apart. VOICE is part of the Lives in Translation Program within the RU-N Department of Spanish and Portuguese Studies. The objective is to host podcast-like, virtual chats with artists, authors, linguists, translators, poets, and professors to discuss the power of language, the definition of cultural sustainability, the impact of bilingualism, and the construction of immigrant identity.

Our first VOICE episode was released on November 2nd. Take a look --

<https://sasn.rutgers.edu/voice>



If you are interested in being a guest on VOICE, please email Stephanie Rodriguez srodrig@newark.rutgers.edu.

In October 2020, LiT became a member of the American Translators Association (ATA) – The Voice of Interpreters and Translators and I attended the ATA 61st Annual Conference virtual event. This conference provides LiT access to



120 live sessions, which provide comprehensive education opportunities covering the following topics: Financial Translation, Court Interpreting, Consecutive and Simultaneous Interpreting, Literary Translation, Language Technology, Automating Translation, Localization, Pharmaceutical Industry Translation, Audiovisual Translation, Quality Insurance, Drug Information and Pharmacology Translation, Legal Translation, and Translation Project Management.

Past Top Stories

Finally, we are delighted to share the impact our students had this past Summer 2020 by providing their language services in a new unique way that would assist many during the Covid-19 pandemic: by aiding the city of Newark's contact-tracing efforts. Tracers are key in tracking down individuals who have been exposed to COVID-19, assisting exposed asymptomatic persons with isolation, referring symptomatic persons to appropriate testing facilities, and following up with exposed persons until they have been cleared to cease isolation. This initiative allowed Lives in Translation to share its linguistic skills and expertise to contribute in a statewide effort by being a part of the Newark Department of Health's contact tracing team and monitoring approximately 2,800 contacts.

"I am beyond grateful for the opportunity to feel as a valuable member of my community. The LiT program helped me fulfill my professional aspirations of public service, and it allowed me to use my academic and language skills to contribute to the immigrant community in such difficult times. My experience as a contact tracer intern for the city's tracing program gave me more than a job experience in public health. It opened doors for actual employment, which was offered to me by the city after the program's completion.



IMAGE CAPTION HERE.



“This program embodies the inclusion, diversity, and opportunity that Rutgers stands for. I hope more students get to experience the same.”

– Desiree Roquetti, LiT Student Intern.



This has been a productive year thus far for the LiT and we look forward to continuing our work in expanding the program to provide academic excellence in the field of Translation and Interpreting and celebrating the linguistic richness our campus has to offer.

Warmest regards,

Stephanie Rodriguez

Director, Lives in Translation

[READ MORE ON OUR WEBSITE](#)