Mission Statement (adopted September 2012)

In September 2012, the following statement, was approved:

“In support of Elon University's commitment to diversity and global engagement, and the preparation of responsible global citizens, the Department of World Languages and Cultures provides students with the indispensable cultural and linguistic tools that permit them to understand and evaluate complex ideas from intercultural perspectives. “

Department Chair's Overview

In 2012-2013, the department continued to advance the same general areas that had been targeted the prior year and for a second year benefitted from robust support by the Deans Office and by our role in fulfilling the university's institutional priority 18, to “advance programs that articulate the critical role of fluency in a second language to being a global citizen and ensure that students have access to a vibrant, innovative foreign language curriculum that connects to their career aspirations”

This year, we completed several new objectives (from year 2 of the five-year plan) related to clarifying who we are and what we do, to ourselves, to other programs, departments, and administrative areas, and to the larger university community. We made notable progress in acting on what our faculty research group has been learning, and rethinking what and how we teach.

WLC faculty carried out several initiatives that helped students connect second language study to practical career needs (university mission statement point c). The department aggressively pursued involvement in the University’s Writing Excellence Initiative with the intent of becoming a leader-model of writing across the curriculum for the campus as a whole, and beyond (institutional priority 8). Finally, although our contributions to promoting positive understanding of diversities is generally recognized, we formulated more specific ways to extend more fully the exploration of diversity in course content (institutional priority 1).
**Highlights & Significant Events**

*Clarifying who we are and what we do.* The WLC's 2011-2012 Annual Report Feedback noted the departmental progress made in addressing a “continuing need to articulate the vision and practice of foreign language instruction more clearly to [Elon’s] faculty, administration and students.” Specific steps take this year to continue raising understanding of the WLC and ways in which it connects with other programs include the following:

- **New mission statement.** As set out in the 5-year plan, the department’s mission statement was reformulated to better communicate the work and goals of the department. The new statement is succinct, well focused, and aligns closely with the university’s priority 17.
- **New department name.** Our change of name (from Dept. of Foreign Languages to Dept. of World Languages and Cultures) communicates inclusion and cohesion among the various languages we teach, it underscores the meaning-making relationship between language and culture, and it better conveys what is done in WLC courses.
- **Increasing collaboration with other departments and programs.** The WLC’s most notable effort was creation of the highly successful Business German Speaker Series, which involves the Love School of Business and the Student Professional Development Center. The series brings representatives from German-based businesses in the Eastern US to Elon University to discuss their respective fields, what students should do at the university to best to prepare themselves to enter these fields, and how knowledge of German language and culture is indispensable for a successful business career in such organizations. Also noteworthy was the collaboration with the Love School of Business and College of Arts and Sciences to bring French winemaker, vineyard owner, author, and entrepreneur Olivier Magny to campus. Some 90 students from across campus attended the presentation. **Dr. Edy Feinberg**, Swiss professor, journalist and author, gave an engaging talk about cultural relations. Faculty also collaborated with the School of Communication on a successful Fund for Excellence grant to fund an Hispanic Film festival in fall 2013, and with the Schools of Music, Communication and Love School of Business on a successful Fund for Excellence grant to bring a Dutch/French guitarist to campus in fall 2013.
- **WLC featured in Alumni E-zine.** The WLC was most grateful that Dean Morrison-Shetlar elected to feature the department in the Spring 2013 E-zine sent to Elon College of Arts and Sciences alumni.
- **Collaboration with Admissions.** Representatives from the WLC met four times with Admissions staff during 2012-13 in order to enhance the message about language study being communicated to prospective students. One meeting focused solely on the Admissions tours; two others were meetings with Admissions counselors in order to provide a clearer picture of our language programs, teaching methods, and opportunities for students; a third was a strategy meeting with Dean of Admissions Lisa Keegan to discuss ways to keep Admissions up to date on developments in the WLC.
Articulating our values and acting on them. In August, the department spent time defining: the qualities we most appreciate among us, what we want to improve or change, and actions we can take to improve. We most appreciate our collegiality, our diversity, and a shared sense of purpose. Following these values, the department; used the shared sense of purpose to move forward on several 5-year plan objectives; acted on the commitment to diversity by drafting a successful Diversity Infusion Project plan; and reinforced collegiality via the existing voluntary peer mentoring of instruction, via two voluntary “walk and talk” sessions, one voluntary brown-bag lunch, and, over the summer, via one voluntary common book reading/discussion. Additionally, the department’s two daylong workshops on curricular re-visioning similarly reinforced a sense of collegiality and common purpose.

Improving information on department website, and material used in campus tours. One student worker worked with faculty to update and improve the WLC website information. WLC faculty met several times with admissions staff and provided current information about WLC courses, study abroad opportunities and other opportunities related to language and culture study, to enhance information given by student guides about language and culture study at Elon.

Rethinking what and how we teach. Significant pedagogical research and changes undertaken this year were motivated by two factors: readings of the department’s SOTL research group (which inform our 2 daylong workshops), and undergoing our five-year external review, conducted by Dr. Peter Pfeiffer of Georgetown University. The connection between the two is strong, because Dr. Pfeiffer is a national expert on cutting edge language pedagogy, and the departmental research group had previously visited his institution in Spring 2012, to observe the innovative German language and culture program there.

External Review: The three bullet points of Peter Pfeiffer’s external review related to curriculum and pedagogy are:

1. Close the Language Laboratory and reallocate resources to enhance language learning and use of educational technology in academically informed ways.

2. Finalize the common curricular framework for the Department of World Languages and Cultures at the May retreat, making linkages to university priorities in global citizenship and writing excellence explicit. Start implementing changes to program structures and curricula in the summer with appropriate support from Dean’s office. Use the framework for future assessments.

3. Within this context, the Spanish faculty needs to think of disruptive change in the Spanish curriculum so that it is responsive to students’ needs and interests.

The department had already anticipated these particular needs, and was able to complete or make progress on the following items.
• **Completed common curricular framework.** As part of the ongoing implementation of our SOTL research group’s recommendations, and in accord with the April 2013 recommendation from our external reviewer, in May the department completed a common curricular framework for courses at all levels that applies to all languages we teach. Each level is tied to measurable student learning outcomes. This collaborative re-visioning of what we want students to be able to do is already influencing the learning tasks and approaches used in courses, and the process may, in part, serve as an antidote to faculty burnout, a concern expressed in last year’s annual report.

• **Extensive department Involvement in Elon’s Writing Excellence Initiative.** For over a year, the department has aggressively sought involvement in this initiative (previously labeled QEP), because WLC faculty are anxious to demonstrate that writing excellence is highly desirable in languages other than English, and that excellent non-English writing abilities are extremely valuable for global citizens. Five WLC faculty participated in winter and spring 2013 meetings with Paul Anderson; these meetings targeted the construction of effective writing assignments and rubrics. The department then wrote a successful application to participate in WEI’s First Flight program. Eight WLC faculty attended the 4-day WEI Boot Camp in May 2013.

• **Additional 300-level courses in Spanish.** In response to the strong, multi-year growth that Advising staff noted in the number of first-year students whose Spanish placement test scores are at the 300 level, and a lack of open course slots to accommodate them, the Dean generously funded an additional 4 sections of Spanish 320 in spring 2012, all of which filled. Additional sections have been added for fall, and, as of July 10, all are closed or nearly closed.

• **Addressing the imbalance of majors versus minors in Spanish.** The Spanish section conducted a survey of present and former majors and minors, to find out why the number of majors has dropped (from 43 in 2008-09 to 12 in 2012-13) while the number of minors has ballooned (from 190 in 2008-09 to 234 in 2012-13). Reasons given for not completing the major were more varied than Spanish faculty had anticipated. The section is taking steps to respond to the reasons it can address, such as the perceived difficulty of the Spanish Senior Seminar. Spanish faculty had a constructive, productive conversation about the seminar with 2013 Senior Seminar Students, and their recommendations are being implemented this fall 2013. Spanish faculty are also rethinking how requirements for the major should be structured, to give students greater flexibility and choice.

• **Enhancement of German program.** In January 2013, German faculty secured an important, 3-year commitment from the Dean of A&S to not cut 300-level enrollments under 10 students, to provide an opportunity to increase the number of 300-level courses offered, and further strengthen the German Studies minor and the Business German program.

• **Master’s in International Business, with concentrations in Spanish and German.** A department subcommittee is working with Bill Burpitt and the Love School of Business to map out course articulation for a one-year master’s degree in international business. The tentative curriculum includes a “normal” 4-hour language course in fall, a 10-week
intensive language course from January to mid-March, and six to 10 weeks abroad working in a foreign company. The first languages to be included are German and Spanish, with the possibility of adding other languages later.

**Connect second language study to practical career needs.** Fostering this connection between fluent second language communication skills and viable career options is vital to the future of the department. A number of campus wide events which demonstrate the connection between second language and culture studies and today’s careers, politics and cultural scene were organized fully or primarily by WLC faculty. Many of these events benefitted from funds generously provided by the Dean’s office, CATL, the Love School of Business, as well as WLC.

- **German Speaker Series.** This year, the broadest impact on the university was made by the earlier-mentioned German Speaker Series program, in which each of the four speakers directly affirmed the essential need for German language and culture skills.
- **Presentation and visit of French winemaker Olivier Magny.** Similar impact was seen from the presentation by French winemaker and entrepreneur Olivier Magny, which was attended by around 90 students.

On the level of individual students, numerous internships facilitated by department members made direct connections between language fluency and career success. Selected representative projects include:

- **Maggie Blehar ’13,** an English major and German Studies minor, completed her Elon College Fellows thesis (3 years) on a German Studies topic under the direction of Scott Windham. *Maggie was also a finalist for a Fulbright teaching assistantship in Germany.*
- **Bethany Hill ’15,** Art major, mentored by David Neville, was awarded a 2013 Lumen Prize for her project, “Performing the Bride: Visuality, Female Authority, and the Sacred Spaces of Mechthild von Magdeburg’s *Flowing Light of the Godhead.*”
- **Amanda Bittner, ’13,** Elon College Fellow, mentored by Ketevan Kupatadze, researched the portrayal of Spanish-American immigrants in Spanish reality TV shows for “Romancing the Immigrant: Immigrant Testimonies in Spanish Media.”
- **Astrid Adriaens ’14,** mentored by Sophie Adamson, is studying cultural products inspired by immigration in French society for her Elon College Fellows thesis.
- **Tara Lavelle ‘14,** Middle East Studies minor, Honors Thesis, mentored by Shereen Elgamal to locate and review Arabic-language resources for research on Israel’s water policy towards Jordan, Lebanon, and Syria.
- **Kileigh Browning ’13** was accepted into the one-year, fully funded Congress-Bundestag Young Professional Exchange program in Germany. After an intensive language course, Kileigh will take university coursework (ecology and environmental science) and complete a five-month full-time internship.
- In Spring 2013, WLC faculty mentored 7 student SURF presentations related to political, social and cultural topics of global interest.

**Extending more fully the exploration of diversity in courses.** By virtue of our multi-language and cultural identity, the department is recognized as highly supportive of diverse ways
of seeing, doing and valuing the world. Even so, the WLC competed successfully for a Diversity
Infusion Grant which will provide faculty in French and Spanish with funds to support students
exposure to diversity in French-speaking cultures (French African, French Canadian, etc.) and
Spanish speaking minorities (Afro-Hispanic, Equatorial Guineans, etc.), globally (through Skype)
and directly, with local communities in and around Alamance County.

One WLC faculty in residence for Elon Honors College taught a GST course designed specifically
for international students, to introduce them to some facets of US culture, providing these
students who contribute much to the diversity of the campus community the benefit of formal
study of their new environment. Other selected activities that demonstrate WLC commitment to
engaged learning are:

- used Skype to connect Elon students with someone working with orphans in Uganda,
- piloted teaching GST 110 in the common room of Kivette Hall, with kitchen access, and
  provided typical Chinese snacks when guest speaker from China spoke about Chinese
culture, and Central American food when a local pastor discussed immigration clinics in
Alamance County
- for a second year, connected 4th semester French students with francophone children
  housed in the nearby Avalon Refugee Center. In class, students wrote age-appropriate
  children stories in French, and at semester’s end, visited the center to donate them.
- LAT 222/370 students traveled to Washington DC to see Mary Zimmerman’s Metamorphoses.
  Zimmerman's play, was “called by Time the ‘theater event of the year,” for bringing Ovid’s tales to
stunning visual life. This activity reinforces historical diversity in content.

Outside of WLC courses, multiple engagement activities were hosted by various language clubs,
tables and honor societies associated with the department, most of which were open to the larger
campus community. These activities included:

- A “Columbian Music Night,” with dinner and music, included students from LASO (Latin
  American Student Organization), La Casa de Español, La Casa Italiana, El Centro de Español, and the
  larger university community. Over 60 students and faculty attended the evening with dinner and
live music.
- WLC faculty also supervised the weeklong Italian Festival, Chinese New Year
  celebrations, and the Tournées French film festival.
- Over WT, deep study of a 17th-century French play concluded with two performances,
in French, for an open Elon audience.
- One faculty member co-sponsored Visiting International Scholar Giuli Shabashvali from
Georgia.
- Witness for Peace speaker Itzel Polo Mendieta spoke to a group of almost 100 faculty and
  students on Oct. 10th about her work with “The Other Dreamers,” a group that helps youth who
have been deported back to Mexico.

WLC faculty maintained strong productivity in research and scholarly involvement.

- Eight peer-reviewed articles appeared in journals or as book chapters
- Faculty presented 19 papers at professional conferences
- WLC faculty captured 3 FR&D awards, one Hultquist award, one CATL scholar award, four Fund for Excellence Grants, and one external award from PRAGDA (for recent emerging Hispanic film).
- One WLC faculty was chosen as one of 12 emerging teacher scholars in the President’s Report
- Two faculty presented successful applications for tenure and promotion to Associate level
- One faculty was named treasurer of Feministas Unidas, an MLA recognized affiliate.

Other mileposts for 2012-2013:

- **Graduating majors & minors**: 10 majors (4 French, 6 Spanish) and 83 minors (18 French and 65 Spanish) Comparative data from class of 2012: 17 majors (3 French, 14 Spanish) and 94 minors (24 French, 70 Spanish). Worthy of mention as well in 2013 are 64 interdisciplinary minors who are intimately related to the WLC (10 American Studies, 18 Asian Studies, 12 Classical Studies, 7 German Studies, 5 Italian Studies, 3 Jewish Studies, 2 Latin American Studies, 7 Mid-East Studies).

### Overview of Progress in 2012-13, and plans for 2013-14

<table>
<thead>
<tr>
<th>General goal</th>
<th>Year 2 tasks (2012-13)</th>
<th>Outcome</th>
<th>To Do Next Year (2013-14)</th>
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<tbody>
<tr>
<td><strong>Identity</strong></td>
<td>Revise department mission statement to better articulate Department mission and contributions to the university mission.</td>
<td>Done. Final version of mission statement was presented to department in August and approved by department in early September.</td>
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<td><strong>Change the department’s name to better reflect the revised mission.</strong></td>
<td></td>
<td>Done. Possible names and rationale were discussed, reviewed by department, student majors and minors. After finalizing selection, name was reviewed by administration, other departments of A&amp;S, and finalized in spring 2013.</td>
<td>Implement change in all pring materials, web materials, and other listings (PMLA, AATSP, ATFL, ADFL, etc.)</td>
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<tr>
<td><strong>Outline and pursue a strategy to promote our department, convey our mission, and convey the centrality of language study, foregrounding</strong></td>
<td></td>
<td>Partially addressed. Department worked hard to create university-wide activities related to second-</td>
<td>Outline and pursue a strategy to promote our department, convey our mission, and convey the centrality of language study, foregrounding</td>
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<tr>
<td>Engagement with other departments and programs. Ensure that web and print materials consistently adhere to that strategy and are consistently up to date.</td>
<td>Language and culture proficiency. Web material updating has begun. An organized strategy needs to formalize and organize efforts. Continue in 2013-14.</td>
<td>Mission, and convey the centrality of language study, foregrounding engagement with other departments and programs. Consistently adhere to that strategy and are consistently up to date.</td>
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<tr>
<td>Meet with Advising to enhance new student advising in regards to FL study.</td>
<td>With facilitation from the Dean’s office, several changes were made to handling language placement exam issues. More work is needed, to ensure integrity of exam, and understanding of why foreign language study matters.</td>
<td>Identify “target” groups (e.g. French and Spanish minors, students with majors in compatible disciplines.). Conduct surveys and focus groups to identify what it would take for them to declare one of our majors or minors.</td>
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<td>Work with Admissions to enhance the ways in which FL study is promoted to potential students.</td>
<td>Substantially addressed. Met several times with Admission staff and provided new materials to share with student guides.</td>
<td>Work with Career Services and the Office of Student Professional Development to identify internships and career leads for our students. Organize efforts formally, to avoid duplicated efforts and promote cohesive WLC presence where possible.</td>
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<tr>
<td>Identify a promotion “point person” who, with help from the program assistant, will be responsible for web and print materials.</td>
<td>Scott Windham has been handling. Another faculty needs to assist, looking forward.</td>
<td>Find a permanent faculty point person.</td>
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<td>Continue work with placement exam integrity issues, and why it is important to general studies program. Find a new point person to administer.</td>
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<td>Values</td>
<td>Discuss our priorities and values as a department in regards to teaching, scholarship, and service.</td>
<td>Partially done. Discussed values, identifying diversity collegiality, and sense of a common mission. Articulated actions to enhance, and began implementation.</td>
<td>Need to discuss priorities for balancing faculty workload, Define strategies that allow for balance among teaching, service, and scholarship responsibilities. Encourage faculty members to implement these strategies, and to reflect on that process in the unit.</td>
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<td><strong>Support transition to new leadership in department</strong></td>
<td>Developed and discussed &quot;DFL Citizenship&quot; statement to articulates basic expectations of behavior for department collegiality. Will present for final approval during planning week 2013. Established section head meetings for smaller lge. programs, to share unique challenges and strategies to address. Secured commitment from Dean for a minor languages consultant review in 2013-14, to help strategize for success.</td>
<td>Done. Former chair offered concrete, substantive support to incoming chair.</td>
<td>Begin implementation. Conduct post-event surveys to assess participants' responses. Diagram the service/leadership positions in the department, plus the reporting structure. Collect information on the duties for these</td>
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<td><strong>Faculty Development</strong></td>
<td>Articulate which positions will be needed. Create timeline for position requests. Conduct search for Arabic. Conduct search for Italian. Submit position requests</td>
<td>Done. Department ran 3 successful national searches (2 in Italian, 1 in Arabic).</td>
<td>Conduct search for Chinese. Conduct search for Spanish. Submit position requests for Year 4 searches.</td>
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<td>Curriculum</td>
<td>Attain highest levels of achievement across each lge. program.</td>
<td>Lay plans for a curriculum in Chinese. Research how other universities have built Chinese curricula, plus reasons why programs succeed or fail.</td>
<td>Not done. Preliminary research begun by student worker, but not reviewed by chair. Until we have a permanent line (search planned for 2013-14), there are no ft faculty to oversee.</td>
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<td>Re-examine student learning outcomes for FL majors.</td>
<td>Process initiated in Spanish, with survey of former majors, consultation with present majors, and discussion in Spanish section. (French has made progress in prior year.)</td>
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<td>Articulate SLOs for each language level in all languages.</td>
<td>Done. Department formulated SLOs for all levels of 2nd lge. curricula, applicable to all languages taught in the department.</td>
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<td>Become an institutional</td>
<td>Expand student learning assessment plan to include</td>
<td>Plan to do so completed as part</td>
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<td>Using agreed-upon proficiency measures and</td>
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<td>leader in assessment</td>
<td>a larger cross-section of the curriculum and the majority of our programs.</td>
<td>of the curricular work.</td>
<td>research into best practices, develop standardized assessment measures to gauge student performance across multiple sections of a course and make use of standardized grading rubrics to evaluate student performance on key assessments across multiple sections of the same course.</td>
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</table>
| Facilities Build a physical presence that complements and supports the department’s mission. | Create a physical focal point for the department. | Done. Department researched, discussed, and Associate Chair authored proposal to create an International Café on the ground floor of Carlton (in the front of the Isabella Cannon Center reception area) to be a venue for informal, multi-lingual gatherings of students, and others, as found in cultures globally. This space could also host guest lecturers, presentations, and evening cultural events. In late fall 2012, proposal and rationale were submitted to the Dean. | Locate and Plan.  
Working with TLT, locate hardware and software solutions for the needs identified in the report. To keep costs low, open source software solutions will be preferential.  
Working with Physical Plant and TLT, draw up plans for the modification of the LMC.  
Advisory committee:  
• Identify reliable students to work in the LMC and recruit them for advanced software & hardware training;  
• Work with representatives of language sections in the dept to align pedagogical approaches with the affordances of the new LMC;  
• Formulate a new accountability structure for the LMC that reports to the department chair, dean, and CIO of Elon University;  
• Formulate and argue for a budget independent of the DFL plus purchasing-card privileges;  
• Submit a final project budget to the dean. |

Note: Items in red were added by chair at writing of this report, and will need to be voted on by WLC faculty at August 2013 planning meeting.
Opportunities and Challenges

This year’s Annual Report, the feedback from last year’s report, and recommendations from the WLC’s External Review help identify a number of issues and directions for 2013-14. In general, we made good use of our position as a College and University priority, and have established some toeholds for change. We need to capitalize on these toeholds, to increase our programmatic visibility and extend and/or improve our collaborations with other programs. I would like to highlight four areas to work on in 2013-14,

We need to continue articulating who we are and what we do to the larger university, verbally and programmatically

Significant progress was made this year in connecting effectively with other departments and organizations in the university, to update information and to pursue new initiatives. Multiple collaborations with the Love School of Business (German, French, and Spanish) are helping students interested in both disciplines connect their study to specific careers with global underpinnings, and opportunity for these connections need to grow.

Our knowledge of what the Student Professional Development Center can offers needs to be department wide.

The department’s “First flight” participation in Elon’s Writing Excellence Initiative offers another avenue to become a university model for creating the sorts of writing tasks that work across all instructional levels in second-language and -culture environments, to allow for global writing that respects diverse societies by using their systems for communicating meaning.

Nonetheless, the second-language requirement, and whether / why to increase it continues to be a thorny issue that polarizes some faculty (as seen in the spring white paper issued by the Elon PBK committee, and response from faculty at large), and demonstrates the need to clarify to the larger community exactly what second language proficiency entails and why it matters.

The Department’s relationship with ICC staff is definitely healthier and more collaborative than it has been in prior years. Nonetheless, substantive disconnects persist. External reviewer Peter Pfeiffer observed that the relationship between WLC languages and programs offered through the Office of International Programs needs to be better articulated in terms of a common academic mission of preparing students for global citizenship. (Pfeiffer quote:

the study abroad programs have to deepen the academic purpose of the study abroad experience and align more explicitly with programs in the Department of World Languages and Cultures.)
The Dean is helping to facilitate an initial meeting with Cannon Centre staff and WLC faculty to try and identify some common ground for creating closer alignment between the department and study abroad. For its part, as another aspect of curricular renovation, the department will evaluate how content in courses on campus can relate more directly with what students do in their study abroad experiences, and will seek other strategies for connecting study abroad to our majors and minors, and considering how study abroad experiences can impact the university campus environment, post-study.

Another issue addressed in the external reviewer report, the vitality and viability of smaller language programs needs to take center stage in department discussions in 2013-14. For several years, the department, and Dean’s office, have been aware of the disparate situations of our two majors (French and Spanish) and that of the smaller languages and programs (Arabic, Chinese, German, Greek, Italian, Hebrew and Latin).

The department appreciates the steady commitment to sustainable growth that the administration has provided via the steady conversion of lines to a permanent status, and through the 3-year commitments made to individual languages to allow newer courses to run with fewer students. Faculty have responded creatively, as well, teaching multiple-level courses, offering independent studies, designing the German Business program and German speaker series. Although the external reviewer devoted more of his time to department majors, he also noted that

There is concern that departmental programs staffed with only one person – Arabic, Chinese, Latin, and Hebrew – cannot be sustained. The institution needs to make a decision whether to put more resources into fewer options or to discontinue programs in FL.

WLC faculty realize well that smaller programs face difficult challenges unknown to those teaching Spanish or French, but we prize our faculty diversity as one of three core values. The Dean’s Office’s commitment to this diversity is seen in the decision to bring an outside consultant to evaluate and strategize ways to protect and build these programs. The entire department will invest time in supporting this visit and exploring ways to implement recommendations that result.

On a final note, and in relation to the challenges facing programs staffed by one or two faculty is the issue of departmental cohesion and the related need to organize and communicate across languages, to promote cohesion and a global identity, and avoid duplication of efforts. The new department mission statement and the inclusive change of name are healthy first steps, as is the articulation of our essential values---a shared sense of purpose, our diversity, and our collegiality. If faculty can
maintain a consistent sense of our shared purpose, we will bring great energy to our role as First Flight members for WEI and all programs will be enhanced as we move forward. If the university is able to commit to an International Global Café space in Carlton, where students from all languages and programs will interact in the target languages, see streaming clips of international news in target languages, listen to music, hear speakers that address current issues, hold club meetings, poetry slams, and conduct similar activities found in international urban environments, we will achieve a dynamic focal point and catalyst for our identity as promoters of global citizens at Elon University.