

2015-2016 Annual Report

Department of World Languages and Cultures (WLC)
Sophie Adamson, Chair
June 21, 2016

Department Mission Statement

“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

The Department of World Languages & Cultures had a successful year in large part as a result of our ongoing collaborative work on curriculum and on the Writing Excellence Initiative (WEI). Across languages, each faculty member dedicated time and attention to writing initiatives, shared learning objectives and outcomes. We participated in a wide variety of conferences, workshops, discussions and reading groups about best practices in teaching and learning of foreign languages. Furthermore, our two programs with majors, French and Spanish, both underwent significant curricular revisions that were approved by the Curriculum Committee in 2015. In sum, our departmental activities were increasingly intentional and cohesive. Colleagues from our nine languages pursued activities that support university priorities and moved forward with objectives of our five-year plan as is briefly outlined below and discussed in more detail throughout this end-of-year report.

In 2015-2016, the Department of World Languages and Cultures:

- contributed to the university *commitment to civic and global engagement* (Institutional Priority # 4) through our programs across campus;
- devised new ways to support *exploration of diversity* (Institutional Priorities theme #1);
- implemented, programmatically and individually, the initiatives defined or attained in 2015-2016 (WLC 5-year plan);
- moved forward on *interdepartmental collaborations*, individually and programmatically (WLC 5-year plan);
- investigated ways to improve support of *smaller language programs* (Institutional Priority #15);
- continued addressing *key recommendations* of Dr. Pfeiffer's external review of the WLC (received May 2013) (Institutional Priority #15, and Institutional Priority theme #3).

Milestones for 2015-2016:

- In the graduating class of 2016, we had 12 majors (7 French, 5 Spanish) and 84 minors (17 French, 67 Spanish). These numbers represent a **20% increase in our majors from 2015** when we had 10 majors (8 French, 2 Spanish), and these numbers show a **13.5% increase in our minors from 2015** when we had 74 minors (18 French, 56 Spanish).
- Our current 2016 numbers also represent a **50% increase in our WLC majors from 2014** when we had 4 French and 2 Spanish graduating majors in 2014.

- Currently, there are 175 students who have declared interdisciplinary minors that are intimately related to the WLC (15 American Studies, 25 Asian Studies, 15 Classical Studies, 38 German Studies, 37 Italian Studies, 13 Jewish Studies, 9 Latin American Studies, 23 Mid-East Studies). This represents a **2% increase in our interdisciplinary minors from 2015** when there were 172 declared interdisciplinary minors (22 American Studies, 14 Asian Studies, 15 Classical Studies, 34 German Studies, 47 Italian Studies, 9 Jewish Studies, 10 Latin American Studies, 21 Mid-East Studies). Our current 2016 numbers also represent a **65% increase in our interdisciplinary minors from 2014** when there were 61 declared minors (10 American Studies, 10 Asian Studies, 5 Classical Studies, 9 German Studies, 11 Italian Studies, 2 Jewish Studies, 6 Latin American Studies, 8 Mid-East Studies).
- One WLC colleague was successfully granted **promotion & tenure** in spring 2016.
- One WLC colleague was successfully granted **continuance on the Lecturer track** in spring 2016.

Highlights and Significant Events

I. *Clarifying who we are and what we do*, and *raising cross-campus awareness* of our essential role at the university has been a multi-year task of the WLC five-year plan and will be included in our next 5-year plan. By teaching students about other languages and cultures, we help students become informed *global citizens* who are aware of and open to *multiple types of diversity*, and we develop intercultural awareness that equips them for responsible civic engagement and discourse in the twenty-first century. In 2015-2016, WLC efforts that spread this multi-faceted, multi-disciplinary identity across the university included activities such as:

- **Leadership in the Global Neighborhood Association.** In 2015-2016, a member of the WLC faculty served as interim Faculty Director of the Global Neighborhood Association that organized weekly evening events. In addition, many WLC colleagues regularly served as discussants at the Global Neighborhood House Dinners that brought students, faculty and staff together for intellectual conversations around a globally themed meal. This year's theme was *Food: The Culture, Ethics, and Politics of Eating*, and all six dinners and other neighborhood events engaged with this topic from various disciplinary views.
 - For the third year in a row, the WLC moderated the first global dinner of the academic year (Institutional Priorities Theme #1 and Priority #4). On September 1, 2015, a faculty member from Spanish spoke about "Food: The Other Language" and led a discussion on the socioeconomic symbolism of food, sexual imagery in food advertising, and the use of food as an expression of culture. Using advertising and film clips for illustration, the faculty member asked the questions: What does food communicate? How does food communicate? After her remarks, faculty and students talked about the wide-ranging implications of food. Faculty and staff from the WLC and across campus facilitated small-group discussions around these topics at their dinner tables. It was reported that more than 250 residents of

the GN came together to share the meal and participate in lively conversations.

- Also in fall 2015, a faculty member introduced the film “Soul Kitchen” about a German-Greek owner of a working class restaurant in Hamburg. The tension between high-class clientele and the rough working-class made a clear connection between politics and food. In a Q&A after the film, the faculty member and participants discussed the question addressed in the film: As the Soul Kitchen abandoned its culinary roots in favor of haute cuisine, did it risk losing its soul?
- **Polyglot Language House, Honor Societies and Clubs.** The WLC and Residence Life worked together in fall 2015 to inaugurate the new Polyglot House living-learning community where students studying *any* language can live together in the Zambezi House (Global D, 4th floor) in the Global Neighborhood. The objectives were to bring WLC students together rather than maintaining separate language houses. Some examples of the Polyglot activities included: weekly Tuesday Polyglot lunches in the Lakeside dining hall, conversation tables, films, karaoke nights (in the target languages), and benefit events. The Italian faculty, for example, offered weekly conversation hours for current and former students and any interested faculty in the Global Commons. In addition, they hosted a series of films with introductions and follow-up discussions. A noteworthy language house fundraiser was the homemade crêpe night co-hosted by the Polyglot House and French Club that raised over \$200 for the Global Neighborhood’s “adopted” refugee family.
- **Involvement on the Second Language Proficiency Committee.** Four WLC faculty members from four different languages are currently serving on this committee that was formed after Provost House’s spring 2014 white paper. WLC colleagues strongly back the Provost’s support of proficiency in a world language so that all Elon students may engage with and understand other cultures; grasp the inseparable link between language and culture; advance their critical thinking and analytical writing skills; and develop enough linguistic and cultural proficiency to interact on an academic, professional and social level with native speakers of that language.
- **French Program of Excellence**
The American Association of Teachers of French (AATF) conferred the honor of Exemplary Program with Honors on the French program at Elon University on April 23, 2016. This honor recognizes post-secondary French programs that demonstrate growth, innovation, pedagogical excellence, the support of colleagues and administrators, and the success of current students and alumni. Mary Helen Kashuba, past president of the AATF, wrote to congratulate the French faculty: “Our committee was especially impressed by your growth in numbers, both of faculty and students, your many activities, and your innovative programs. As a college teacher myself, I was especially pleased to see your interdisciplinary

programs, and your creative courses. I hope that your success will continue into the future, and that you will inspire other universities to enhance their programs.”

- **First Flight program participants for the Writing Excellence Initiative** (Institutional Priority #17 and recommendation of the WLC’s external reviewer, Dr. Peter Pfeiffer, in May 2013). The WLC’s multi-faceted involvement in this initiative constitutes the most impactful, time intensive activity of the department in the past several years. The WLC was chosen to be one of a small cohort of departments to spearhead this five-year initiative to re-envision and design writing instruction at Elon University. Two faculty members serve as “first flight fellows” to lead the effort, but the entire department has fully collaborated during department meetings, workshops and retreats. We formulated a departmental writing mission statement, articulated goals and outcomes for our majors, and conducted pilot studies of our rubrics on graduating seniors. The materials produced by the WLC are now being used as models for other departments at the university and were featured as model examples in the WEI boot camp. The work of the WLC should also help departments across campus better understand the responsibilities and role of World Languages & Cultures. Related to WEI activities, four faculty members of the WLC authored successful applications to fund individual curricular and research projects related to WEI for fall 2014 and spring 2015, and two faculty members are currently working on an article about the WEI experience (CATL Writing Residency, summer 2016).
- **Re-envisioning and remodeling of the Carlton Building.** Our department revised and resubmitted a detailed proposal for a remodeling of 1st floor Carlton. The proposal was approved by Provost House in spring 2015 and the renovations took place in summer 2015 in time for the 2015-2016 academic year. The renovations helped support Elon’s mission to “integrate learning across the disciplines, thus preparing students to be global citizens.” They have enhanced teaching and learning opportunities in Carlton thus ensuring that Elon’s university-wide institutional priority as stated below has a focus point for action:

“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.”

In an effort to foster cross-cultural and cross-disciplinary interactions in our target languages, our department now has a hub on the first floor that is visible, inviting and accessible to *current* students, staff and faculty as well as to *prospective* students and families on campus tours. With the architects and designers, we have created an engaging space in support of the intellectual climate we want to support at Elon. This space is an extension of our offices and classrooms for continued linguistic & cultural exchanges. We feel we are better equipped now to uphold the university mission statement in that being a global citizen requires 1) social interaction with a variety of people from different cultures as well as 2) an understanding of other cultures through the lenses of *their* languages.

The communal area on the first floor of Carlton is a *curricular* addition for our department because real-world interactions and connections will be naturally reinforced. It differs from other spaces on campus because it helps nurture and showcase *linguistic* diversity. It provides opportunities for language development, cultural exchanges, cross-cultural community building, and collaborative cross-disciplinary connections outside of the classroom. Students and faculty, small classes, working groups, language tables and organizations (honor societies) meet in this space for interaction in the target language. These ameliorations support the WLC department's 5-year plan:

- to establish spaces that allow for collaborations among and between faculty, students and the local community;
- to integrate organization and language tables into department spaces; and
- to build a physical presence on campus.

The need for interaction reflects our departmental approach to language as well as the university-wide commitment to diversity and global engagement. We recognize language as a fundamental way in which individual and national identity is formed, shaped and expressed, so it is critical that one *use* the cultures' languages to truly understand people of those cultures. When our students return from semester abroad programs, many mention this sort of interaction as something they very much enjoyed, learned to value, and now miss. We plan to build on this sentiment as we boost social networks and increase excitement for our programs. A hub for languages and cultures within our department can now provide a much-needed venue for students upon their return and symbolize Elon's continued commitment to diversity and global engagement.

- **WLC Open Advising Sessions.** Faculty from multiple languages hosted drop-in advising sessions in the Moseley kitchen space in fall 2015 and in Carlton Commons in spring 2016 - just prior to preregistration. Our goal was to provide information about WLC courses, minors, majors, interdisciplinary tracks and the language requirement. We also had representatives from the Global Education Center with us throughout the sessions in order to help students and faculty make connections between study abroad opportunities and students' four-year plans. Our events had steady attendance. Our sign-in sheet from the fall event, for example, showed us that 42 people attended who sought information about our courses and/or study abroad opportunities in the target language. The WLC plans to continue to hold such sessions each semester for the foreseeable future.

II. *Deepening and extending interdisciplinary initiatives to convey the centrality of language study in numerous aspects of today's world.* In addition to the above-mentioned collaborations, a wide variety of initiatives were undertaken including the following:

- **Spanish and Human Services collaboration for a dual degree.** Recognizing the urgent need for human service professionals with experience in Hispanic cultures and with Spanish language abilities, WLC and Human Services faculty have continued collaborating on what we hope will become a dual degree program. As a first step, the Spanish section plans to create a section of SPN 222 themed for

Human Services students. The course will be taught in Spanish and use content related to human services in an Hispanic context.

- **New interdisciplinary courses on campus and abroad.** Combining sports, business and language, a faculty member co-led a study abroad course on baseball and tourism in the Dominican Republic. She also developed the academic component and accompanied the men's soccer team to Spain during spring break as a pilot program for a global engagement ELR for student athletes. Another colleague collaborated with a faculty member from the Department of History again to co-teach a course for the Honors program called "(His)stories of 20th Century Dictators in Latin America." Another WLC faculty member is currently consulting with faculty from the Department of Performing Arts and developing a summer French theatre course in Montreal, Canada, that will appeal to students in both the performing arts and French. Students would be able to start, finish, or continue their language study during the program abroad, depending on their placement. In Montreal, the university would offer beginning, intermediate, and advanced immersive courses in French with opportunities for interaction with theater academics and practitioners. Students would interact with people whose interests align with their own professional goals. Another noteworthy course, taught in spring 2016, involved collaboration between the WLC and the Music Department. It was named FRE 378: *Cultural Shifts in France through Music* and combined French language, sociocultural and historical study, music performance, composition and production. Students performed the creative culmination of a semester's worth of research and study of the May 1968 cultural revolution in France on May 5 at 7:30 p.m. in the Tap House in collaboration with students from Clay Stevenson's MUS 310: Live Sound Production Recording.
- **Collaborative hosting and connections with other programs and departments.** The WLC collaborated with the Center for Race, Ethnicity, and Diversity Education (CREDE) as well as the Truitt Center for Religious and Spiritual Life, the Isabella Cannon Global Education Center, International Relations, and a wide variety of other departments and programs. One notable collaboration, for example, was with Latin American Studies and El Centro when two faculty members from the WLC organized an interdisciplinary panel/workshop in spring 2016 in Carlton Commons entitled: "Contemporary Dilemmas: Human Rights in Latin America." Reflecting upon the murder of Honduran environmental activist and indigenous leader Berta Cáceres, the workshop offered an interactive opportunity to come together and examine how much we know about current human rights violations in Latin America and what we can do about it. Panelists Roderico Yool Díaz (Guatemala), Martha Matehuala (Mexico), Fernando Martínez (Dignity Schools), Ron García Fogarthy (Witness for Peace), Fidel Campos (El Salvador), and Santos Vargas Chimilio (Honduras) are community organizers with experience in different countries of Latin America, and most of them have continued their work in North Carolina. The panelists worked in groups with students, staff and faculty to raise questions about current human rights conflictive situations in Mexico, Guatemala, El Salvador, Honduras, and the US. They addressed questions such as the following: How are current human rights' violations connected to the political history of each country? What are the ecological, economical and political sources of these violations? How

does US intervention affect the everyday life in Latin America? What is the involvement of the international community to stop these violations? What are the necessary reparation steps to bring social justice, historical memory, and democracy to the region? What are the limits of the human rights paradigm to intervene in these conflictive scenarios?

- **Interdisciplinary leadership and outreach positions.** Many of our faculty members have leadership positions in other departments or programs. Examples include the following: a Scholar in Residence in the Honors Pavilion; an interim Faculty Director of the Global Neighborhood, a Faculty Fellow for the Global Education Center; a Coordinator for the Middle Eastern Studies Program; an Associate Director for the Periclean Scholars Program; an Arts & Humanities Director for Elon College Fellows; a Co-Leader of the Center for Engaged Learning's Seminar on Global Learning; a member of the Curriculum Committee; a member of the Honors Advisory Committee; several members of the Fulbright Campus Committee; a President of Elon's chapter of the *Phi Kappa Phi* honor society; a co-leader of Advocates for Global Education (AGE) with parents of the Alamance-Burlington School System.

III. *Results of linguistic and interdepartmental focus.* Students' recent successes attest to their appreciation of how language, cultural fluency and career interests make them uniquely competitive for awards, internships, graduate study and employment offers. Some recent spotlights include:

- Madison Clough, '16, a Middle Eastern Studies minor, was awarded the Clinton Scholarship for a semester of study in the United Arab Republic. She was also awarded a Critical Languages scholarship to study Arabic language and culture in Morocco.
- Maggie Liston, '16, a French and International Studies double major with minors in Political Science and Middle East Studies, was awarded a seat in the European Youth Parliament in France and was awarded an internship with the U.S. Department of State for summer 2015. She was an Elon College Fellow who conducted field research in Rabat, Morocco, on popular opinions of adoption practices. Her French senior thesis that analyzed three autobiographies of Algerian orphans was one of the only undergraduate papers selected for presentation at the 2016 International Colloquium on 20th and 21st Century French and Francophone Literature. Liston interned at the French Embassy and the U.S. Department of State and currently works at the Council on Foreign Relations in New York City.
- Alyssa Romano '16, a biochemistry major with a minor in German Studies, spent 11 weeks at the Ruprecht-Karls-Universität in Heidelberg, at the Organic Chemistry Institute. The research group she joined worked on synthesizing new gold catalyst compounds and analyzing how efficiently they speed up specific chemical reactions. This research was directly related to Romano's Lumen project. "After doing research at Elon through SURE and then studying abroad in Germany the following semester, I knew the next step was to combine

research and German,” she said. “This experience will propel me forward as an applicant to medical schools and Ph.D. programs in Germany. I also hope to continue improving my fluency in German and learn what it is like to work in a laboratory in Germany.” Romano has taken multiple advanced-level German courses at Elon, including a seminar on post-war Germany and a course on Germany in the new millennium. She studied abroad in Heidelberg in fall 2015, an experience she describes as transformative. “I hope to inspire others to study abroad. It has really brought together my true passions and helped me figure out what I want to do in life,” she says.

- Ben Kaiser '16, a physics and mathematics major with minors in German Studies and astronomy, won a highly competitive Research Internship in Science and Engineering (RISE) and will complete a 10-week internship at the Max Planck Institute for Extraterrestrial Physics outside of Munich, Germany. Kaiser has taken multiple German courses at Elon, including a recent intermediate-level course on contemporary Germany.
- Jackson Edwards, '16, a French major, and Zoe Heiberg, '16, a Business major and French minor, have been accepted into the selective Teaching Assistant Program in France (TAPIF) where they will spend a year teaching English at French primary or secondary schools.
- Eliza Brinkley, '15, a French major, was accepted to the Young Adult Service Corps teaching English in Cap-Haitien, Haiti, to young farmers at St. Barnabas Agricultural School.
- Katherine Shafer, '15, with a minor in Italian Studies, is teaching English in China and will then work for the State Dept. as an analyst.
- Omolayo Ojo, '15, a French minor, was awarded a Fulbright to teach English in Paris, France, for 2015-2016.
- Andy Dispensa, '11, with a minor in Italian Studies, completed his acting degree at The American Academy of Dramatic Arts and was selected as a member of the AADA NY Company in 2015.
- Emily Guernsey, '14, a French and Theater double major, participated in the French Ministry's Teaching Assistants program teaching English in France in 2015.
- Lauren Kepke, '14, a Spanish major, was awarded a Fulbright in Guatemala.
- Lily Siegal, '14, a Spanish and International Studies double major, was selected for the Council on International Education Exchange (CIEE) program to teach English in Spain during the 2014-2015 academic year. Siegal spent fall of her junior year in Argentina, an experience which informed her senior seminar project on the impact of censorship during Argentina's dirty war on authors, publishing and the language of average Argentine citizens.

- Baron Smith, '14, a German Studies minor, was offered a position in Volkswagen Group of America's Graduate Program.

IV. *Strengthening department identity and supporting faculty development.*

- A. The department strongly values its multi-cultural and multilingual nature. We are a reflection of global diversity with unique value to the university. Seven of the nine languages we offer are in non-major programs staffed by only one or two permanent faculty members. These faculty members face numerous challenges that require different types of support (Institutional Priority #15). They are essential to maintaining a diverse, more representative linguistic profile for the university. For that reason, the university agreed to have a consulting review of smaller WLC language programs to identify ways to better assess and support their singular missions. Dr. Michael Arnush of Skidmore College conducted the review over 3 days in early March 2014, and his report offers specific strategies for assessing, developing the programs, and providing appropriate support for those faculty members. Since his visit, the department has started brainstorming with Dean Smith and has talked with members of the committee on second language proficiency at Elon in an effort to pursue Dr. Arnush's recommendations. One of the WLC chair's highest priorities is to support, strengthen and grow these language programs. We are bringing in a Teaching Fellow from China, for example, for support of the Chinese program, and we are talking about creating a "Language Tutorial" (or something similar) to help compensate faculty for independent language studies they provide outside the traditional course load.
- B. The university offers multiple venues that support faculty initiatives. On an individual level, a majority of WLC faculty members attended CATL offerings and used CATL services to work on new course designs, jump-start personal research, and enhance student perceptions of learning. WLC colleagues successfully competed for internal and external grants to support personal research, curricular development and pedagogical work. Some notable departmental accomplishments include the following:
- Faculty members received \$44,499 in **FR&D funding**.
 - One faculty member received an **FR&D sabbatical grant**.
 - One faculty member received an **FR&D reassigned time fellowship**.
 - One faculty member received an **FR&D Hultquist Award**.
 - One faculty member received an **FR&D summer fellowship**.
 - Faculty members received \$23,710 in **travel funding** from the Dean's office.
 - Faculty members received \$17,777 in **CATL funding**.
 - Faculty members received \$1,500 from **Undergraduate Research**.
 - Faculty members received grants from the **Fund for Excellence**.
 - One faculty member was accepted as a **2015-2017 CATL Scholar**.
 - One faculty member was accepted as a **2016-2018 CATL Scholar**.

- Four faculty members are recipients of an **external grant** from the Teagle Foundation for a project entitled *Creating Sustained Change in Humanities Instruction*.

V. *Designing curricula and content to implement university priorities in individual courses.* WLC faculty members in all programs have worked intentionally and intensively to weave institutional and departmental priorities of writing excellence, critical thinking, intercultural awareness, informed recognition of local and global diversity, engaged learning and engaged civic discourse into specific courses, assignments and other activities. These practical results impact students in every class. Many examples of curricular initiatives have already been noted in this report, and a few additional highlights are listed under our goals below:

- To promote critical thinking about global awareness, civic engagement, recognition of diversity, faculty members hold leadership positions across campus. For example:
 - One faculty member served as Faculty Fellow for the Global Education Center.
 - One faculty member serves as an Arts & Humanities Branch Director for Elon College Fellows.
 - One faculty member served as interim Faculty Director of the Global Neighborhood in 2015-2016.
 - Two faculty members are current participants in the 2015-2017 Center of Engaged Learning Research Seminar on Integrating Global Learning with the University Experience: Higher-Impact Study Abroad and Off-Campus Domestic Study.
 - One faculty member is a Scholar in Residence in the Honors Pavilion.
 - One faculty member served as Associate Director for the Periclean Scholars Program.
 - One faculty member serves as Co-Leader of the Center for Engaged Learning's Seminar on Global Learning.
 - One faculty member serves as President of Elon's chapter of the *Phi Kappa Phi* honor society.
 - One faculty member was just elected in spring 2016 as President of Elon's chapter of *Phi Beta Kappa*.
 - One faculty member serves as a co-leader of Advocates for Global Education (AGE) with parents of the Alamance-Burlington School System.
- To translate WEI learning into course design and assignments, and heighten critical thinking:
 - Faculty members attended CATL workshops in 2015-2016 on topics such as Discussion as a Way of Teaching, Writing & Study Abroad, Designing Critical Reflections, Team-based learning, the Flipped Classroom, and Decoding the Disciplines;
 - Faculty members attended the 2016 CATL Writing Residency to write an article the WLC Writing Excellence Initiative;

- Course content, course objectives, rubrics, and specific assignments were redesigned so that outcomes for writing tied explicitly to WLC common curricular outcomes in courses at every level of the curriculum.
- To incorporate emerging teaching and learning technologies in support of Elon's commitment to engaged learning:
 - Faculty members attended workshops and joined writing groups on flipping the classroom. One faculty member, for example, participated in the ISSoTL International Collaborative Writing Group on the Scholarship of the Flipped Classroom with whom she is working on the publication of a paper.
 - Faculty members added flipped units, employed blended learning, submitted a proposal to create online WLC language courses, and used programs and resources such as *Skype*, *TalkAbroad* and *Camtasia* for podcasting.

VI. *Additional measures of faculty productivity and excellence*

In terms of individual achievements, WLC faculty members contributed to on-campus, national and international venues, fulfilling responsibilities and garnering achievements that include the following:

- Awarded the Elon College Excellence in Teaching award (fall 2015)
- Submitted 1 book manuscript, 7 articles, and 1 co-edited book proposal for consideration;
- Had 9 articles and 1 book manuscript accepted for forthcoming publication;
- Collectively delivered 31 papers at professional meetings or conferences;
- Chaired 3 conference panels;
- Submitted 5 peer reviews of journal articles or books;
- Published 1 book review;
- Presented 4 academic posters;
- Four colleagues participated in the Collaborative Humanities Redesign Project funded by a Teagle Foundation Grant;
- Nominated for the university-wide Ward Family Excellence in Mentoring Award;
- Invited as guest speakers across and off campus;
- Served as external reviewers for journals such as the *Journal of Excellence in College Teaching* and the *Journal of the European Association for Computer Assisted Language Learning*;
- Served as representative of the southern region to the Delegate Assembly of the Modern Languages Association;
- Served as Associate Editor of the *American Review of Canadian Studies*;
- Served as Treasurer for *Feministas Unidas*, an allied organization of the Modern Languages Association and a coalition of feminist scholars in Spanish, Spanish-American, Luso-Brazilian, Afro-Latin American and U.S. Hispanic Studies;
- Served on editorial board of journal, *L'erudit franco-espagnol*;
- Served as Vice President of the *Italian American Studies Association* and the *American Studies Committee*;
- Participated in the *BRIDGES Academic Leadership for Women Program* through UNC-Chapel Hill;

- Co-facilitated the *Graylyn Teaching Retreat* at Wake Forest.
- A faculty member became a CATL Scholar for the next 2016-2018 cohort.

***Departmental* reassigned time activities included the following:**

Pablo Celis-Castillo: Pablo received reassigned time as a newly hired faculty member to support his transition to Elon.

Mayte de Lama: Mayte received reassigned time in fall 2015 to fulfill her obligations as the recently elected Spanish section leader. Responsibilities include advising students, scheduling for the large SPN section, course development across Spanish sections, working with Academic Advising on course offerings, collaborating with the chair, etc.

Shereen Elgamal: Shereen received her reassigned time to continue developing “Readers” – a collection of short stories that work with the Arabic textbook to practice grammar and vocabulary. She has found an illustrator, and this course reassigned time gave her the opportunity to gather together the short stories that reinforce the concepts she teaches in the 100 and 200-levels of Arabic.

Brandon Essary: Brandon used reassigned time in spring 2016 to focus on the implementation of the new Italian textbook and the design of the new curriculum. He redesigned the syllabus; programmed extracurricular activities for the coming year; redesigned the testing system; pre-wrote lesson plans for use by current faculty and adjunct faculty in order to provide greater consistency among part-time faculty.

Ricardo Mendoza: Ricardo received reassigned time to conduct research and begin working on a conference paper. These directly connect to his long-term goal of a professional publication on the subject of engaged learning in a variety of academic, residential settings in Student Life.

Elena Schoonmaker-Gates: Elena received reassigned time in fall 2015 for her mentoring role as adjunct liaison for our department. The duties included providing initial and ongoing support to incoming adjunct and part-time (PT) faculty in the WLC, helping them connect with others in the department, observing select PT faculty and providing follow-up feedback, creating a dialogue with PT faculty on best practices in teaching and learning at bi-annual lunch meetings, conveying the university-wide expectations of excellence of all teaching faculty, and ensuring that PT faculty members have all the tools needed to be effective instructors.

Elena Schoonmaker-Gates: Elena also received reassigned time in spring 2016 for her pre-tenure teaching sabbatical. She conducted research on the perception and production of a phenomenon called VOT (voice-onset time) in Spanish, which is a logical next step in her trajectory as a teacher-scholar.

Donna Van Bodegraven: Donna used her reassigned time in the fall for her work as Associate Chair of the WLC. Donna assisted the chair in making progress on the five-year plan. She assisted with statistical analysis to produce assessments and special reports, updated the Moodle site, organized the open advising pre-registration sessions in fall and spring, managed all that is related to the university’s language placement exam (testing, communications, appeals, etc.), along with other tasks in collaboration with the chair.

VII. Department's objectives/strategies, including those from the 5-year plan for the past year **and**
VIII. Department's outcomes for objectives/strategies for next year **(combined below)**

Goal 1: Identity

Articulate and project our identity as a department, i.e. what we do as teachers and scholars.

Action steps taken:

- In 2015-2016, we continued to update web materials so that they consistently and correctly list our department mission, convey the centrality of language, intercultural competency, and successfully promote our department. We also met with Career Services and the Student Professional Development Center (both in a department meeting setting as well as individually and in pairs) to discuss internships and career leads for our students.

Objectives and strategies for 2016-2017:

- Continue working with Career Services and the Student Professional Development Center and look into additional resources in order to identify and secure internships and job opportunities related to world languages and cultures. Also, recognize that our own faculty members are important resources as we have connections and are able to communicate in the target languages with potential employers/partners for our students.
- Work with Instructional and Campus Technologies and Admissions to create engaging print and video/web materials for successful marketing and promotion of our offerings.
- Continue to provide department events in our first floor space such as: brown bag lunches, research talks, interdisciplinary panels, lectures, films with Q&A, open houses, outreach events for the greater community and alums.

Goal 2: Values

Establish core values and expectations for our faculty and staff.

Action steps taken:

- We included in our 5-year plan that we wanted to define strategies that could allow for balance among teaching, service, and scholarship responsibilities, allow a focus on top priorities, yield equitable distribution of work, and allow for a balance between personal and professional life. We wanted to encourage faculty members to implement these strategies, and to reflect on that process in the unit 1 document. In order to do this, we were going to outline strategies to increase professional interactions, sharing, and collaboration in teaching, research, and service, and to cultivate and disseminate innovative, distinctive pedagogies. As a department, in 2015-2016, we launched a WLC series (open to the whole Elon community) that included a spring 2016 lecture on how to navigate the world of the University Presses. Guest speaker, Robert Oppedisano, freelance editor with

years of experience in several university presses, spoke in Carlton Commons about academic book publishing, the crunches both prospective authors and publishers have been facing, and the publishers' perspective on editorial and acquisition decisions for new authors. We also continued the WLC Research Group meetings each month where colleagues shared research in a supportive setting.

- We have gone from an internal application process for receiving WLC reassigned time to a systematic, equitable rotation of course releases. In doing that, we showed our solidarity/support of every colleague's research, service and teaching endeavors.

Objectives and strategies for 2016-2017:

- Work on providing more support and follow up to colleagues receiving reassigned time.
- Revise the descriptions of service and leadership positions so that they are accurate, intentionally in line with department values and priorities, and helpful for rotation and transfer of leadership/service duties.

Goal 3: Faculty development

Develop a culture of growth and learning that leads to excellence in teaching, research and service.

Action steps taken:

- In our 5-year plan, we wanted to develop a system of ongoing faculty mentoring in order to help individuals pursue excellence in teaching, scholarship, and service, while also yielding the balance described in the goal "values" above. We reevaluated and significantly revised our WLC handbook for new faculty with revised procedures and statements. In 2014-2015, we created an *adjunct liaison* position for our department. The liaison now provides initial and ongoing support to incoming adjunct and part-time faculty in the WLC, helps instructors connect with others in the department, observes select part-time faculty and providing follow-up feedback, creating a dialogue with part-time faculty on best practices in teaching and learning at bi-annual lunch meetings, conveying the university-wide expectations of excellence of all teaching faculty, and ensuring that part-time faculty members have all the tools needed to be effective instructors.

Objectives and strategies for 2016-2017:

- Discuss best practices and perspectives about the unit 1 document during a department meeting, workshop or brown bag lunch; Create clear guidelines to aid faculty members in writing effective unit 1 reports and to aid chairs in summative evaluation for their unit 3's and P&T letters.
- Consider new departmental initiatives for mutual mentoring of colleagues at every stage of their careers.

Goal 4: Curriculum

Attain the highest levels of achievement across each language program.

Action steps taken:

- Considering research evidence from our field, we updated and deepened our major programs' curricula in 2014-2015 so that they reflect the department's mission; represent quality, variety, cohesiveness, and articulation; provide flexibility; appeal to student interest; challenge students to become active learners; reflect national standards; and pursue connections to other disciplines, departments and programs. Both our French and Spanish curricula were significantly revised, enthusiastically supported by the department, and approved through the Curriculum Committee in 2015. We dedicated our spring department retreat to articulating goals and expectations for 100 and 200 levels across languages.
- In our 5-year plan, we wrote that we would implement a placement procedure (to include a new placement exam as needed) in line with our pedagogy and course descriptions. In 2014, we selected and submitted a proposal to the Provost for a new exam for placement and proficiency testing. Throughout the 2015-2016 academic year, four members of the department participated in the Second Language Proficiency Committee. The decision about placement is on hold while the committee works on recommendations for Provost House.
- We dedicated our department retreat in fall 2015 to assessment. A faculty member in German spearheaded a proposal and received grant money from the Fund for Excellence to host John Norris from Georgetown University. Norris is an Associate Professor in the Department of Linguistics whose research and teaching interests include language assessment, program evaluation, and language pedagogy. He currently serves as chair of the TOEFL Committee of Examiners and the International Consortium on Task-Based Language Teaching, and he is on the editorial boards of a variety of scholarly journals.
- We dedicated our spring 2016 retreat to writing our next 5-year plan where we decided unanimously that curriculum remains our highest priority.

Objectives and strategies for 2016-2017:

- In order to become a leader in meaningful assessment and related pedagogical/curricular innovation, we will need to expand our assessment practices to include courses at the 100, 200, and 300 levels frequently taken by non-majors. This will allow us to assess the department's effectiveness in facilitating proficiency for every Elon graduate.

Goal 5: Facilities

Build a physical presence that complements and supports the WLC's mission

Action steps taken:

- As mentioned in this report, we have created a physical focal point for the department on the first floor of Carlton. Although our 5-year plan called for a transformation of the *Language Media Center* into a cutting-edge multipurpose space that supports the department's instructional mission (which remains a departmental necessity and priority), we started with renovations of the *first floor* of Carlton where we felt we could have more versatility and greater visibility. This has given us a central, hospitable space within our own academic building to collaborate with students, faculty, staff, and members of the larger community. We also added a digital screen on the first floor of Carlton and have put a lot of time into digital flyers and announcements about current courses, activities, and even current success stories about WLC alums. In addition, we have been posting tweets to the Arts & Sciences Twitter account, and we have been active on the WLC Facebook page.

Objectives and strategies for 2016-2017:

- The Language Media Center continues to serve as a laboratory/classroom with the current divider walls on each table for now, but we submitted a proposal (June 2016) for renovations of that valuable space. We hope to work again with Elon architects and designers (Brad Moore, Tari Maynor-Brady and Lindsay Osman) on renovating our other communal spaces to maximize opportunities for engaged learning in Carlton.
- We will focus on articulating, deepening, and strengthening our role on campus through stimulating disciplinary and interdisciplinary programming in Carlton.

Conclusion: Progress, Opportunities and Challenges

The Department of World Languages and Cultures accomplished several 5-year plan goals for 2015-2016. We made notable progress on strengthening our curricular offerings and promoting our department to the university community. Still, it is clear from the conversations during meetings with the Committee for Second Language Proficiency, in particular, that more work remains to be done. Parts of the larger community are still unclear about how intercultural and linguistic abilities contribute to the university mission. The WLC will continue to work hard to communicate who we are and what we do, verbally and programmatically, to support the development of global citizens who can employ effective intercultural and linguistic abilities in engaged and professional discourse.

In line with our push to communicate who we are and what we do (5-year plan goal #1), we have made progress in working with Admissions, but work remains. The WLC hopes to revise information (about second language learning) provided to student guides for their tours. Now that first floor of Carlton has been renovated, we also hope tours can come into the foyer to see our space and we plan to create a brief video about opportunities with world languages and cultures.

Our relationship with the Student Professional Development Center now includes monthly emails of internships and jobs that involve language and cultural competency, and we have shared news about internship and employment success both ways. Still, more opportunities exist to deepen our connections and usage of this office. In 2016-2017, we expect to identify and secure more internship opportunities for our majors and minors as we feel strongly that internships are top priority. We also place importance on intercultural experiences within the United States. We hope to create more immersive, second language, community-based learning opportunities.

The WLC will also continue to work with the Global Education Center “to deepen the academic purpose of the study abroad experience and align more explicitly with programs in the WLC” (2013 external reviewer report). Also on the subject of study abroad, the WLC has identified a general need for study abroad programs to teach cultural awareness and foster the growth of cultural competencies before, during, and after study abroad semesters. In fall 2016, the department plans to pilot a new course that will deepen study abroad experiences for all majors and minors. Taught by one instructor, the course will span three semesters: one semester hour prepares students for a semester in another culture and takes place the semester *prior to* study abroad; the second semester hour will connect online with students *during* their study abroad, to develop their awareness of cultural differences, the reasons for them, and how to handle them successfully; and a two semester hour course will meet on campus during the semester *following* the semester abroad. Students (who will have studied in a variety of locations and languages) will reflect on what they have learned about other cultural norms, what they have learned about their own cultural assumptions, and how intercultural awareness and strategies affect their ability to deal well with others.

In the next academic year, the WLC will continue to pursue the recommendations found in Dr. Michael Arnush’s spring 2014 Consultant Report on Smaller Language Programs. The department would like to support the growth and development of Arabic, Chinese, Hebrew, Latin, and Greek at Elon. We are delighted to be bringing in a Teaching Fellow from China for the 2016-2017 academic year through the ALLEX Foundation. This will provide another native speaker of Chinese to collaborate with our fulltime faculty member for course work and conversation tables, and this will also support the internationalization of our campus.

In addition, the department is anxious to move forward on a plan for a new language placement and proficiency assessment system. We are waiting for recommendations from the Committee on Second Language Proficiency and hope it will be a major focus of upcoming discussions.

The WLC is also open to developing some online language courses for Elon as we recognize it as an important need for the university. We are discussing options and support with Rod Parks and Maurice Levesque.

We are particularly pleased about our department’s *adjunct liaison* position that began in fall 2014. As mentioned earlier in the report, a full-time faculty member serves as a coordinator and mentor to our adjunct faculty. This person receives a WLC course release as compensation for this significant work we value as a department. She integrates our adjunct faculty into our community by providing structure, cohesion, teaching support and

information about helpful resources (CATL offerings...) within our department and university-wide.

Finally, we are extremely happy with the renovations of first floor Carlton and we hope to expand the renovations to our other engagement and teaching spaces on the 2nd and 3rd floors in the next year. On the first floor, we have been able to provide disciplinary and interdisciplinary events and initiatives including the “marathon reading” of Cervantes’ *Don Quixote* in spring 2016 to commemorate the 400th anniversary of Cervantes’ death. Forty-eight people participated in Elon’s event by reading in 10-minute intervals from 10 a.m. to 6 p.m. in Carlton Commons. Most participants read in English, but some read in Spanish, French, Italian, Catalan, Portuguese, Arabic, German and Quechua, the ancient language of the Incas in Peru. Elon was one of eight universities—seven in North Carolina and one in Spain—that took part in the five-day series, and this would not have worked as successfully without our welcoming public space. We were able to show how diverse our cultural and linguistic population is at Elon and in the Department of World Languages & Cultures.

The WLC is eager to continue supporting the university and “do everything possible to prepare students for successful lives in a diverse 21st century world” and “to engage students’ minds and inspire them to act as leaders and global citizens” (p. 1 of “Creating a Climate of Second-Language Proficiency at Elon Spring 2014.”).