

2017-2018 Annual Report

Department of World Languages and Cultures (WLC)
Sophie Adamson, Chair
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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 cohesion and ongoing collaborative work on curriculum, writing, and excellence in teaching and learning. Across languages, each faculty member dedicated time and attention to writing initiatives, shared learning objectives, and outcomes. We participated in department retreats, workshops, conferences, discussions, and reading groups about best practices in teaching and learning of a second language. Furthermore, our two programs with majors, French and Spanish, both continued to benefit from recent significant curricular revisions. In sum, our departmental activities were increasingly intentional and unified. Colleagues from our nine languages pursued activities that continue to support university priorities, and we have moved forward with objectives of our five-year plan as is briefly outlined below and discussed in more detail throughout this report.

In 2017-2018, the Department of World Languages and Cultures:

- contributed to the *university commitment to civic and global engagement* (Institutional Priority # 4) through our programs and collaborations across campus;
- devised new ways to support *exploration of diversity* (Institutional Priorities theme #1);
- moved forward on *interdepartmental collaborations*, individually and programmatically (WLC 5-year plan);
- implemented ways to support of *smaller language programs* (Institutional Priority #15);

Milestones for 2017-2018:

In the graduating class of **2018**, we had 14 majors (2 French, 12 Spanish) and 65 minors (13 French, 52 Spanish). This represents a 40% increase in WLC majors and a 22% decrease in minors from 2017. In **2017**, we had 10 total majors and 83 total minors, and in **2016**, we had 10 majors and 74 minors.

In more detail: In 2017-2018, we had a total of 80 **declared majors in French/Spanish** (13 French majors, 67 Spanish majors, 6 Classical Studies independent majors, and 2 German Studies independent majors) and **244 declared minors in French/Spanish** (58 French, 186 Spanish). In addition, we had **219 students declared interdisciplinary minors** (10 American Studies, 38 Asian Studies, 28 Classical Studies, 44 German Studies, 37 Italian Studies, 19 Jewish Studies, 17 Latin American Studies, 26 Middle Eastern Studies). This represents a 5% decrease in our interdisciplinary minors from 2016 when there were 229 declared interdisciplinary minors (15 American Studies, 34 Asian Studies, 25 Classical

Studies, 56 German Studies, 45 Italian Studies, 15 Jewish Studies, 10 Latin American Studies, 29 Middle Eastern Studies). This *may* be due to the increase in Independent Studies majors in Classical and German Studies.

Two colleagues were successfully granted **promotion & tenure** in 2018.

Two colleagues were successfully granted **continuance on the Lecturer track** in 2018.

One colleague received the **Ward Family Excellence in Mentoring Award** in 2018.

WLC colleagues taught **unique Winter Term courses**. On campus, we offered courses in Chinese (1), French (2), German (1), Italian (2) plus 1 Independent Study, Latin 1 (workshop with three levels), and Spanish (3) with one internship, and we offered the following four courses abroad: GBL 240 *Holocaust Journey*, GBL 244: *Historical and Contemporary Encounters in Spain and Morocco*, and GBL 267 in France: *Eat, Pray, Love: Sacred Space and the Place of Religion in 21st Century France*.

WLC colleagues designed and are teaching **our first online courses in German and Italian** in summer 2018.

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 is a multi-year task of our WLC five-year plan. By teaching students about other languages and cultures, we help them 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 2017-2018, WLC efforts that spread this multi-faceted, multi-disciplinary identity across the university included activities such as:

- **WLC Undergraduate Conference on Languages & Cultures.** In fall 2017, the department hosted its second Undergraduate Conference on Languages and Cultures (UCLC) in Carlton. The daylong conference, which aims to inspire and motivate undergraduate students to pursue research, study abroad opportunities, internships, and future careers in foreign languages, brought together faculty and students from Elon, Guilford College, and Wake Forest University. This year the conference explored the idea of “No Limits in the French- and Spanish-Speaking World.” The event offered undergraduate students studying French and Spanish the unique opportunity to present their research early in their academic career during the morning’s concurrent French/Spanish student research panels. The panels were followed by a poster session open to students studying all languages, which included presenters studying French, German, and Hebrew. Following the poster session, all attendees enjoyed a catered lunch and a presentation by French Professor Maria Bobroff of Guilford College, who shared her research on Québécois and Vietnamese cultures. After lunch, the conference concluded with two parallel French and Spanish alumni panels that allowed undergraduate students to see what a career involving French/Spanish languages and cultures might look like. The UCLC was generously funded by Elon’s Fund for Excellence and organized by French faculty member Patti Burns. Our department hopes to make the conference a staple event each fall semester with plans to grow the number of languages offered for future years with the following goals:

- To provide a rewarding and authentic research experience in target languages for world languages students at Elon.
- To promote and enhance literary, linguistic and cultural studies in our major and minor programs.
- To make a substantive intellectual contribution to the Elon University community.
- To promote global citizenship through engaging lectures, discussions, round tables and social gatherings.
- To recruit students from area high schools.

The UCLC@Elon conference directly impacts the quality of programs in the Department of World Languages and Cultures. It provides students with another outlet (in addition to SURF) where they can present their research. Additionally, at each panel students have the opportunity to practice their linguistic proficiency, critical thinking, and intercultural competency – all three of which are central to the values of a liberal arts education. The conference initiative intersects well with Elon traditions: student scholarship, the effort to promote a culture of valuing second language proficiency as part of a liberal arts education, and the university’s mission to develop global citizenship.

- **WLC 373.** In fall 2016, the department began piloting a new course (WLC 371-372-373) to deepen study abroad experiences for all of our majors and minors. Taught by one instructor, the course spans three semesters. One semester hour prepares students for a semester in another culture and takes place during the second half of the semester prior to study abroad; the second semester hour connects 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 meets on campus during the semester following the experience abroad. In this last semester, students who have studied in a variety of locations and languages reflect on what they have learned about other cultural norms, personal cultural assumptions, strategies to improve interactions with others, and how their experience in another culture can be leveraged to respond to the interests of graduate schools and future employers. Thus, **fall 2017 marked the successful completion of our very first cohort to complete the third of the 3-part course** (WLC 373: *Processing Your Semester Abroad*) with Donna Van Bodegraven. Students presented engaging final projects that encompassed personal experiences living in another country and research on cultural connections. Some topics included comparative perspectives on sexuality, food, and nationalist movements. Senior Kiera Ervin, who studied in Santiago de los Caballeros in the Dominican Republic, talked about African contributions to Carnival in the Dominican Republic and Mardi Gras in Louisiana, noting that both involved “a breaking free from the norm.”
- **WLC Research Series.** For the past three years, Mina Garcia, associate professor of Spanish, has been planning panels for Elon faculty and staff to aid them in the publication process and promote active learning. In 2017-2018, Pamela Winfield, associate professor of Religious Studies, joined the project as co-chair. Each semester, there were two panel presentations about the research process followed by a question and answer session. In fall 2017, for example, the Research Series hosted a

panel discussion titled “Finding the Right Fit for Your Scholarship.” There, Toddie Peters, professor of Religious Studies, spoke about her book publication experiences, advice on whether to hire a book agent, and the importance of focusing on a personal path to scholarship. Karen Yokley, associate professor of Mathematics, provided insight concerning scholarly impact and impact factor rankings. She discussed acceptance rates for journals and identifying the right journal for a scholar’s research topic. Lastly, Betty Garrison, Business Research librarian, defined so-called predatory publishers as scam opportunists who charge fees to publish quickly and offer none of the expected publisher services like peer-review or archiving for preservation.

- **New German Honor Society and German Club cultural events.** Our German faculty member, Kristin Lange, spearheaded the establishment of a chapter of the German National Honor Society (*Delta Phi Alpha*) at Elon and inducted 15 members in the spring. These are students who take at least two years of college German with high performance. In addition, the German Club hosted many new cultural events in 2017-2018, including a very successful chocolate tasting in February. Club organizer, Maddy Wetterhall, praised the event, saying, "German chocolate alone is delicious, but the experience of sharing it with other people who are passionate about Germany and the German culture made the German Club chocolate tasting even better." The German Club also held its first Kaffeeklatsch (a social gathering over coffee) for advanced German speakers in Elon’s community, including faculty, staff, and students. Anna Zwingelberg, another organizing club member, said, “The Kaffeeklatsch brought students studying German together with professors who teach or happen to know German. This was really exciting because we were able to practice our language skills outside the classroom and in a casual and less structured setting. It was also great to meet additional faculty at Elon who also share an interest in German and to be able to practice our German with new people.”
- **WLC Alumni Panel and Open House.** In October 2017, Carlton hosted an Alumni Panel and Open House for students interested in world languages and cultures. The panel included Eliza Brinkley '15, who spent the last year teaching English in Haiti, Shanna Van Beek '12, a Fulbright recipient and current study abroad advisor in the Isabella Canon Global Education Center, and Judith (Quiqui) Lang Hilgartner '10, who now teaches Spanish in our department.
- **WLC Open Advising Sessions.** Faculty from each language worked together to host drop-in advising sessions in our Carlton building in fall 2017 and spring 2018, 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 (GEC) 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 sheets showed us that 27 people attended in the fall and 35 attended in the spring. Those students 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.

- **Involvement in Life@Elon program.** In fall 2017, Kristina Meinking in Classical Studies offered a presentation for [Life@Elon](#), a lifelong education program offered by the university. In her session, titled “Myth’s Memory: Classical Allusions in Art Across the Ages,” she explored the ways in which the myths and legends of antiquity have influenced art across the centuries. After introducing the stories of classical mythology – its gods and goddesses, monsters, heroes, and more – she investigated how those fantastical accounts appeared in classical, Renaissance, and Baroque art. Participants were asked to think about why and how these stories have morphed, been adapted, and given new life in later art and literature, as well as how questions of culture and socio-historic context affect the interpretation of those myths. Engaging discussions about examples of modern myths in history and politics as well as the universality of these stories were highlights of the sessions.

- **Involvement on the Second Language Proficiency Committee.** Four WLC faculty members from four different languages served and continue to serve 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.

- **Polyglot Language House Living-Learning Community (LLC).** The WLC and Residence Life worked together to offer programming through the Polyglot House living-learning community where students studying *any* language live together in the Zambezi House (Global D, 4th floor) of the Global Neighborhood. The objectives are to bring WLC students and faculty 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. A noteworthy language house fundraiser was the homemade crêpe night co-hosted by the Polyglot House and French Club that raised money for the African Refugee Center of Greensboro.

- **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 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, Ketevan Kupatadze and Olivia Choplin, serve as “first flight fellows” to lead the effort, but the entire department has fully collaborated during WLC 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 recent WEI boot camps. 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 worked on individual curricular and research projects related to writing excellence.

- **Renovations in the Carlton Building.** Our department revised and resubmitted a proposal for a remodeling of the “Language Media Center” (LMC) on the 2nd floor of Carlton, and renovations were completed in August 2017. The engaging, versatile space helps support Elon’s mission to “integrate learning across the disciplines, thus preparing students to be global citizens.” It enhances 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 September 2017, most notably, the department hosted its Undergraduate Conference on Languages and Cultures (UCLC@Elon) on each floor of Carlton, as previously discussed in more detail. In addition, we continued to use the newly renovated “Carlton Commons” on the 1st floor as an extension of our offices and classrooms for continued linguistic & cultural exchanges. We are much 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 has been a *curricular* addition for our department because real-world interactions and connections are now 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 tutors, language conversation tables, and organizations 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 students, faculty, staff, current students, alumni, visitors, and the local community;
- integrate organization and language tables into department spaces;
- enhance our 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 provides a much-needed venue for students upon their return and symbolize Elon's continued commitment to diversity and global engagement.

- **Marathon readings.** In 2017, Elon hosted a [marathon reading](#) to commemorate the 50th anniversary of *One Hundred Years of Solitude* by Gabriel García Márquez. Elon students, faculty and staff, as well as members of a Spanish class from Western Alamance High School, came together to participate in the reading of the classic novel. Multiple universities (UNC-Chapel Hill, Duke University, Meredith College, UNC-Charlotte, El Centro Hispano in Durham and Academia de Castilla in Granada, Spain) also participated in the reading. Each institution hosted three-hour reading sessions that were live-streamed around the world. Participants at Elon read aloud in Carlton Commons in five languages – Spanish, English, Chinese, French, and Italian. Mina Garcia organized the reading after having coordinated Elon's [first marathon reading event](#) of *Don Quixote* by Miguel de Cervantes in spring 2016 as a tribute to the 400th anniversary of Cervantes' death. In hosting marathon readings, the department celebrates the collaborative use of languages outside the classroom and advocates for the value of language study.
- **Study Abroad Panel.** In fall 2017, students formed a dynamic panel to talk about their study abroad experiences in various Francophone countries as part of an informational session for interested students. The panel represented a variety of short-term and semester-long programs: several discussed their semesters in Montpellier, France; other panelists talked about their semesters in Paris, Lyon, and Rabat, Morocco. One student also discussed her experience on the Winter Term course in France: "Eat, Pray, Love: Sacred Space and the Place of Religion in 21st Century France." First and second-year students from diverse disciplines attended the event. They asked questions and gained first-hand accounts of the various Francophone study abroad programs Elon offers. Some topics discussed were the benefits of the homestay experience versus living in a dormitory or apartment, the course offerings at different locations, and how to make the most of a semester abroad through community volunteer work, pursuits of hobbies (music, dance, and art classes were mentioned, for example), and internship opportunities.
- **Partnership in the Global Neighborhood Association.** Over a dozen WLC colleagues served as discussants at the Global Neighborhood House Dinners that brought students, faculty and staff together for intellectual conversations around a globally themed meal.

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:

- **Support of global awareness and civic engagement.** WLC colleagues worked tirelessly to promote critical thinking about global awareness, immigration issues, civic engagement, recognition of diversity, and human rights dilemmas. One scholarly project for the Center of Engaged Learning, for example, is intended to

incorporate emerging pedagogies in higher education and in support of Elon's commitment to engaged learning.

- **New approaches to technology.** A faculty member in Italian, Brandon Essary, received a CATL Teaching and Learning grant to develop materials for his research on teaching Italian literature, language, and culture through video games. As a part of the grant, he collaborated with the Communications Department by working with a graduate student in the interactive media program to help develop his YouTube channel where videos of play-through are posted for class activities. Video game research emphasizes groundbreaking research and development of engaged, interactive learning models.
- **Critical thinking through grammar instruction.** Colleagues in German are working on grammar testing and instruction as a means of improving writing was also targeted at increasing critical thinking. Roughly half the grammar structures taught in GER 221-222 were structures that increase the capacity for critical thought. A very simple example: complex conjunctions and other linking phrases. The phrase “on the other hand” sets up – indeed forces – a critical comparison between two ideas.
- **Guest speakers speak with WLC classes about the importance of languages and intercultural competency.** German Studies hosted several speakers in spring 2018, for example. Hanne Heckmann and Heidelberg Liaison spoke about refugees in Germany, and Steffen Kaupp, professor at Notre Dame University, talked about gender and family in film. In the French 350 course for minors and majors, award-winning international film director, Charlotte Brändström, spoke in French very candidly about her remarkable career, lessons-learned, and the great benefits of her language and intercultural competency skills. (She is a native French and Swedish speaker, and she also speaks English, Spanish, and German.) Brändström has directed feature films and series in many countries including the United States, France, England, Portugal, Spain, Sweden, Morocco, Czech Republic, Thailand, and South Africa. She was accompanied by her son, Adrian Freyermuth ('18), who had taken FRE 350 last year.
- **New interdisciplinary courses on campus and abroad.**
 - In spring 2018, Sarah Glasco taught an interdisciplinary French course, *Cultural Shifts in France through Music*, in which students explored a topic related to the Francophone World via musical, literary, historical, cultural and socio-political texts as well as film and media clips. They analyzed the civil unrest of May 1968 in France. The class culminated in an original group composition and variety show performance at Taphouse on May 2. The main mission of *Cultural Shifts* is for students to study a micro-moment in French history through a creative application of their new knowledge. The course is an example of how collaborations across disciplines and partnerships in the local community can occur, as the class may actively collaborate with students and faculty from communications, art, music, religious studies, and

many other departments. The course also has definitive global implications of the stories that students construct and tell in this class through their public performance. All said, the course considers and benefits from a “real-world” audience through its influence on students' perception of the May 1968 events and on their self-image as scholars and citizens.

- Faculty members designed and taught a variety of new courses in 2017-2018, including Pablo Celis-Castillo's SPN 352: *Detective Fiction in Spanish*. Detective fiction is one of the most popular literary genres in the world, and audiences throughout the globe find delight following less-than perfect detectives in their pursuit of truth and justice. What happens, however, if the societies where these narrations take place, as in Latin America, do not provide the necessary conditions to attain justice? Pablo Celis-Castillo's new course sought to answer these questions through the extensive analysis of selected cultural products from Latin America belonging to the literary tradition known as “hard-boiled.” Pablo explained: “I decided to teach this course because I am a fan of detective fiction. Throughout the years, I have read and watched several great novels and films from Latin America that are part of this genre and I wanted to share these fascinating works with my students. I also wanted to discuss how these cultural materials reflect upon the social characteristics of the region.” Although connected to different and specific historical contexts, all the texts articulated pointed critiques and showed the moral, legal, and social shortcomings of the societies where they took place. The main goals were to identify, discuss, and problematize the critical messages that these narratives articulate; and to contextualize them accordingly. Furthermore, the course also aimed to allow students to introduce themselves to Latin America's current social and political debates.
- German faculty members designed and proposed a new GER 300 course, *Germany in the Media*, and they redesigned the GER minor with support from the GER advisory board. They will have 4 tracks: A Cultural Studies track with a primary focus on German culture, society, and civilization; an Interdisciplinary German Studies track with a balance between German courses and society/civilization courses; an Advanced German Proficiency track with all coursework in German; and a track in German for the Careers featuring Business German
- **Support of Winter Term diversity programming.** Students in FRE 349: *French Theater in Production* staged Aimé Césaire's 1969 postcolonial *Une Tempête*. Their work involved the intensive study, analysis, and all aspects of the performance of the play as well as the study of some of Césaire's theoretical work on colonialism. The students found Césaire's text, which in 1969 held a mirror up to colonial attitudes and demonstrated how they unraveled themselves, highly relevant in January 2017. They drew parallels between the situations of the characters and the current political climate. Anti-intellectualism, messianic self-aggrandizement and a lack of self-awareness plague Césaire's Prospero. Ariel and Caliban debate the best way to achieve their freedom and ultimately choose different paths. Césaire offers no easy

answers, but he does suggest that certain positions become untenable. The students' performance reminded us, as Césaire would have it, that this tempest is *a* storm among many, not *the* storm, and that our world has certainly not finished weathering them all.

- **Teaching Fellow in Chinese and Asian Studies.** In fall 2017, our department welcomed Xuanzi Zhang, ALLEX Foundation Fellow and visiting professor of Chinese. Prof. Zhang was born and raised in mainland China and went on to receive an M.A. in Chinese Linguistics from the Hong Kong Polytechnic University in 2013. After graduation, she engaged in teaching Chinese as a second language in Hong Kong for 3 years. At Elon, she assisted with and taught a variety of courses including CHN 376: *Business Chinese* and elementary and intermediate Chinese. She also assisted with cultural events in the Chinese program, such as the Chinese Language Table and the Lunar New Year Celebration. Her academic interests include second language acquisition, as well as Chinese linguistics and literature.
- **Collaborative celebrations in Asian Studies.**
 - In September 2017, students, faculty, and staff came together to celebrate the **Chinese Mid-Autumn Festival**. The festival is one of the four official holidays celebrated in China, and people celebrate it by honoring the moon and reunion of family and friends, giving thanks for the harvest, and praying for good futures. Our one-year Teaching Fellow from China helped share information about Mid-Autumn traditions, such as the lighting and carrying of lanterns, and the legends related to the festival.
 - To mark the end of the traditional Chinese New Year celebrations, Elon celebrated the **Lantern Festival** in February 2018. The event attracted approximately 75 faculty, staff, students, parents, and children from the local community. Current students served as masters of ceremonies of the event and told attendees about the legend surrounding the holiday and how the festival is celebrated in China. The community enjoyed *yuanxiao*, glutinous rice balls with sesame or red bean paste, while playing the traditional Chinese character riddle game led by our faculty member in Chinese. At various stations, students enrolled in Chinese courses taught the community how to do calligraphy and how to make Chinese knots for bookmarks. This event not only exposed the Elon campus and community members to Chinese culture but connected students learning the language with native Chinese students and with the local community.
- **Collaborative hosting and connections with other programs and departments.** The WLC continued to collaborate 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, Global & International Relations, the School of Education, the Department of Religious Studies, the Department of History & Anthropology, and other departments and programs.

- In October 2017, for example, we collaborated in sponsoring a talk through *Witness for Peace*, an independent, grassroots organization that intends to “change U.S. policies and corporate practices which contribute to poverty and oppression in Latin America.” Honduran feminist activist Neesa Medina spoke in Holt Chapel about the dangers and difficulties that Honduran women face on a daily basis, often without adequate media coverage. Medina also explained how U.S. armed weapons perpetuate more crime and poverty in Honduras and push Hondurans to immigrate illegally to the United States.
 - Our coordinator of the Latin American Studies Minor Program, Pablo Celis-Castillo, received support from the WLC, Belk Library, ElonDocs, the College of Arts and Sciences, and the Department of Sociology and Anthropology, to organize and present Elon's First Latin American Documentary Film Series in spring 2018. Two feature documentaries were screened, and they hosted José Balado-Díaz, the head of Peruvian cultural association DocuPerú during the closing event. All of the events were well attended by students from many different programs.
 - The Latin American Studies program also organized a joint ice cream social with the Asian Studies Minor Program in Carlton Commons.
 - LAS also collaborated with the visits of two guests to campus: alumnus Chris Jarrett, who is currently completing his doctoral degree on the commercial practices of marginalized communities in Ecuador, and journalist Margaret Regan, who has researched and published extensively about the situation of many migrants trying to reach the US.
- **French Tournées Film Series with Interdisciplinary Collaborations.** Our 2017 series, organized by Patti Burns, was a collaborative endeavor between many different disciplines with Elon faculty and staff introducing the films and leading Q&A sessions afterwards. The films shown, centered around the theme of resistance, were the following: *Qu’Allah Bénisse la France (May Allah Bless France!)*, led by Prof. Ariela Marcus-Sells (Department of Religious Studies); *Grigris*, led by François Masuka (Isabella Cannon Global Education Center); *Loin des hommes (Far from Men)*, led by Prof. Ryan Johnson (Department of Philosophy); *La cour de Babel (School of Babel)*, led by Prof. Jeffrey Carpenter (School of Education); *L’armée des ombres (Army of Shadows)*, led by Prof. Michael Carignan (Department of History and Geography); and *Parce que j’étais peintre (Because I was a painter)*, led by Prof. Evan Gatti (Department of Art & Art History). The WLC was grateful to their partners across campus for this fruitful collaboration. Tournées Film Festival is a program of the FACE Foundation and made possible with the support of the Cultural Services of the French Embassy in the U.S., the Centre National du Cinéma et de l’Image Animée (CNC), the French American Cultural Fund, Florence Gould Foundation, and Highbrow Entertainment.
- **Interdisciplinary leadership and outreach positions.** Many WLC colleagues are members of committees and hold leadership positions in other departments or

programs. Examples from 2017-2018 include the following: an assistant director of CATL a faculty fellow for the Global Education Center; a coordinator for the Middle Eastern Studies Program; a coordinator of Latin American Studies; a coordinator of Peace & Conflict Studies; a coordinator for the Women's, Gender, and Sexualities Studies (WGSS) interdisciplinary minor program; an associate director of Project Pericles; 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 Admissions committee; a member of the Curriculum Committee; several members of the Fulbright Campus Committee; a committee member and a president of Elon's chapter of the *Phi Kappa Phi* honor society; a newly appointed member of the CAS strategic planning committee; two newly appointed members of the implementation task force for second language proficiency; and a member of the chairs task force; and 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:

- Christina Peterson ('10) received [the distinguished alumna award](#) from Elon's College of Arts & Sciences. Christina graduated from Elon with degrees in French and international studies and a minor in business. She moved to Paris shortly after graduation to pursue a master's degree in cross-cultural and sustainable business management from American University in Paris. While in Paris, and after completing numerous internships in French companies, she joined Orange Telecommunications, a prominent French telecommunications company, first as a marketing consultant and later as a strategic marketing manager. In those roles, she helped clients understand and better integrate new digital tools within their companies. In 2015 she returned to the United States to join Google where she currently works as senior account manager in its telecom division. During her time at Elon, Peterson was a member of Pi Delta Phi, the National French Honor Society, and vice president of the Alpha Phi Omega service fraternity. She also worked as an orientation leader. She has remained connected to her alma mater, returning in 2016 to participate in the first annual Undergraduate Conference on Languages and Cultures (UCLC), sponsored by the Department of World Languages. She was part of a panel on professionalization, in which she talked to students about how her arts and science degree at Elon and her experience as a French major have contributed to her successful career trajectory. She has also served as a reunion volunteer for Homecoming and is active both at Elon and at American University in Paris with alumni mentorship programs.
- Ben Lutz ('17) and Alex Mancuso ('19), both students of Arabic, received scholarships from the federal government to further their studies of Arabic, a language critical to U.S. diplomacy and outreach. Lutz and Mancuso are among more than 500 undergraduate and graduate students selected for the U.S. State Department's Critical Language Scholarship Program. The program provides

fully funded, group-based intensive language instruction and structured cultural enrichment experiences designed to increase language fluency and cultural competency. Lutz will be studying in Jordan this summer, while Mancuso will be studying in Tangier, Morocco, at the Arab American Language Institute.

- Sophie Bauers ('12) and Justin Seifts ('09), both Spanish majors, are Spanish teachers at East Chapel Hill High School. Justin Seifts is also a board member of FLANC (Foreign Languages Association of North Carolina). Seifts and Bauers attended/presented at the annual FLANC conference in spring 2017 in Wilmington, NC, and they plan to bring their students to Elon's campus in fall 2017 to attend a Spanish course and meet our undergraduates and faculty.
- Sarah Whiteside '13, a Classics minor and Bio Chemistry major, was awarded her PhD in Immunology from the University of Utah.
- Megan Sweeney '16, a Classics independent major, finished her second year of Latin teaching at Dominion Christian School in Reston, VA.
- Zach Gianelle '17, who majored in both Classics and English Literature, rounded out his first year in the MA Program in Classics (Latin Philology focus) at the University of Arizona.
- Melissa Purgert '18, who majored in both Classics and Finance, won the Outstanding Student in Classical Studies award.
- Emily Ash ('12), a Spanish major, completed a Masters degree in 2017 in the Teaching of Languages through the University of Southern Mississippi.
- In fall 2017, Jack Doyle '17, who majored in both International & Global Studies and Religious Studies with a minor in German Studies, began a master's program in International Affairs. Jack studied in Heidelberg and won (but turned down) a two-year Fulbright to earn a master's in Political Science at the Universität Heidelberg.
- Maddy Wetterhall '18, who graduated with a minor in German Studies, will serve as a Fulbright Teaching Assistant in Germany next year.
- Mitchell Bergens '18, who graduated with a major in Theater Design and a minor in German Studies, will begin a master's program in International Affairs at George Washington University in fall 2018.
- Four dual-degree German business students, '16 and '17, who studied in Germany began careers in business. Michelle Rich '16, for example, is working to help the German supermarket chain, Aldi, expand its operations in North America.
- Brett Tolley ('03), a Spanish minor, produced a documentary film while he was at Elon entitled *Dying to Get In* about immigrants who die crossing the Mexico-

Arizona border. In 2017, he spoke to current WLC students (via Skype) in the course “Latinos in the U.S.” During their conversation, they learned that Tolley had recently given a speech at the United Nations. He is currently working as Community Organizer with a non-profit called the Northwest Atlantic Marine Alliance. In his words: “My Spanish has opened so many doors for me. During my time organizing in Brooklyn, over the course of 4 years, I primarily spoke Spanish. All my experiences allowed me to then transition into my current job, which is Community Organizer with a non-profit called the Northwest Atlantic Marine Alliance. We organize fishing communities at the intersection of marine conservation and social justice. In the big picture, the same global policies that displace farmers from their lands in south Mexico or wherever else, are mimicking themselves on the ocean and displacing family fishermen like my father and brother . . . Most of the fish processing workers are Spanish speakers and my Spanish has come in handy there. Our network is engaging more and more in this area.”

- Alyssa Romano '16, a German Studies minor and Biochemistry major, is attending medical school in Germany at the University of Tübingen. After graduating from Elon, Romano 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 took 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.
- Kailyn Schmidt '16, a minor in German Studies and major in Strategic Communications major, completed her year in the highly selective Congress-Bundestag exchange program, where she took graduate courses in Communications (in German) at the University of Marburg and completed a lengthy internship at a communications firm.
- Tayler Kent '08, a journalism major with a minor in German Studies (and a PhD in German from UNC-Chapel Hill) began a job as lecturer in German at Auburn University.
- Megan Sweeney, '16, a Classical Studies major, has finished her first year of teaching Latin at Dominion Christian School in Reston, VA. Last summer, Megan and Dr. Meinking co-authored an essay for *Teaching and Learning Together in*

Higher Education, “The Peer Mentor: A Pivotal Teaching and Learning Partner in Elementary Latin,” now available online.

- Zachary Ginaelle, '17, a Classical Studies and English double major, is spending the summer of 2017 at the American School of Classical Studies in Athens, Greece. Zach began his M.A. program in Classical Studies with an emphasis in Latin Philology at the University of Arizona in late August.
- Lucy Crenshaw, '19, a Classical Studies and Accounting double major, was awarded a Lumen Prize for 2017-2019. Her project, “Gods, Myth, and Men: Analyzing Conceptions of the Divine in the Ancient Roman World,” will be mentored by Dr. Meinking.
- Madison Clough, '15, 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.
- Taylor Kelly, '16, a French major, completed her first year of the Masters program in International Affairs at the American University of Paris (AUP) beginning fall 2017.
- Maggie Liston, '16, a French and International Studies double major with minors in Political Science and Middle East Studies, successfully completed her Master’s degree program in spring 2018 in international security, with concentrations in global risks and Middle East studies, at the Paris School of International Affairs (PSIA) at Sciences Po in Paris. She is also currently interning at a geopolitical risk consulting firm where she covers the Middle East and North Africa.
- Judith (Quiqui) Hilgartner '10, a Spanish major, defended her PhD dissertation in 2017 from the University of Virginia. She received her doctorate in Latin American Literature and Sephardic Studies. In her PhD dissertation, *Belonging to Exile: The Elusive Homelands of the Sephardic Jews*, she examined the themes of exile and homeland in contemporary Sephardic literature. Through the literary lens of different cities that the Sephardim have called home over the centuries, she argued that the concept of Sephardic exile is an invented and carefully constructed narrative from which belonging is forged and questioned.
- 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, successfully completed the Teaching Assistant Program in

France (TAPIF) where they spent 2016-2017 teaching English at French primary or secondary schools.

- Eliza Brinkley, '15, a French major, was accepted to the Young Adult Service Corps. She taught English in Cap-Haitien, Haiti, to young farmers at St. Barnabas Agricultural School in 2016.
- Katherine Shafer, '15, an Italian Studies minor, 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, and she is currently a member of the National Youth Service Corps in Nigeria.
- Emily Guernsey, '14, a French and Theater double major, just received her Master's degree in French Theater (entitled: "Projet Culturel Artistique et International") from the Université Paris 8 Saint-Denis, in Paris, France, in June 2017. Prior to her graduate studies, Emily participated in the French Ministry's Teaching Assistants program teaching English in France in 2015-2016.
- Holland Carlton, '17, a Spanish minor and Cinema and Television Arts major, and Kelsea Johnson, '17, a Spanish minor and Political Science major, have been accepted to teach English to local school children in Madrid, Spain, in partnership with the Council on International Educational Exchange (CIEE), for the 2017-2018 school year.
- 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 and taught English in Spain in 2014-2015. 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.
- Amber Christino, '10, a French major, was promoted to "Responsable des Opérations Internationales" (International Operations Manager) for Learnship Networks in Paris, France. She is in charge of managing communication and processes between the company's German headquarters and the Paris office.

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

- 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. One of the chair's priorities is to support, strengthen and grow these language programs. In 2017-2018 we brought in another **Teaching Fellow from China through the ALEX Foundation**, for example, to support the Chinese program. In addition, we launched our first **"Language Tutorials" (LTs)** to help compensate faculty for independent language studies they provide outside the traditional course load.

- 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 **FR&D funding**.
 - Three faculty members received an **FR&D sabbatical grant**.
 - Faculty member received **FR&D reassigned time fellowships**.
 - One faculty member received an **FR&D summer fellowship**.
 - Faculty members received **professional travel funding from the dean**.
 - Faculty members received **CATL funding** in the form of Teaching and Learning Mini-Grants, CATL Scholars grants, diversity and inclusion grants, and travel grants.
 - One faculty member served as a **2015-2017 CATL Scholar**.
 - One faculty member served as a **2016-2018 CATL Scholar**.
 - One faculty member was accepted as a **2017-2019 CATL Scholar**.
 - One was named **Center for Engaged Learning Scholar** to work on student-faculty partnerships in teaching and learning.
 - Faculty members received grants from the **Fund for Excellence**.
 - Four faculty members were 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, and recognition of diversity, faculty members hold **leadership positions** across campus. Some examples include the following:
 - One serves as assistant director of CATL (2017-2019);
 - One served and completed her service as an Arts & Humanities Branch Director for Elon College Fellows;
 - One serves as coordinator of Women's, Gender and Sexualities Studies (WGSS);
 - One serves as coordinator of Peace & Conflict Studies (PSC);
 - One serves as coordinator of Latin American Studies (LAS);
 - One serves as co-leader of the WLC Research Series;
 - Two serve as co-leaders of the WLC research group on SoTL;
 - One serves as Associate Director for the Project Pericles;
 - One serves as Co-Leader of the Center for Engaged Learning's Seminar on Global Learning;
 - One serves as President of Elon's chapter of the *Phi Kappa Phi* honor society;
 - One serves as President of Elon's chapter of *Phi Beta Kappa*;
 - One serves as a co-leader of Advocates for Global Education (AGE) with parents of the Alamance-Burlington School System;
 - One serves as co-leader of the Global Medical Brigade (2015-2017).
 - Two serve on Academic Council;
 - Two serve on the Faculty Research & Development Committee (FR&D)
 - One serves on the executive board of BRIDGES, a leadership program for women organized by UNC-Chapel Hill (2017-2019).
 - One served as co-leader (with CATL director, Deandra Little) of the multi-institutional and multi-disciplinary research project funding by the Teagle Foundation and aimed at enhancing teaching in the humanities.

- For effective course design and assignments, and to heighten critical thinking:
 - Most of our faculty members attended CATL workshops and book discussion groups in 2017-2018 and three faculty members attended the 2017 CATL Writing Residency.
 - Course content, course objectives, rubrics, and specific assignments were redesigned within language sections so that outcomes for writing tied explicitly to WLC common curricular outcomes in courses at various levels 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 and 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, initiated, created online courses (to be taught for the first time in summer 2018), and used programs and resources such as *Skype*, *Talk.Aboard* 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 included the following:

- Published 2 books;
- Published 10 articles;
- Published 1 book chapter;
- Published 4 online SoTL portfolios;
- Published 1 book review;
- Submitted 1 book proposal;
- Submitted 5 articles for publication;
- Submitted 1 revised manuscript;
- Submitted 1 abstract for a book chapter
- Collectively delivered 33 presentations at professional meetings or conferences
- Attended 11 conferences (without presenting)
- Had 8 articles accepted for publication
- Had 1 book chapter accepted for publication
- Submitted 2 book reviews
- Submitted 2 articles reviews
- One concluded a translation project
- Four completed their participation in the Collaborative Humanities Redesign Project funded by a Teagle Foundation Grant;
- One received the Ward Family Excellence in Mentoring Award;
- Many were invited as guest speakers across and off campus;
- Several 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*;
- One served as representative of the southern region to the Delegate Assembly of the Modern Languages Association;
- Two served as 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 served as co-leader of the Global Learning Seminar;
- One served as Associate Editor of the *American Review of Canadian Studies*;
- One 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;
- One served on the editorial board of journal, *L'erudit franco-espagnol*;

- One served as Vice President of the *Italian American Studies Association* and the *American Studies Committee*;
- One was selected to become a CATL Scholar for 2017-2019;
- Two were inducted into Elon's chapter of the honor society, *Phi Kappa Phi*.

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 2017-2018, led by Kristin Lange, we majorly revamped our **WLC website** so that the information consistently and correctly represented our department. We wanted to convey the centrality of language, intercultural competency, and successfully promote our department.
- We made a concerted effort to enhance the content on our **digital screen** on the first floor. We created flyers, announcements about current courses and activities, and we posted photos and success stories about WLC alums.
- We wrote and circulated our digital **WLC newsletters** in fall 2017 and winter/spring 2018. We received enthusiastic feedback about our activities from faculty and staff all over campus.
- We also met with the **Student Professional Development Center (SPDC)**, both in a department meeting setting as well as individually and in pairs, to discuss internships and career leads for our students and SPDC visits to WLC classes.
- In fall 2017, Scott Windham and Sophie Adamson met and collaborated with **Kevin Napp, Senior Associate Director of Admissions & Director of Campus Visits**. We revised errors and updated information given to student tour guides. Subsequently, in spring 2018, we talked about the WLC to the 80+ tour guides at their group meeting. We gave a brief PowerPoint presentation with information and perspectives about second language learning, followed by a dynamic Q&A.

Objectives and strategies for 2018-2019:

- Continue working with the SPDC and look into additional resources in order to identify and secure internships and job opportunities related to world languages and cultures. Invite staff from the SPDC into *more* of our first-year courses to talk about the importance and leverage of having a second language. 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 our student assistants to create a WLC “info card” (postcard) for visitors who come into Carlton to promote languages & cultures at Elon.
- Continue providing department events in our spaces such as: brown bag lunches, research talks, interdisciplinary panels, marathon readings, lectures, film series with Q&A, open houses, alumni and study abroad panels, an undergraduate conference on languages & cultures, and outreach events for the greater community.

Goal 2: Values

Establish core values and expectations for our faculty and staff.

Action steps taken:

- In 2017-2018, we continued hosting our WLC research series as described in more detail earlier in this report. We also continued the WLC Research Group meetings where colleagues shared research in a supportive setting, and we began small WLC peer mentoring groups, spearheaded by two colleagues, Sarah Glasco and Federico Pous.

Objectives and strategies for 2018-2019:

- Cultivate professional interactions and collaborations among WLC faculty by giving them gift cards to Irazú or Oak House as an incentive to meet for coffee.
- Create and maintain a master spreadsheet with information about colleagues that helps for chair mentoring (such as when they are at mid-point or eligible for promotion, etc.).
- Think about our department budget and consider allocating certain amounts to each language section to encourage transparency, communication, and collaboration within sections.

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. We supported an *adjunct liaison* position for our department that has been ongoing since fall 2014. The liaison, Elena Schoonmaker-Gates provided initial and ongoing support to incoming adjunct and part-time faculty in the WLC, helped instructors connect with others in the department, observed select part-time faculty and provided follow-up feedback, created a dialogue with part-time faculty on best practices in teaching and learning at bi-annual lunch meetings, conveyed the university-wide expectations

of excellence of all teaching faculty, and ensured that part-time faculty members had all the tools needed to be effective instructors.

Objectives and strategies for 2018-2019:

- Our department was not given an extra course release for the *adjunct liaison* position in 2018-2019, so unfortunately we will no longer have a designated liaison. Our strategy is to share the responsibility among section heads, associate chair, and chair. We will share information and perspectives from Elena to help ensure we are attentive to our part-time faculty members.
- Initiate meetings among section heads, the associate chair, and the chair, for ongoing peer mentoring/support.
- Offer another workshop on the Unit 1 during a department meeting in fall 2018. Show current models from willing WLC colleagues and discuss various ways to communicate effectively about our teaching, research, and service.

Goal 4: Curriculum

Attain the highest levels of achievement across each language program.

Action steps taken:

- Considering research evidence from our field, we continue to update and deepen our programs' curricula to 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. We dedicated our spring 2018 department retreat to articulating goals and expectations for intercultural competency 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 2015-2018 academic years, four members of the department participated in the Second Language Proficiency Committee, and the recommendations were sent to Provost House in spring 2018.
- We dedicated our fall 2017 and spring 2018 department retreats to items related to curriculum, which remains our highest priority.

Objectives and strategies for 2018-2019:

- We will continue to focus on curriculum and assessment during our retreats with the 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.

- We have created a coordinator position for the WLC 301, 302, 303 course with the following tasks in mind:
 - Communicate with GEC about putting wording in the study abroad applications about the requirement (for majors) and the recommendation (for minors);
 - Ask GEC for lists of the students with a declared FRE/SPN minor or major who applied to study abroad programs each semester, and then contact the SPN/FRE minors/majors by email about the course;
 - Make digital flyers about the course + “market” it the way we would our other WLC courses;
 - Write something up about the course for our WLC newsletter (with help from our students assistants) for more visibility;
 - Help coordinate staffing of sections by discussing it with SPN + FRE section heads well in advance;
 - Work quickly with UCC to change our wording about the requirement for *minors* — something about “recommended” instead of required;
 - Create a “plan B” for when FRE/SPN majors cannot take one or several of the WLC courses due to conflicts or a late declaration of the major (example: they take the COR course taught by Steve Braye);
 - Schedule follow up meetings with the group (that met in May 2018) several times in 2018-2019 *and* 2019-2020 because members expressed an interest in continuing the conversation regularly and long-term;
 - Communicate/coordinate with chair, curriculum working group, and the whole department as needed;
 - Work with Nina, Donna, Ketevan, and Elena on ways to strengthen the course pedagogy based on SPoTS + their experiences as instructors of the course;
 - Continue brainstorming with GEC (in small group with Rhonda, Bill, and Shanna) because there were exciting ideas that came to the table from Rhonda regarding a potential pilot of Sentia for WLC 371;
 - Delegate duties to the group so that the coordinator is not shouldering *all* the work — simply coordinating + keeping it moving forward;
 - Move us towards requiring minors along with majors.

Goal 5: Facilities

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

Action steps taken:

- As mentioned earlier in this report, we hosted more events than ever on the first floor of Carlton. Renovations of the first and second floors have provided tremendous versatility and visibility. The engagement and teaching spaces within our own academic building allow us to collaborate with students, faculty, staff, and members of the larger community.

- Our student assistants began a department video that should be completed in fall 2018. It involved faculty and student interviews as well as class footage. We are eager to see the final result and post it on our WLC website, Facebook page, and digital sign.

Objectives and strategies for 2018-2019:

- We have submitted a budget proposal for renovations of the hallways, staircases, and smaller common spaces in the hopes of maximizing opportunities for engaged learning in Carlton.

Conclusion: Progress, Opportunities and Challenges

The Department of World Languages and Cultures accomplished several goals in 2017-2018 from our 5-year plan. 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. There are talks about the importance of global citizenship that do not include the importance of speaking a *second language*, for example. The WLC will continue working 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. We look forward to hearing from Provost House about the report submitted by the Committee on Second Language Proficiency, and we hope it will be a major focus of upcoming campus-wide discussions. The department is anxious to move forward on a plan for a new or revised language placement and proficiency assessment system.

On that topic, and in line with **our push to communicate who we are and what we do** (5-year plan goal #1), we have made some progress in working with the Registrar, Academic Advising, Admissions and the Dean of Arts & Sciences. In 2017-2018, we continued to revise language that goes out to incoming first-year students, for example, related to the language requirement and placement testing. We also revised information students receive from CAPE, the company that administers our assessments. In addition, and as mentioned earlier, Scott Windham and Sophie Adamson met with Kevin Napp and all of the student tour guides to provide information and perspectives about second language learning. Once our WLC video has been completed, we hope the campus tours can come into the foyer of Carlton to see our space and watch our brief video about opportunities with languages and cultures.

We are happy about new collaborations with the **Student Professional Development Center**. In 2017-2018, we invited staff from SPDC into our first-year language courses to showcase the opportunities that exist when students have proficiency in a second language and intercultural competency. Scott Windham and Sophie Adamson collaborated with Ross Wade, Director of Career Development, to revise his PowerPoint presentations for WLC class visits. We look forward to ongoing collaborations with Ross and the SPDC so that we can continue communicating the importance of internships for our majors and minors as well as other 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). The WLC will revise and strengthen the 3-part **WLC 301-302-303** course to deepen study abroad experiences *prior to* study abroad, *during* their study abroad, and *following* the semester abroad. We had ups & downs with the course, due to its newness, staffing difficulties, scheduling conflicts for students, and insufficient communication with our students and academic advisors. It is our priority in 2018-2019 to work on these challenges. Beginning in fall 2018, Olivia Choplin will begin as our coordinator of the 3-part series, as discussed previously in the report.

The department will **support the growth and development of our less commonly taught languages: Arabic, Chinese, Hebrew, and Latin**. We will continue supporting Language Tutorials in an effort to maintain and strengthen enrollment. Although we were pleased to have a Teaching Fellow from China in the 2016-2017 and 2017-2018 academic years through the ALLEX Foundation program, we will not continue in 2018-2019 due to a lack of qualified fellows offered to Elon this year. It is a tremendous resource to have a native speaker collaborating with Binnan Gao in Chinese for coursework and conversation tables, however, so we will plan ahead for an ALLEX fellow or a Fulbright teaching assistant in 2019-2020.

WLC faculty members have **developed online language courses for Elon in German and Italian**, and the plan is to add Spanish courses by summer 2019. We recognize it as an important need for the university, and we also think it will enhance our language programs, summer school offerings, and department’s versatility.

In closing, we are committed to doing “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” (page 1 of “Creating a Climate of Second-Language Proficiency at Elon Spring 2014”). We appreciate the strong support we receive from the administration and look forward to another great academic year ahead!

Sophie Adamson