

ACTION PLAN: 2020-26
DEPARTMENT OF MODERN LANGUAGES

	A brief description of each proposed change	A brief rationale and evidence that support the proposed change	Six-year timeline for the proposed changes and actions	Who is in charge if known
1	<p>Curriculum / program <i>Key program and curricular questions that emerged involve how to increase interest and enrollment in our ML majors (especially French); how to advise and launch our majors well; and how our current program & language offerings fit into the overall mission of the college/GE.</i></p> <p>A. Revise/restructure French curriculum in order to attract more majors and minors; Increase film and visual culture in all ML offerings</p> <p>B. Improve academic and career advising for ML majors & minors</p>	<p><i>Rationale for all changes are based on data from our Six-Year Report (2020) and recommendations by the PRC and external reviewer.</i></p> <p>A. French enrollment has been low; replacing traditional literature “survey” courses with more contemporary, thematic options (e.g. French and sports; immigration; Francophone film and culture, etc.) may attract more students, as well as contribute to the global studies, film studies, and ethnic studies minors. Likewise, we will work to add more film and visual culture in all our ML courses (as recommended by our external reviewer).</p> <p>B. This was a recurring concern expressed in our Alumni Survey, and noted by PRC. Regarding academic advising: department will work to develop new web materials; work with Registrar to resolve Webadvisor program evaluation issues; work with OCP partners for unit consistency between our courses and those abroad; and design a workable rotation of courses so students will know what is being offered when/how often. We will address career advising in the capstone course: with internships and a vocational portfolio; vocational workshops, partnering with the Office of Career Development and Calling; and “alumni forums.”</p>	<p>A. Implementation (new hire and 3 new course proposals), by 2025, dependent upon date of new FTE hire.</p> <p>B. Academic advising: ongoing beginning fall 2020</p> <p>Career advising (through capstone): ongoing, beginning spring 2021</p>	<p>A. French FTE; all department members consult</p> <p>B. Academic advising: Docter to lead; all participate.</p> <p>Career advising: capstone instructor to lead (rotating, ongoing)</p>

	<p>C. Scaffolding of intermediate Spanish (SP 3/4) and advanced core courses (specifically, SP 100 & 125)</p> <p>D. GE language requirement & language offerings: Two questions emerged: (1) is one semester sufficient, given our mission/global plank? (2) what other languages can/should be offered to enhance our global plank and GE?</p>	<p>C. Because we have recently restructured our core curriculum, we need to continue the scaffolding process in order to avoid repetition of material and to better move students through the learning process.</p> <p>D. Our data continues to reveal that our language requirement remains the lowest of comparable benchmark liberal arts colleges. If our requirement were competency through the second or third semester, students would reach higher competency levels; our GELO assessment data revealed that although our students reach higher competency levels than the national average according to ACTFL guidelines (after 45-credit hours), they still remain at the novice level, an unacceptable landing point for a high-quality liberal arts college. Additionally, having our requirement at a certain semester (rather than “one semester at the level they test into”) would help alleviate current placement issues (in which more qualified students attempt to register in first-semester courses to meet the minimal requirement). PRC recommended we help facilitate a campus-wide discussion around the GE requirement issue as well as discussing with Senate what other languages we might offer to support other departments and OCPs. Once decided, we could hire adjuncts to teach less commonly taught languages (LCTL) and/or work with Wheaton or Calvin College to cross-list language courses (virtually) and share resources—allowing us to offer new languages without new hires/costs, e.g. allowing cross-enrollments in Arabic (offered by Westmont) and Mandarin (offered by Wheaton) or Japanese (offered by Calvin), etc.</p>	<p>C. Initial discussions beginning in fall 2020; ongoing assessment of changes</p> <p>D. Data collection/ analysis in 2022-23. Proposal (with budget implications/ analysis) in 2023-24</p>	<p>C. Chair to lead; all participate</p> <p>D. Chair to lead, working with Registrar; all department members participate</p>
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2	<p>Initiatives to improve teaching and learning</p> <p>A. Attendance/participation in conferences, including partnering with student research and inviting students to participate in conferences.</p> <p>B. Training in the OPI (Oral Proficiency Interview)</p> <p>C. Training in on-line/virtual teaching and learning, and sharing of best practices</p>	<p>A. PRC and our external reviewer recommended we engage our students more in research opportunities. This will also help with their critical thinking skills, and potentially better launch them in future careers</p> <p>B. The OPI is necessary to evaluate our oral communication PLO.</p> <p>C. In our ever-changing world, more tools and strategies are required to deliver high-quality instruction—either on-campus or virtually—which necessitates ongoing training.</p>	<p>A. Ongoing conference participation*</p> <p>B. OPI training by 2023*</p> <p>C. Ongoing*</p> <p><i>*all dates subject to COVID restrictions & budget approval</i></p>	<p>A. Seminar/capstone professors to lead (ongoing, rotating)</p> <p>B. Cardoso to lead; all members participate</p> <p>C. Chair to lead; all participate</p>
3	<p>Possible adjustments in faculty priorities or responsibilities</p> <p>A. New FTE in French and LCTL (e.g., Arabic) & possible team-teaching possibilities</p> <p>B. Hire post-doc to cover 3-semester absences (due to WIM and sabbaticals)</p>	<p>A. A new French/LCTL position was approved by the Senate in 2019. Our search this year yielded a highly qualified candidate, Dr. Emma Chebinou, who we hope to bring by 2022 (pending hiring freeze). Our external reviewer recommended introducing her to the broader community through team-teaching courses outside of ML. (Additional rationale under 5A below)</p> <p>B. Our external reviewer highly recommended using a post-doc to cover absences in order to offer high quality instruction, more stability, and a campus-wide cultural event which they would lead (e.g. a poetry reading, colloquium) open to the community. Past such events have been extremely well-attended and have enhanced our profile in the community.</p>	<p>A. Hire by 2022 (dependent on budget)</p> <p>B. Ongoing, based on budget approval</p>	<p>A. Chair</p> <p>B. Chair</p>

	<p>B. Funding for post-doc to replace Elías sabbatical (spring 2021), Docter on WIM (fall 2021) and Cardoso sabbatical (spring 2022).</p> <p>C. Reallocate part of student worker wages to hospitality and honoraria</p> <p>D. New line-item and increased funds in ML budget for training and conference attendance</p>	<p>B. See rationale in 3-B above</p> <p>C-D. Our external reviewer noted our stagnant (and very low) budget and recommended funds be used for student participation in conferences, cultural events (on and off campus), and guest speakers. Funding is also necessary for OPI training (necessary to assess one of our PLOs).</p>	<p>B. Jan 2021-May 2022</p> <p>C-D. Ongoing</p>	<p>B. Chair</p> <p>C-D. Chair</p>
6	<p>Other important changes</p> <p>Continue to partner with off-campus programs to see how we can support them with language offerings, GE criteria, etc.</p>	<p>We want to be of service across disciplines by helping OCP/program leaders better prepare students for language study prior to departure and to support them in their continued language study upon return. This is something we began in the last cycle and which we hope to continue moving forward.</p>	<p>Ongoing</p>	<p>Cardoso (who is on OCP Committee) to lead; all participate</p>