

FY2006 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Modern Languages Fort Hays State University

I. Departmental Overview

The Modern Language Department made significant strides this past year in curriculum reform and in the development of courses for the Virtual College. We expect to be even more successful in the future because we now have a full-time office manager. Projects that the department plans to take on because of this will be outlined below.

On the other hand, the staffing situation continues to present challenges. Spanish faculty are teaching overloads almost every semester. The department seeks seasonal monies almost every semester to pay for the overloads. The department needs another full time position in Spanish. We would like to be able to offer Chinese language courses on a regular basis with faculty who are fluent in Chinese Mandarin and English and trained to teach Chinese to English speakers. The department continues to have two temporary non-tenure track faculty out of the six positions currently in the department. The German program is currently staffed by one of the temporary non-tenure track faculty. The other temporary non-tenure track position is in Spanish.

The department is still working on making it possible to offer beginning Chinese language courses on a regular basis. The department hopes to hire a GA for 2006-07 to teach Chinese literature in translation under MLNG 112, "Great Works in Translation" and Beginning Chinese I. The department is proposing to add Beginning Chinese I and II to the curriculum.

While SCH dropped every year starting in 2002, in 2005 it began to rebound and increased again in 2006.

Currently, the department has 35 majors and 33 minors. At least one new freshman will be coming in as a major in September of 2006.

The Spanish faculty have worked hard to make Spanish courses available online. Due to the initiative and ongoing efforts of Paul Siegrist, the first ten hours of the Spanish program are now available online. Keith Woodall has also taken the initiative to develop online courses in Spanish targeted to serve the workforce. He is planning to develop an online version of a course he developed and first taught in 2005, "Spanish for Health Professionals." He taught this course in Spring, 2006 over ITV with over double the 2005 enrollment. The online version will be offered in Spring, 2007. He also has

developed an online class, "Spanish for Educators," and is offering it in Summer, 2006. Conchita Espino-Bravo has proposed a course for IDS 333, "Exploring the Humanities: The Portrayal of Women in Hispanic Film", to be offered in the Spring or Summer of 2007.

Jean Salien continues to offer an annual Spring break trip to Paris. He has established a new study abroad program in Lille, France for Summer, 2006. Six students are participating. The summer study abroad in Guadalajara continues to prosper under the supervision of Paul Siegrist. Nine students are studying in Guadalajara this summer. 21 students participated in travel abroad experiences through the department this year as did an additional 18 members of the university and the community.

The French Club hosts many activities on campus to celebrate National French Week each year. The department also contributes to the community and the university through the activities of the German Club. Conchita Espino-Bravo set up a weekly conversation hour, or tertulia, at Café Semolino, attended by between 10 and 20 students each week. She also helped organize the Salsa Club by taking advantage of the dance training of an ISEP student from Spain, Maria Parra Chiclano. 20 to 30 students participated each week in the salsa dance lessons.

The Department of Modern Languages needs the following:

- Conversion of the temporary position in German to tenure-track
- Conversion of another faculty position in Spanish to tenure-track
- Another full time faculty position in Spanish
- Part time faculty positions in French and German
- A part time faculty position in Chinese

The recent resignation of Amy Young, instructor in German, underscores the need for the position in German to be a tenure-track position. A tenure-track position in German would bring stability to the German program. In order to continue to make enough sections of the beginning Spanish program available through the Virtual College and to meet our on-campus needs, we need another full time position in Spanish.

If we expect our faculty to commit to FHSU, FHSU needs to be willing to make it attractive for faculty to commit their time and talents to our programs. The use of temporary faculty increases the risk of instability in our academic programs. Temporary faculty cannot be expected to make substantial contributions in the area of service.

A. Departmental Mission and Vision Statements

MISSION

The Department of Modern Languages provides students with opportunities to develop linguistic and cultural competencies in French, German and Spanish. The department hopes to provide the same opportunities in Chinese to students in the very near future.

The Department of Modern Languages gives students knowledge about their language of study and its literary and cultural legacy. It seeks to provide an appreciation of current cultural trends in the countries where the target language is spoken. These competencies and understandings are essential to the university's mission of preparing students for the global complexities of the 21st century that require them to work and deal with a more diverse American society and an increasingly interconnected world.

In addition to providing excellent language and culture study opportunities to students, the faculty of the Department of Modern Languages create new knowledge through their scholarly activities, knowledge that they then share with their students, the university and the community.

VISION

The Department of Modern Languages serves students, the teaching profession, the university and the community by promoting communication and mutual understanding through knowledge and linguistic competence that facilitates the bridging of linguistic and cultural barriers. Through their scholarly endeavors, MLNG faculty keep abreast of the latest scholarship in their areas of study and share that knowledge and their new insights with colleagues, students and the community.

Service to Students

Students have the opportunity to become proficient in French, German and Spanish. They learn about current cultural trends and the cultural legacy of the peoples who speak these languages, giving them the tools to contribute to cross-cultural understanding at FHSU and in the workplace and community.

Service to the Profession

By preparing future teachers of modern languages, the Department of Modern Languages inculcates the importance of quality instruction of languages in the next generation. MLNG faculty participate in professional organizations on the state and national levels that promote quality instruction in modern languages.

Service to the University

The Department of Modern Languages promotes cross-cultural understanding by providing knowledge of other cultures and linguistic competence in other languages. It also contributes to the internationalization of the campus through its study abroad programs. It provides beginning language courses in French, German and Spanish so that students can meet the Board of Regents mandated language requirement for B.A. programs.

Service to the Community

The Department of Modern Languages is involved with the community by providing education, translation services, and opportunities for informal interaction among different ethnic and linguistic groups.

B. Departmental Goals, Objectives, and Strategic Priorities

Goals and Objectives

The Department of Modern Languages seeks to provide superior classroom instruction in French, German and Spanish so that students develop the linguistic competencies necessary to understand and communicate effectively in their chosen language of study.

The Department of Modern Language seeks to give students a greater understanding of the cultures in which their chosen language of study is spoken. Through its curriculum and extracurricular activities, it helps students to understand the attitudes and worldviews of these cultures.

The Department of Modern Languages supports faculty in their scholarly activities so that they remain current in their area of study and create new knowledge in their discipline which they can share with colleagues, students and the community.

The Department of Modern Languages is working on a plan to make instruction in Chinese language and culture available to the university community on a regular basis. It is willing to explore offering courses in other languages and cultures depending on the needs that emerge as the university develops new international strategic partnerships.

Strategic Priorities

The Department of Modern Languages is working to make beginning language study available through the Virtual College so that the B. A. language requirement and MLNG General Education courses are available to distance students. The entire beginning Spanish language program is available online now.

The Spanish section needs another full time faculty member to make it possible to meet current demands for instruction and to allow for some expansion in offerings, especially the development of workforce courses, without continuous recourse to teaching overloads.

MLNG needs a tenure-track position in German to insure the stability and growth of the German program.

MLNG proposes to add beginning Chinese language courses to the curriculum. The department needs a part-time faculty position to staff these courses.

MLNG also wants more faculty in French and German so that sufficient advanced courses can be offered to complete the major in a timely fashion. One faculty member cannot simultaneously develop Virtual College classes, sponsor study abroad programs, supervise extracurricular activities and teach all the courses for their program.

MLNG also wants to develop and maintain more study abroad opportunities for its majors and minors and other FHSU students to advance their linguistic competency and deepen their cultural understanding.

MLNG plans to further develop contacts with local business and community interests to offer courses tailored to community needs. The department currently offers a course for medical professionals every year. A course for educators has also been developed. More courses will be developed as community needs dictate.

II. Departmental Highlights

A. Departmental Productivity and Other Distinctive Departmental Accomplishments

The department gained approval to convert its ten-hour beginning language program to a two semester program. Beginning in the Fall of 2006, Language I and II are five credit hour courses. This will give students the opportunity to develop linguistic competency in the language of their choice through a more concentrated and accelerated beginning language program.

Through Paul Siegrist's efforts, the entire beginning Spanish language program is available online. This is an invaluable service for FHSU's distance B.A. students and others who desire distance language study.

Keith Woodall's, "Spanish for Medical Professionals," was offered over ITV in Spring, 2006. The enrollment was double over what it was when the course was first offered in Spring 2005. He is planning to develop the course for online delivery in the Spring of 2007.

MLNG prepares teachers currently certified to teach in other areas to teach one of the languages in our program on the elementary and secondary level. Although the numbers are small, this is a significant service to the school districts of western Kansas. In addition, the program helps college graduates who decide they want a career in teaching to complete the coursework needed to apply for licensure. Again, the numbers are small, but given the shortage of foreign language teachers in western Kansas, it is a valuable service. Currently 5 teachers are studying Spanish and one teacher is studying French to qualify for licensure.

The department contributes to the university and the community by providing translation and other language services. Every faculty member has provided translation services to the university or the community. University offices that benefited from translation services include: the Registrar's Office, Admissions, the Music Department and various graduate students. Faculty translated for organizations and individuals in the community, such as the National Park Service, Nicodemus Historical Site, and the Hays Public Library.

Evie Toft gave a TimesTalk presentation on why study a foreign language in March, 2006, as part of the department’s campaign to inform the university community about the value of foreign language study and about the reorganization of the beginning language course sequence to two five-hour courses.

B. Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Number of New Freshmen	2		6	6
Number of Transfer Students	1	2	0	2
Number of Majors:				
Undergraduate (first majors/second majors)	13/17	16/15	20/15	25/18
Graduate				
Departmental majors	n/a	n/a	n/a	n/a
MLS students	2	1	1	1
Student Credit Hour Production				
Undergraduate	2161	2397	2649	2750
Graduate	16	6	23	25
FTE Faculty (Headcount)				
Tenured or Tenure-track Faculty (Headcount)	3	3	4	5
NonTenure-Track Faculty (Headcount)	3	3 (one mid-year resignation)	2	2
Other Faculty (Headcount/Sections Taught)	0	0	0	1
Degrees Awarded				
Undergraduate degrees	6	8	3	5

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Graduate degrees				
Departmental degrees	n/a	n/a	n/a	n/a
MLS degrees	2	0	0	0
Scholarly Activity				
Number of books, book chapters, and refereed articles published	Not available	1 book 3 articles	1 book 1 article	3 articles
Percent of faculty publishing refereed books, chapters, or articles	Not available	50%	33%	50%
Number of non-refereed articles and presentations	Not available	5	7	6
Percent of faculty publishing non-refereed articles or presentations	Not available	66%	66%	83%
Number of scholarly performances and other creative activities	Not available	0	2	1
Percent of faculty in scholarly performances or other creative activities	Not available	0	33%	16%
Total number of external grant applications submitted/percent of faculty submitting	Not available	1 16%	0	1 16%
Total number of funded external grants/percent of faculty funded		0	0	

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
	0			
Service Activity				
Percent of faculty meeting acceptable standard of service activity	16%	33%	16%	16%
Percent of faculty meeting exceptional standard of service activity	50%	50%	84%	84%
Assurance of Student Learning				
Outcome/Indicator 1 KSDE content test	n/a	2 out of 7 students passed	2 out of 2 students passed	
Outcome/Indicator 2	n/a			
Other Departmental Key Performance Indicators				

C. Current Quality Initiatives and Results

FY 2006 Quality Initiatives	Results
Develop Spanish III for VC	Course developed and offered in Spring, 2006 by Paul Siegrist
Offer face to face and prepare an online version of MLNG 112: Great Works in Translation: Modern German and Austrian writers	Course offered face to face by Amy Young in Spring, 2006. Online version of course still to be developed
Gain approval of restructuring of basic language course sequence to go to two five-hour classes instead of a three-course sequence.	Approved. Sequence of two five-hour basic language classes starts Fall, 2006.
Student tutors for basic language courses in all programs	Student tutors were available for all basic language courses. SGA funds approved to continue the program in 2006-07.
Finalize new program and department	New program brochures are now

brochures.	available. Department brochures still in development.
Formation of departmental scholarship committee to formalize a procedure to award scholarships to outstanding majors.	Scholarship committee formed. 6 students were awarded scholarships for study abroad in Spring, 2006.
Revitalize the Spanish Club.	Spanish Club reactivated under Keith Woodall, advisor to the club.

FY 2007 Quality Initiatives	Responsible Party, Resources, and Plan
Develop departmental newsletter to send to alumni and donors.	Evie Toft will prepare newsletter to go out in Fall, 2006.
Purchase assessment instrument for placement of beginning language students and for assessment of major programs.	Evie Toft will seek strategic planning funds to license use of CAPE (Computer Adaptive Placement Exam), developed by BYU.
Examination of curriculum of major and minor programs in all languages to decide on changes and modifications.	Department will work as a committee of the whole to accomplish this.
Improve recruitment and retention of majors and minors.	Department will form a plan of action to recruit new freshmen and new majors from among current students.
Approval of beginning Chinese courses for BA students and General Education credit.	Evie Toft will submit course proposals and seek staffing.

III. Strategic Plan and Opportunities for Improvement for FY2007

A. Departmental Reflection of Strengths, Weaknesses, Opportunities, Threats

Strengths	Weaknesses/Needs
Quality of faculty: international, diverse, highly motivated, dedicated and hard-working.	Need to give stability to German program and retain quality faculty by making German faculty position tenure-track.
Faculty expertise in diversity, cross-cultural understanding.	Need to make another position in

<p>Faculty expertise in translation and interpretation.</p> <p>Faculty expertise in distance education and the use of technology for language teaching.</p> <p>Spanish basic language courses available online.</p> <p>Committed and highly motivated majors and minors.</p>	<p>Spanish tenure-track to retain qualified faculty.</p> <p>Need for another position in Spanish so that instructional needs can be met without constant recourse to teaching overloads.</p> <p>Need part-time faculty to teach French and German so that advanced courses are available to majors and minors, allowing them to complete their program in a reasonable amount of time.</p> <p>Number of majors and number graduating seniors are below the Regents minimum.</p>
<p>Opportunities</p>	<p>Threats</p>
<p>Development of online versions of basic language courses in French and German to serve the needs of distance students and the General Education program.</p> <p>Create online versions of MLNG 112: Great Works in Translation for all three programs.</p> <p>Offer basic Chinese language courses.</p>	<p>Department risks losing quality faculty for lack of opportunity to go on tenure-track.</p> <p>Faculty are overextended. Spanish faculty teach overloads frequently. German and French faculty have sole responsibility for their programs and much teach the entire program by themselves.</p> <p>French and German programs have difficulty retaining students because majors and minors cannot enroll in sufficient advanced courses to complete their program requirements in a reasonable amount of time without taking multiple independent studies.</p> <p>When students complete their program of study with multiple independent study courses, they do not benefit from a full educational experience. Their academic preparation in the discipline suffers.</p>

B. Opportunities for Improvement

Short Term OFI	Resources Required	Expected Outcome and Completion Date
Acquire CAPE site license.	One time set up fee (includes customized CAPE university site): \$500 WebCAPE short survey one time institutional fee: \$76 Student exam fee: \$10/per student	Assessment of major and minors as they come into and exit each language program.
Employ students to help faculty with grading and other tasks. Employ Chinese students to give informal instruction in Chinese to community groups, to help Chinese GA with grading and other tasks	Student labor funds. Student labor funds.	Give relief to overextended faculty by helping with time-consuming, but simple course maintenance tasks.

Long Term Strategic Initiatives	Resources Required	Expected Outcome
Overhaul curriculum for minors and majors in all languages.	None	An updated curriculum that responds better to needs of students and teacher licensure requirements.
Require CAPE of all students who enroll in basic language courses for placement purposes	One time set up fee (includes customized CAPE university site): \$500 WebCAPE short survey one time institutional fee: \$76 Yearly Customer Service and CAPE update fee:	Insure correct placement of all students who take basic language courses.

	\$200 Student exam fee: \$10	
Set up and offer summer study abroad program for German students.	\$3500 salary \$2000 living expenses \$1000 airfare	Advance linguistic competency and deepen cultural understanding. Expose students to other German teachers and speakers of German.
Make available courses in basic Chinese language and culture on a regular basis.	\$5000 for a full time GTA or seasonal funds to fund two courses per year.	Provide opportunity to students, staff and faculty for formal study of Chinese language and culture. Deepen understanding of culture of institutions with which FHSU has key partnerships.
Strengthen study abroad program for French students in Lille.	\$4500 salary \$1000 living expenses \$1000 airfare	Advance linguistic competency and deepen cultural understanding. Expose students to other French teachers and speakers of French.
Develop a spring break study abroad experience and other summer study abroad options for Spanish students.	Costs will vary.	Advance linguistic competency and deepen cultural understanding. Expose students to other speakers of Spanish.

IV. Supporting Materials

**Department of Modern Languages
Affinity Diagram for Teaching Program**

Characteristics of Teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>KNOWLEDGEABLE Linguistic knowledge: proficiency in the target language (French, German, or Spanish). Content knowledge: knowledge of the literary and cultural history of their target language. Teaching knowledge: skill in how to teach the target language, literature, and culture.</p>	<p>Goal – to obtain knowledge necessary to teach the target language.</p> <p>Objective #1 To know the target language, literature, and culture. (see goals and objectives on affinity diagram for non-teaching program)</p>	<p>Language, literature, and culture courses as in the affinity diagram for the non-teaching program.</p>	<p>Department level</p> <p>Course exams and final projects, and alumni questionnaire as in affinity diagram for non-teaching program.</p> <p>Student portfolios documenting development in proficiency, content knowledge, and teaching competency.</p> <p>Future implementation of CAPE tests to be taken at end of Language II and again the semester before graduation.</p>	<p>Alumni questionnaire to be sent out in Fall, 2006</p> <p>Under development</p>	<p>Under discussion</p>
<p>CONFIDENT/SATISFIED LEARNERS Students satisfied with the major: study of the target language, literature, and culture is perceived as a relevant and useful learning experience.</p>	<p>Objective #2 To know the objectives of foreign language instruction.</p> <p>Objective #3 To be able to evaluate professional literature and apply research findings to foreign language teaching.</p>	<p>Foreign Language Education Courses</p> <p>1. Early Field experience: Foreign Language Education 2. Foreign Language 3. Teaching Methodology Teaching Internship</p>	<p>University level</p> <p>Periodic program reviews according to Regents and University Guidelines.</p>		

Characteristics of Teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>EMPLOYABLE/SUCCESSFUL Postgraduate activities: graduates meet or exceed all Kansas standards for initial licensure to teach the target language. They obtain appropriate teaching positions, progress in career over time.</p>	<p>Objective #4 To be able to use specialized techniques for teaching foreign language. Objective #5 To know the relationship of foreign language study to other areas of the curriculum.</p>	<p>Professional Education Courses As required by State of Kansas, College of Education for initial teacher licensure</p>	<p>State and national level Content exam mandated by KSBE Periodic program reviews by outside agencies: KSBE and NCATE.</p>		

Department of Modern Languages Affinity Diagram for Non-teaching Program

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>KNOWLEDGABLE Linguistic knowledge: proficiency in the target language (French, German, or Spanish).</p> <p>Content knowledge: knowledge of the literary and cultural history of the target language</p>	<p>Goal – To achieve proficiency in the target language.</p> <p>Objective #1 To speak the language with sufficient proficiency to hold a conversation with a native speaker on everyday topics.</p> <p>Objective #2 To demonstrate ability to engage native speakers of the language in conversations on everyday topics, in university lectures on literature and culture.</p> <p>Objective #3 To know how to use reference works (dictionaries and grammars) to read and understand the target language on any subject that students can also understand in their native language.</p> <p>Objective #4 To know how to use reference works to write the target language with sufficient proficiency to communicate ideas on everyday topics, topics studied in university courses.</p>	<p>Language Courses</p> <p>1. Beginning Language I, II. 2. Grammar and Composition</p>	<p>Department level</p> <p>Course exams and final projects, and alumni questionnaire as in affinity diagram for non-teaching program.</p> <p>Student portfolios documenting development in proficiency, content knowledge, and teaching competency.</p> <p>Future implementation of CAPE tests to be taken at end of Language II and again the semester before graduation.</p> <p>Periodic program reviews according to Regents and University policies</p>		<p>Under discussion.</p>

Department Staffing Plan

Department of Modern Languages Staffing Plan

College of Arts and Sciences
 Department Staffing Plan and Assignments (Current)
 Department of Modern Languages
 Date: June 30, 2005

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above(Below) Peer Average
IChair Generalist Spanish	Toft	Spanish - Peninsular Literature: Golden Age	7/29/49	1.0	Professor	PhD	Tenured	77500	80806	(-4%)		
Generalist French	Salien	French – 18 th Century Literature	1/09/45	1.0	Professor	PhD	Tenured	68181	66111	+3%		
Generalist Spanish	Siegrist	Spanish - Medieval Literature, CALL	5/04/50	1.0	Asst. Professor	PhD	Tenure Track	39104	44696	(-13%)		
Generalist German		German generalist		1.0	Instructor	PhD	Temp	38975	35274	+10%		
Generalist Spanish	Woodall	Spanish – Latin American Literature		1.0	Instructor	ABD	Temp	39506	35274	+7%		
Generalist Spanish	Espino-Bravo	Spanish - Peninsular 19 th Century		1.0	Instructor	ABD	Tenure Track	38000	35274	+7%		

Diversity Ratio = 2:6 Tenure Density = 4:6

Bibliography of Departmental Scholarly Activity

Published articles and books

Espino-Bravo, Conchita. "Resistencia al matrimonio desde la novela de las novelistas españolas del período de la Restauración La Mujer Nueva versus el ángel del hogar." Dissertation. Purdue University, 2005.

Toft, Evelyn. "Foundation of the Spanish Academy." In **Great Evens from History: the 18th Century, 1701-1800**. Ed., John Powell. Salem Press, 2006, pp. 107-09.

Papers and Presentations

Espino-Bravo, Conchita. "**Pepita Jiménez** (1874): una novela que crea el nuevo canon masculino establecido por la generación de 1868. El Realismo como tendencia que feminiza a Pepita Jiménez y masculiniza a Luis Vargas." Fifth Biennial FIU Conference on Spanish and Latin American Cultural Studies. February, 2006.

Siegrist, Paul. "Image in Opposition to Text: The Progression from Enlightenment to Pulp Fiction as Represented by Woodcuts in the **Cárcel de Amor**." International Conference on Medieval Studies. May, 2006.

Toft, Evelyn. "When English Isn't Enough: The Power of Foreign Language?" TimesTalk. March, 2006.

Young, Amy. "Club of Friends." Lesbian Lives XIII: Historicizing the Lesbian. Dublin. March, 2006.

Young, Amy. Co-chair of panel, "Collaboration with Administration." Women in German Conference. October, 2005.

Young, Amy. "Gay Marriage." TimesTalk, Fall, 2005

Young, Amy. "Of Racecar Drivers and Rogues." German Studies Association Conference." October, 2005.

Creative Performances

Espino-Bravo, Conchita. Member of chorus in Department of Music production of **Dido and Aeneas**. January, 2006.

Young, Amy. Cast of **Vagina Monologues**. February, 2006.