

FY2013 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Modern Languages Fort Hays State University

I. DEPARTMENTAL OVERVIEW

A. Departmental Mission and Vision Statements

The Department of Modern Languages provides students with opportunities to develop linguistic and cultural competencies in Chinese, French, German and Spanish.

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 members 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. Students in this degree program obtain a proficient understanding of the cultures of their chosen language of study. And through its curriculum and extracurricular activities, the Foreign Language degree program helps students to understand the attitudes and worldviews of these cultures, preparing them for careers that require multicultural communication and bilingual competencies.

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.

Over the course of this next academic year, Modern Languages has an opportunity to re-imagine its vision, with the intention of better serving other degree programs and FHSU students' professional needs.

Service to Students

Students have the opportunity to develop proficiency in Chinese, 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. The department provides study abroad opportunities to students so that they can experience directly the cultures that are home to the languages they study.

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. Its courses in Chinese, French, German and Spanish give students the linguistic and cultural competence to take their place in careers with a global reach. It also contributes to the internationalization of the campus through its study abroad programs and the extracurricular activities it sponsors. It provides beginning language courses in Chinese, French, German and Spanish so that students can meet the Board of Regents mandated language requirement for B.A. programs.

B. Departmental Goals, Objectives, and Strategic Priorities

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

The Department of Modern Languages 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 and prepares them for careers that require multicultural competencies.

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 now offers Mandarin Chinese for General Education and to fulfill the BA foreign language requirement. 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 and depending on the availability of faculty qualified to meet those needs.

Strategic Priorities

Now that the Department of Modern Languages is offering all its General Education courses as well as its basic language courses that satisfy the B.A. language requirement through the Virtual College, it is planning to make the Spanish minor and major also available online. Dr. Chita Espino-Bravo has continued to develop online versions of several courses required for the Spanish major.

Given the specialized skills necessary for teaching second language acquisition, Modern Languages needs to ensure that effective instructors lead all courses. In the past, MLNG created a stop gap solution in the form of a GA appointment to make it possible to continue to offer the beginning French language program on campus. Past leadership of this department hoped that the French program would grow until such time as conditions are right to hire a full-time faculty member in French in the future. Unfortunately, the use of a GA for teaching French created a situation that did not give continuity to the French program. So an adjunct instructor will teach the on-campus French courses for the next academic year.

Fortunately, talented and industrious Chinese graduate students with some teaching experience have been available to teach the beginning Chinese courses up until now. However, as with the French program, the Chinese program would have more growth potential if the courses were taught by a faculty member who could give continuity to the program.

Given the impact of the Internet on global communication and information dissemination, second language acquisition is greatly needed for professional purposes. This second language acquisition is of particular need for persons who master a language to C2 levels of fluency, understanding the subtleties of idiom and dialect. For example, an ever-expanding and increasing number of documents and information is available on websites and through organizations like the Creative Commons. As a result, translators are in great demand due to this mass explosion of information. The Modern Language Department needs to do a better job at demonstrating how learning outcomes for second language acquisition will benefit students in other classes and degree programs across the curriculum.

C. Department Productivity and Distinctive Accomplishments

MLNG continues to be in the forefront in offering study and travel abroad opportunities to students. At this writing, fifty-five (55) students participated in study and travel abroad experiences this year in programs sponsored by the MLNG Department. The department

collaborated with the departments of Geosciences and Leadership to take a group of students to Peru. In addition to serving in an NGO in Chimbote, the group visited Lima, Caral, Huaraz and the Parque de Hauscarán to experience firsthand the variety of geographical features and pre-Incan history found in Peru. Seven students are currently studying abroad in Barcelona, Spain organized by Dr Chita Espino-Bravo and accompanied by Dr. Rosa María Castañeda. Twelve students from FHSU are attending classes in German language and culture this summer for the fifth year through the exchange agreement with the University of Duisburg-Essen under the guidance of Max Maximov. In addition, five students and faculty walked a portion of the Camino de Santiago in Spain under the guidance of Max Maximov during Spring Break. In addition to the Camino de Santiago trip, ten students travelled to Paris, France over Spring Break. Additional travel abroad trips are in the planning for Chile and Morocco for the upcoming academic year.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	2	3	0	6	2
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	2	0	3	2	1
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	17/13	23/8	22/14	23/15	20/14
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	1	1	0	0	0
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]	66.67%	100.00%	33.33%	0	100.00%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	2581	2756	3196	3934	4329
Graduate Student Credit Hours [TOTAL GRAD SCH]	33	6	43	25	47
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	5	4	4	4	3
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	1	2	2	2	3
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	7	6	4	11	8
And increase in SCH shows promise for MLNG. Some of the increase in SCH is due to the Global Business English courses having an MLNG designation. That MLNG designation will not be on the GLE courses for the upcoming year. However, MLNG plans to offer professional based courses in Spanish for the next academic year, and the increase enrollment in those courses should help to continue to boost SCH. MLNG also has strong retention. We want to continue our retention efforts through active advising.					
Number of books, book chapters, and refereed articles published	1	1	0	0	1
Percent of faculty publishing refereed books, chapters, or articles	16%	16%	0%	0%	16%
Number of non-refereed articles and presentations	7	12	4	3	3
Percent of faculty publishing non-refereed articles or presentations	66%	83%	66%	33%	33%

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Number of scholarly performances and other creative activities	0	4	1	0	4
Percent of faculty in scholarly performances or other creative activities	0	16%	16%	0%	33%
Total number of external grant applications submitted/percent of faculty submitting	1/16%	2/16%	0/0	1/6	0
Total number of funded external grants/percent of faculty funded	1/16%	2/0%	0%	0%	0%
Total number students successfully completing an undergraduate research/creative project	0/0	0/0	0	2	1
<p>MLNG needs to encourage faculty members to be active participants in their respective academic disciplines. These numbers show a decline in such activities. Given the many advances in the use of software and technology for second language acquisition, faculty members will be encouraged to engage in the use of this advancements and present on their use.</p>					
<p>[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]</p>					
Direct Outcome 1 KSDE praxis exam (Note: The use of this exam as an indicator will be discontinued; results do not really prove overall success and results were not being effectively utilized as an assessment device. See IV. D.)	4 out of 6 passed	8 out of 9 passed	1 out of 1 passed	3 out of 3 passed	N/A
Direct Outcome 2 WebCAPE test results: % who scored national norm or better Language I: 2012 Spanish I only Language II: 2012 Spanish II only (Note: WebCAPE discontinued; cost too high and results were not being effectively utilized. See IV. D)	68% 59%	47% 40%	52% 40%	50% 25%	N/A
Indirect Indicator 1 Number of students participating in study and travel abroad	16	23	29	36	55
Indirect Indicator 2 Number of faculty engaged in research abroad	4	5	4	4	3
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.65 49.93	55.9 53.14	56.4 49.46	56.2 51.05	--
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	45.34 65.08	46.1 55.56	43.9 57.14	44.5 57.15	--

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	45.34 57.78	41.0 50.00	38.5 36.11	38.4 48.89	--
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	34.72 60.75	34.0 40.61	32.9 40.87	32.7 52.58	--
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.57 31.94	60.3 70.37	60.8 61.11	59.8 51.39	--
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	3 38.5%	3 60.0%	2 40.0%	4 36.36%	0 0%
MLNG sees a tremendous need in taking the lead on travel abroad programs. Travel abroad allows for international learning experiences at a lower cost than study abroad. Many FHSU students work one or more jobs to make endsPlease see Section B, below and under Department Quality Initiatives and Results for future plans on assessment and KPI's.					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Student Extracurricular Engagement/Tertulia Participation					8 to 10 students per week
Outcome/Indicator 2 Student Extracurricular Engagement/Kaffeestunde Participation					5 to 10 students per week
MLNG will become active directors of the future Language, Culture and Writing Center to be located in Forsyth Library. We look forward to taking a pro-active directions in increasing cultural and international events and learning experiences on and off campus.					

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
Develop online intermediate and advanced courses in Spanish	Dr. Chita Espino-Bravo and Dr. Rosa María Castañeda will be developing these courses. (To be continued)

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
Assessment and Measurement of Student Learning	Dan Kulmala will take the lead on setting up this program. All faculty members will be responsible for implementing assessment in all courses. For this program, we need an e-Portfolio for documentation of learning. Learning will be measured by using Second Language Acquisition Rubrics for the following skills: Listening, Reading, Person-to-Person Communication, Speaking, and Writing. Measurement is determined by a ten-point scale (1 to 10), using the European measures from A1 to C2 for language proficiency levels. Faculty members will provide routine assessment of learning throughout the semester. Proficiency levels will be documented on individual Excel spreadsheets.

Program Re-Design for Professional Purposes	All members of the MLNG Department will be responsible for this re-design. For much of this work, MLNG members will need to create and design new courses that meet professional and applied purposes of study for students. This extra work might require re-assigned time and faculty development compensation. Currently, we need to create at least four additional courses for Spanish—Business Spanish, Medical Spanish, Spanish for Law Enforcement, and Hospitality Spanish. In addition to these courses, the following need to be created: two course sequence in Translation and Interpretation and a three-course sequence in Global Languages course. At the start of the Fall 2013 semester, faculty members will be asked to choose courses for creation.
Language, Culture, and Writing Center Participation	All members of the MLNG Department will participate in one form or another. This center is a new plan. So we are entering this endeavor on the ground floor. For this first year, we might count faculty and student participation levels.

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	Currently, there are no departmental activities connected to this initiative.
Increase Enrollment	Over this past year, courses for TESOL and TEFL programs were created to meet the demand for the professional needs for educators in this area. MLNG is partnering with AEP on these programs. And we have the possibility of about 50 graduate students from Zirve University in Turkey who might sign up for this program. We anticipate continued, future growth in field of study over the near future.
Improve Persistence and Retention	Faculty members have stepped up their advising efforts to meet with students about the importance of second language acquisition. The department's retention efforts have been strong this past year—100%. Also, for the next academic year, Claudia Rink will be teaching courses for the First-Year Freshman Experience.
Improve Student Learning	Plans to implement a quality system to measure and help improve student learning are being developed with the goal of piloting this plan this upcoming year. This plan involves the use of an e-Portfolio, Second Language Acquisition Rubrics and an Excel spreadsheet to document results.

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
<p>Quality of faculty: international, diverse, highly motivated and dedicated.</p> <p>Faculty expertise in diversity, cross-cultural understanding.</p> <p>Faculty expertise in language translation and interpretation.</p> <p>Faculty expertise in distance education and the use of technology for language teaching.</p> <p>Basic language courses in Spanish, French and Chinese available online.</p>	<p>Currently, most graduates of this degree program gain employment in K-12 employment. Yet the Department of Modern Languages needs to do a better job than it has in the past at communicating career opportunities available to graduates. For example, careers exist in multiple areas, such as the following:</p> <ol style="list-style-type: none"> 1. Cultural Events Coordinator 2. Travel Agent 3. Translator/Interpreter 4. International Relations 5. Foreign Exchange Trader 6. Publishing Specialist 7. Proofreader 8. Importer/Exporter 9. International Account Manager 10. International Banking Officer 11. Bilingual Customer Support 12. Corporate ESL 13. National Security Agent 14. Immigration Officer 15. Court and Justice Interpreter 16. FBI Agent 17. Foreign Diplomacy 18. Global Media Networking
Future Opportunities	Future Threats
<p>Future opportunities exist in the form of change for MLNG. These directions concern ESL teaching positions for educational and corporate purposes and professionally based positions in business, medicine, and government-related fields of employment. Specific future needs include the following:</p> <ol style="list-style-type: none"> 1. Certificate program or a minor in Translation & Interpretation: One of the jobs in high demand concern translation for a variety of purposes, like government (justice and law), hospitality and tourism, civil services, and medicine. 2. Masters in TESOL/TEFL: Many majors and minors of Foreign Languages inquire about professional opportunities beyond teaching K-12 or continuing on with graduate work in the 	<p>The greatest threat to MLNG concerns the possibility that the BA will no longer require a Foreign Language.</p> <p>Fear of and resistance to change.</p> <p>Lack of effective and consistent methods of assessment of learning and of the effectiveness of the program seriously hurt determining the overall success of the program</p>

<p>culture and language of German and Spanish. A TESOL/TEFL Program will provide additional opportunities for graduates to use their second language acquisition skills for government, education and corporate purposes.</p> <ol style="list-style-type: none"> 3. Intermediate Language courses: Intermediate course offerings need to be created and routinely offered. At this time, the Topics courses serve this need. 4. Diverse foreign language offerings: Students want greater diversity in language offerings. To meet this need, a Global Language Certificate Program is being created, which will allow students to learn another language—like Japanese, Arabic, Farsi, and Portuguese—through a “Language Coach” model using Rosetta Stone. 5. Professional Spanish: The following types of courses need to be provided: Business Spanish, Medical Spanish, Spanish for Law Enforcement, and Hospitality Spanish. Rosetta Stone is creating courses in these areas of study for academic use. 	
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B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Travel and Study Abroad Programs	FHSU will benefit from someone in MLNG taking the lead on the promotion, creation, facilitation and implementation of travel and study abroad programs, especially in connection to its “World Ready” goal. Reassigned time and salary enhancement will be requested to aid in time and work for this coordinator position.	An increase in two to three travel abroad opportunities over the 2013/2104 academic year.
Assessment and Measurement of Student Learning Outcomes	We need to coordinate the use of technology so that assessment and measurement of learning are part of a simple process. We need access to an e-Portfolio and spreadsheet for number entry. The current plan involves using Epsilon so that students can document learning in their e-Portfolios. CETL should be able to help with this plan.	Faculty members will be asked to provide a routine assessment of student learning based on Second Language Acquisition Rubrics. Students will also fill out the rubrics for self-assessment purposes. At this time, this plan involves the chair of the department monitoring the assessment activities and entering the numbers for measurement purposes.

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

(Note: These Affinity Diagrams need to be revised)

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 and in structured discussions about literature and culture.</p> <p>Objective #3 To be able to access and comprehend information in the target language on any subject that students can also understand in their native language.</p> <p>Objective #4 To know how to write and present information in the target language with sufficient proficiency to communicate ideas on everyday topics and topics studied in the target language..</p>	<p>Language Courses</p> <ol style="list-style-type: none"> 1. Beginning Language I, II. 2. Grammar and Composition 	<p>Department level</p> <p>Course exams and final projects, and alumni questionnaire.</p> <p>Student portfolios documenting development in language proficiency,</p>	<p>Under Development.</p>	<p>Under discussion</p>

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>CONFIDENT/ SATISFIED LEARNERS Student satisfaction with the major: study of the target language, literature, and culture is perceived as a relevant and useful learning experience.</p>	<p>Goal – To know the most important developments in the literary history of the target language. Objective #1 To comprehend selections in the target language from important works of all periods of literature Objective #2 To be familiar with important writers and literary movements of the target language</p> <p>Goal – To know the most important developments in the cultural history of the target language. Objective #1 To synthesize cultural information gleaned in various language, literature, and culture courses. Objective #2 To be familiar with the cultural artifacts associated with regions where the target language is spoken: such as art, music, architecture and film.</p>	<p>Literature Courses 1. Conversation and Reading I 2. Survey of Literature I and II (In Spanish also Survey of Latin American Literature) 3. Seminar in Literature.</p> <p>Culture Courses 1. Conversation and Reading II 2. Civilization</p>	<p>Periodic in class exams, research papers and oral presentations.</p> <p>Linguafolio: student portfolios documenting growth of content knowledge and language proficiency</p> <p>Periodic program reviews according to Regents and University policies.</p> <p>Periodic in class exams, research papers and oral presentations.</p> <p>Linguafolio: student portfolios documenting growth of content knowledge and language proficiency</p> <p>Periodic program reviews according to Regents and University policies</p>		
<p>EMPLOYABLE/ SUCCESSFUL Postgraduate activities: graduates succeed in careers demanding competency in the target language, literature, and/or culture.</p>	<p>Goal – To complete the major program successfully by obtaining linguistic and content knowledge as stated above. Goal – To succeed in career requiring competence in the target language by obtaining appropriate employment, progressing in employment over</p>		<p>Alumni surveys</p> <p>Periodic program reviews according to Regents and University policies.</p>		

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	time.				

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 language proficiency and content knowledge</p>	<p>All students have portfolios attesting to their linguistic and cultural proficiency.</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>Student teaching portfolios mandated by Teacher Education</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
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.	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.	Professional Education Courses As required by State of Kansas, College of Education for initial teacher licensure	State and national level Content exam mandated by KSBE Periodic program reviews by outside agencies: KSBE and NCATE.	Large majority of students pass the Praxis test. In 2010-11, one student took and passed it.	

B. Department Staffing Plan

Department Staffing Plan and Assignments (Projected)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Projected Department	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line
Chair Global English	Kulmala	Global English		1.0	Associate Professor	PhD	Tenured	73759
Generalist German/Spanish	Maximov	German and Spanish Language		1.0	Instructor	MA	Temp	42564
Generalist German	Rink	German		1.0	Instructor	MA	Temp	39500
Generalist Spanish	Castañeda	Spanish – Latin American Literature/ Linguistics		1.0	Assistant Professor	PhD	Tenured	51306
Generalist Spanish	Espino-Bravo	Spanish - Peninsular 19 th Century		1.0	Assistant Professor	PhD	Tenured	50305
Generalist Spanish	Replacement for Adcock	Spanish – Linguistics and TESOL		1.0	Assistant Professor	PhD	Tenure Track	40000
Global English at Sias University	To be hired	Global English and TESOL		1.0	Instructor/ Lecturer	PhD	Temp	40000

C. Bibliography of Departmental Scholarly Activity**Rosa-Maria Castaneda:**

Developed and implemented a class project using multimedia formats and second language composition. This project was presented at the **Northwest University for Nationalities in Lanzhou, Gansu, China.**

Presentation at the Service-Learning Luncheon coordinated by the internal/education SL subcommittee. The topic: How to implement Service-Learning in the classroom.

Published an extended abstract "Revisiting Rivera: Palatalization of dental stops in a border town." Linguistic Society of America Annual Meeting Extended Abstracts 2012.

Dan Kulmala:

"Critical Thinking Across the Curriculum." AACU Annual Meeting. Washington, DC. January 25-28, 2012.

"Taking the Curriculum to Task: Blended Learning and CLA in the Classroom." AASCU Winter Meeting. San Antonio, TX, February 9-12, 2012.

Delivered a CLA in the Classroom Academy at Seton Hill University, December 11-13, 2012

Delivered a CLA in the Classroom Workshop at South Dakota State University, February 15-16, 2012

Delivered a CLA in the Classroom Workshop at Jacksonville State University, March 15-16, 2012.

D. Department Program Assessment Results

No additional material to report at this time.

E. Other Departmental Information

Dan Kulmala is newly appointed member of the SXSWedu Advisory Board

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

April 1	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, SCH) delivered to Chairs. Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.