

ANNUAL REPORT - CY2015
DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

PART 1: GOALS FOR THE PREVIOUS YEAR AND PROGRESS MADE ON THOSE GOALS

	CY2015 Goal	Progress in CY2015
1	<u>Alumni Engagement</u> : Complete analysis of the responses from our alumni surveys and work with Publications to produce an e-booklet featuring 10-15 alumni profiles for recruitment and marketing purposes	This goal was fully accomplished in CY2015. The result was an engaging four-panel, full color "outcomes brochure" designed and written by University Publications. The brochure features the stories of four of our most successful recent alumni.
2	<u>Student Engagement</u> : Identify and begin to implement 3 new initiatives aimed at strengthening the identification of our majors and minors with the department	This goal was fully accomplished in CY2015. Three student engagement activities were identified and implemented. Through the efforts of Drs. Julie Johnson and Madeleine Hooper, MCL and International Programs have partnered on a new living learning community (LLC). All of the legwork for this project was done in 2015, and the community will kick off in the fall of 2016. The second initiative involved the procurement and implementation of a digital signage system (two large screens and software) for department displays on the first floor of Sicheluff Hall. The third initiative was the inclusion of MCL majors as participants in the World Language Showcase Day.
3	<u>Outreach</u> : Identify and begin to implement 3 outreach events for MCL to coordinate/sponsor that will increase its engagement with and impact on the community	This goal was fully accomplished in CY2015. A work group was established in early 2015 to come up with ideas for outreach events. The work group decided to maintain two of our current events – Chinese New Year and Day of the Dead – and to add a third, a large-scale outreach/recruitment event that would bring K-12 students to campus from around the region. That became MCL's first annual World Language Showcase Day. Planning for the World Language Showcase Day began late last spring and was headed up by Drs. Tonia Tinsley and Vanessa Rodriguez. Angela Barker provided considerable tech and Web support as well. Day of the Dead was put on by Ms. Judith Martinez, and Dr. Weirong Schaefer led coordination of the Chinese New Year weeklong commemoration. Both were big successes. The first World Language Showcase Day was March 30, 2016, and was also a very big success, attended by more than 400 students.
4	<u>Teaching</u> : Revise the Department's student evaluation form to ensure that we are gathering relevant input that helps us to both evaluate and improve teaching	This goal was fully accomplished in CY2015. A workgroup, led by Dr. Vanessa Rodriguez, collected input from faculty and designed a new, much-improved questionnaire, which was vetted and approved by the faculty as a whole in the fall of 2015. Thanks to Angela Barker, the new questionnaire is now available online and was used for the first time for our spring 2016 student evaluations.

5	<u>Workload</u> : Complete draft of a comprehensive Workload Policy, have it approved by MCL faculty and added to department's governance document	This goal was fully accomplished in CY2015. After gathering input from the department in a series of department meetings, the department head authored a completely new, comprehensive workload policy. A work group was assembled to review the document and to suggest edits and updates. The full document was approved by the personnel committee and the entire full-time faculty group in the fall of 2014.
	<u>Curriculum Development</u> : Develop and pilot with the Spanish section a new placement exam in connection with the USA Funds competency-based learning grant	This goal was partially accomplished in CY2015. Dr. Pedro Koo and Ms. Melanie Kleeschulte volunteered to head up this project in consultation with the department head. A series of meetings were held with instructional designers from the FCTL and external consultants. Dr. Koo and Ms. Kleeschulte completed the first half of the Digital Professor Academy training course in the fall of 2014. Progress on this goal continued into spring of 2016 (materials chosen, formats decided, etc.). The pilot section is scheduled for fall of 2016. Data from that section will be compared to data from a face-to-face control section.

PART 2: DEPARTMENT ASSESSMENT IN DASHBOARD REPORT AREAS

A. ENROLLMENT MANAGEMENT

1. MAJOR HEADCOUNT (INCLUDE 1ST AND 2ND MAJORS)

From fall 2014 to fall 2015, **MCL's overall majors count fell by 14.3%, dropping from 161 to 139.** As the table below illustrates, numbers are falling off in the traditional French, German, and Spanish majors that have been discontinued. This trend is being partially offset by a large gain in the new major cluster, **the Bachelor of Science in Modern Language, which jumped 132%, from 28 to 56 majors, in the period.**

Major Cluster	Fall 2014	Fall 2015	Percent Change
Classics	9	3	-67%
Individualized/Other	7	2	-71%
Discontinued French	13	6	-35%
Discontinued German	8	4	-50%
Discontinued Spanish	96	49	-49%

New B.S. in Modern Language	28	65	132%
MASLA	0	9	
Totals	161	138	-14.3%

Two possibilities may explain this year's decline in headcount: (1) the move away from majors with the language spelled out in the name (e.g. B.A. in Spanish) toward the umbrella degree may have taken a temporary toll on our numbers and (2) some MCL majors may be defecting to the Global Studies degree, which requires 18 hours in a modern language. We also graduated a relatively large number of MCL majors in the spring of 2015 (our degrees awarded were up in CY2015).

Global Studies Majors

MCL plays a major role in the recruitment, retention, advising, and instruction of Global Studies majors. It is the only department that provides any direct financial support for the program. Many Global Studies majors also double-major with MCL, and our language classes are a constant source of majors for the program. **The number of total Global Studies majors moved up 3% (from 102 to 105)** in the 2014-2015 fall-to-fall comparison.

2. SCH PRODUCTION

From 2014 to 2015, **MCL's overall student credit production moved up 4.5% (from 11,696 to 12,225)**, reversing a very slight decline in the previous 12-month period. This accounts for roughly 12.5% of the total SCH produced by COAL. **MCL was third in COAL in this category, bested only by English and COM.** What this illustrates is that despite having a relatively low number of majors, MCL generates a significant number of credit hours through its **very high number of minors (340 – highest in COAL and probably tops campus-wide)** and its high-demand General Education classes and other high-enrollment classes, such as the Medical Terminology course (LLT 102). MCL's biggest gainers in this category included increases in our LLT prefixed classes, probably owing to higher enrollments in the Medical Terminology course and second-block sections of LLT 180. These are two strategies the department plans to continue, in addition to increasing summer offerings in these areas. It should be noted that MCL's high SCH totals do not include roughly 1,000 hours generated through study away trips annually.

FLI Enrollment History

It is important to note that MCL SCH production totals include those generated through enrollments at the Foreign Language Institute (although partner students may be excluded). The following table summarizes the most recent seven semesters of FLI enrollments.

	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Arabic	0	50	24	35	24	33	23
Chinese	0	64	40	68	46	46	27
German	0	0	0	33	50	88	61
Italian	32	46	37	46	30	34	14
Japanese	0	91	47	88	82	97	50
Korean	0	0	0	23	20	33	21
Portuguese	28	19	13	19	12	7	5
Russian	0	40	31	40	36	27	25
Total Enrollment	60	310	192	352	300	365	226
From Partners	7	72	29	66	64	60	39

3. DEGREES CONFERRED

MCL conferred 40 degrees in FY2015 versus 45 in FY2013, a **decline of 11.1%**. Since degrees conferred for MCL have historically exceeded 50, I am concerned that in the previous two periods we have missed that mark. The causes for this trend are not immediately clear, especially since headcounts were relatively high for the Department 4 to 5 years ago and MCL has some of the best retention figures in the university. It's possible that students, particularly those who study away, are taking longer than usual to complete their degrees. It's also possible that MCL is undergoing a shift from having larger numbers of majors to increasing numbers of minors.

4. SUMMER SCH PRODUCTION

MCL's 2015 **summer student credit hour production moved up 8% (from 425 to 459)** versus 2014. Numbers for summer 2015 reflect an increase in LLT prefixed classes and flat enrollments in French and Spanish. For the next couple of summers the department has decided to attempt an experiment, eliminating its summer modern language offerings in order to focus on higher-demand classes, such as LLT 102 (Medical Terminology), LLT 121 (Intro to Myth), and LLT 180 (Heroic Quest), all of which can be easily offered online. This may or may not work, but we are being undercut on price by OTC, which has affected summer language demand. In the meantime, we are developing online versions of SPN 101 and 102, which could be implemented in the summer of SPN 2017, if necessary. We could also bring back online versions of FRN 101 and 102.

It should be noted that these summer SCH totals do not reflect the additional 150 hours generated through MCL's summer intensive study away program in Quito Ecuador.

5. COURSE MANAGEMENT

I believe that MCL's 4.5% increase in overall SCH in CY2015 indicates that the department is on the right track and has been agile and responsive to changing demand for its courses. In order to continue this upward direction in SCH production, MCL will focus on the following course management strategies in the near term:

- Finalize the slate of MASLA course offerings and their periodicity and frequency
- Add sections of the LLT 102 (Medical Terminology), particularly online sections, which always fill
- Increase second-block and summer iCourse offerings of LLT 121 and 180 with relatively high caps
- Continue to increase Spanish offerings, particularly upper-division classes
- Pilot our newly designed online SPN 101 course and develop the 102 course
- Add additional sections of our new Gen Ed course MCL 200
- Develop an online version of MCL 200
- Begin 101 sections of FLI offerings every semester

B. ACCESS

1. SCH PRODUCTION BY INSTRUCTIONAL FORMAT

In terms of delivery format, **most modalities saw year-over-year increases over 2014**, consistent with MCL's overall gain of 4.5%. Hours delivered traditionally grew 3.5% (264 hours). Hours from iCourse delivery jumped 18.3% (120 hours) due to increased second-block offerings. Evening hours were up 6.7% (108 hours), and Dual credit hours also increased (up by 12.8% or 72 hours). The only decline came in Internet hours, which were down 10.9%, a dip we hope to reverse in CY2016.

C. STUDENT SUCCESS

1. RETENTION RATES

MCL does a very good job at retaining its students. The Department's overall fall-to-fall retention rates for four most-recent years for which the data are available are as follows:

	2011	2012	2013	2014
Overall	88.9	86.6	85.3	86.0
Freshman	66.7	87.5	75.0	82.4

MCL's freshman fall-to-fall retention rate rose 9.9% in the most recent year for which data were available. For seniors, the rate climbs to at or above 90%, indicative of extremely strong student identification with the department. MCL's overall retention rates were higher than the COAL mean in each of the past four periods.

2. MAPP SCORES

The average MAPP score of MCL graduates **increased by 5%** in 2015.

Fiscal Year ▲	Department Avg	National 50th Percentile	National 80th Percentile
2011	460.44	444	464
2012	459.93	444	464
2013	457.04	446	466
2014	448.21	446	466
2015	470.46	446	466

3. OTHER DATA OR INDICATORS OF STUDENT SUCCESS

Other assessment results are discussed in Section 3 below. Major student recognitions are listed in Appendix B.

D. RESOURCES AND PRODUCTIVITY

1. SECTIONS BY SIZE, SCH AND FACULTY GROUP

The table below shows average section size (ASS) and SCH production by faculty group over the past 5 years. The data reveal the following trends:

- Overall average section size in MCL has held remarkably steady over the past 5 years, averaging 20-21 students
- Tenured and tenure eligible faculty account for the largest share – by far – of SCHs produced in MCL
- Instructors account for the second-largest share of SCHs produced (except in 2013)
- Average section size has been declining for per-course instructors, perhaps reflecting that afternoon classes are not as popular as they once were
- Section sizes for graduate assistants are low, something we will work to address
- Note: the numbers for “Administrator” do not correspond to the department head’s loads

	2011		2012		2013		2014		2015	
	ASS	SCH	ASS	SCH	ASS	SCH	ASS	SCH	ASS	SCH
Tenured/Tenure Track	21.29	5,445	22.94	5,799	23.52	5,143	25.30	5,081	21.55	5,282
Instructors	19.49	3,285	19.25	3,422	19.66	2,758	19.26	3,300	18.88	3,800
Per-course Faculty	26.45	2,490	25.19	2,433	21.21	3,381	15.93	2,586	15.31	2,275
Graduate Assistants	21.00	63	23.50	141	13.00	117	11.00	132	11.80	165
Other	9.40	684	10.67	818	4.75	600	0.00	570	0.00	703
Administrator	0.00	0	0.00	6	5.00	17	9.00	27	0.00	0
Total	21.28	11,967	21.75	12,619	21.17	12,016	20.30	11,696	19.22	12,225

2. DELAWARE DATA

I. DEPT SCH/DEL SCH

The most recent year for which Delaware comparison data for departmental productivity are available is 2012. MCL’s figure remains well above 100%, indicating stronger credit hour production than Delaware survey counterparts. The Department’s combined 2012 percentage is the third best in COAL, just behind MJF and Theatre & Dance.

	2008	2009	2010	2011	2012
Delaware Faculty Group	MSU SCH/ DEL SCH Value	MSU SCH/ DEL SCH Value	MSU SCH/ DEL SCH Value	MSU SCH/ DEL SCH Value	MSU SCH/ DEL SCH Value
a) Tenured/Tenure-Track Faculty	138.9	128.2	124.0	124.3	129.0
b) Other Regular Faculty	84.7	96.0	91.5	100.4	105.1
c) Supplemental Faculty	169.1	128.3	134.4	216.5	181.9
d) Graduate Assistants	0.0	48.7	51.1	43.3	53.6
e) All Faculty Combined	123.1	112.3	107.8	117.5	119.8

II. MSU SCH COST/DEL SCH COST

The most recent year for which Delaware comparison data for departmental cost effectiveness are available is 2013. MCL's figure is consistently well below 100%, indicating that its per SCH are substantially lower than Delaware survey counterparts.

Fiscal_Year	2010	2011	2012	2013
College_Desc	MSU_SCH_DEL_AVG Value	MSU_SCH_DEL_AVG Value	MSU_SCH_DEL_AVG Value	MSU_SCH_DEL_AVG Value
Arts and Letters	89.09	83.73	84.97	85.55

E. RESEARCH AND SCHOLARSHIP

MCL faculty produced 8 KPI-recognized research products in CY2015. These included:

- 4 journal articles
- 4 scholarly translations

Additionally, faculty participated in dozens of conferences and professional development meetings. Increasing faculty research productivity remains an important emphasis, and I expect 2016 to be productive in this regard. More complete information on these and other faculty accomplishments is provided in Appendix B.

F. PROGRAM AND CURRICULUM ENHANCEMENT

- We proposed a **new Spanish course, SPN 310 (Medical Spanish)**, which we expect to be very popular

- Working FCTL instructional designers and external consultants, we began designing an **online version of Spanish 101**, which we intend to pilot in the fall of 2016
- We made significant progress on each of the initiatives of our **\$100K competency-based education grant** effort
 - Working with a team from Georgetown U, we finished a complete **redesign of our placement exam** for Spanish
 - We provided **scholarships to help area K-12 teachers** who want to teach dual credit move closer to the graduate hour requirement
 - We made several recruitment/marketing trips to area/regional schools to promote the **Accelerated Pathway to the Spanish Minor**, a special program for heritage learners
 - We designed a **language certification program**, open to all students on campus, regardless of major/minor
- We held meetings with the English Department graduate faculty to help determine the optimal periodicity of MCL and ENG courses in the MASLA program
- We proposed several new MCL graduate courses, allowing MCL and English to alternate courses in the MASLA core

G. PUBLIC AFFAIRS: REPRESENTATIVE INITIATIVES AND ACTIVITIES

- Ms. Judith Martinez organized an event for Day of the Dead that included cultural exhibits and a panel discussion. Members of the public were invited to attend this event that supports the Cultural Competence pillar of the mission. A large group of students from Republic High School attended.
- Asian Languages senior instructor Dr. Weirong Schaefer organized another successful Chinese New Year commemoration in Siceluff Hall. This large-scale cultural competence event was open to the public and was co-sponsored by MCL and China Programs.
- MCL planned its first World Language Showcase Day (held in early 2016), a large-scale outreach/recruitment event serving K-12 language students and teachers from around the region.
- MCL hosted the 2015 meeting of the Ozarks Foreign Language Association.
- MCL faculty continued to nurture very close ties with the Foreign Language Association of Missouri.
- MCL continued to encourage its students to engage in study away to increase their cultural competence. Mr. Luis Lombilla led a sizeable group of Spanish students to Quito, Ecuador in the summer of 2015, and MCL sponsored four participants in the BearCorps program, also in Quito. This program combines intensive language study and service learning.

PART 3: PROGRAM ASSESSMENT (DATA, ANALYSIS, ADJUSTMENTS ON THE BASIS OF DATA)

MCL collects program assessment data from graduating students enrolled in MCL 499 (Program Assessment). Most students in the course take two standardized exams, the ACTFL OPI, a measure of language proficiency, and the PRAXIS II. These two exams were chosen by departmental faculty based on their alignment with program SLOs. The expected benchmark for the ACTFL OPI is a rating of Intermediate High or better. For the PRAXIS II, the benchmark is a composite score of 160 or better.

Beginning in the fall of 2015, we replaced the PRAXIS II with the Missouri Content Assessment exams developed by Pearson, since these are the content-area exams now recognized by DESE. MCL is still determining the “cut scores” to be used for its own internal benchmarking purposes. However, for this year’s report, the “meets expectations” benchmark on the MCA exams is a score of 180 or better. Important note: Because we rely on students to self-report their PRAXIS II/MCA scores (with documentation), we are not able to report all test scores in any given period.

The following table summarizes the most recent four years of results on the ACTFL OPI and the PRAXIS II/MCA.

	CY2012	CY2013	CY2014	CY2015	Change CY2015 vs. CY2014
Number of graduates taking ACTFL OPI	50	39	26	36	
Number at ACTFL OPI benchmark of Intermediate High or better	23	20	16	19	
Percent at ACTFL OPI benchmark	46.0%	51.28%	61.54%	52.77%	Down 8.77 p.p.
Number reporting PRAXIS II or MCA	43	37	22	24	
Number at PRAXIS II benchmark of 160 or better or number of MCA scores of 180 or better	18	14	8	10	
Percent at content area exam benchmark	41.86%	37.84%	36.36%	41.67%	Up 5.31 p.p.
Average score on PRAXIS II	153.9	153.9	153.8	141.0	-12.8 points

Average score on MCA exams				196.5	No comparison data
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Discussion of Assessment Data

Although OPI scores dipped in CY2015, they are still averaging significantly higher than when we first began administering this important assessment of oral proficiency, an indication that our new approach to instruction and assessment is having an impact. Although the average PRAXIS II scores of our students were down in CY2015, our graduating seniors performed quite well on the new MCA content-area assessment, suggesting it may be a better match for our curriculum and student learning outcomes. (This exam has less of an overt emphasis on teacher education.) Taken together, **the percentage of outgoing students meeting the benchmark on the content-area exams was the highest in three years**, although there is clearly still plenty of work for the department to do in terms of helping more students perform better.

It should be noted that the department does not control all of the instruction of students in its programs. A majority of our majors end up studying abroad. While such experiences no doubt go a long way in increasing students' cultural competence, MCL cannot guarantee that participants receive the same quality of instruction or that the SLOs of institutions abroad align with our own. It's quite possible that study away may actually create a substantial drag on our assessment results. This is something that probably needs to be more closely monitored and addressed in some way, particularly if no improvement is seen in results in the coming semesters.

Use of Assessment Results

The department has been using assessment data to emphasize language proficiency in its modern languages programs. We share this data with instructors to underscore the need to emphasize target-language use and the incorporation of assignments and assessments that encourage students to interact in their respective languages. We are currently in the process of redesigning lower-division courses so that their learning objectives and assessments align better with ACTFL proficiency guidelines, which we hope will have a significant impact on how instructors teach and students learn. We believe that this kind of change in instruction and assessment – which is really a change in faculty mentality – will take time. We have also begun to take steps to make students more aware of the expectations we have for them, which we believe encourages more of them to consider study away options and strategies for improving their proficiency on their own time. It is likely that increased student awareness of the proficiency expectations has been an important factor in the improvement of OPI scores.

PART 4: NARRATIVE ASSESSMENT

In the preceding sections I have reported, analyzed, and attempted to account for significant gains or declines in key Dashboard indicators of overall departmental strength, including enrollment, student credit hour production, student engagement, departmental productivity, and assessment. Taken as a whole, I believe that those data show that MCL is a productive, efficient, and consistently strong department. Rather than revisiting those analyses, what I'd like to do in this section is provide a narrative assessment of the department's strengths, opportunities, and challenges as it moves into CY2016 and beyond.

In the previous four years or so, MCL has undergone a series of changes and implemented several new programs and initiatives that in many ways have made the department a model in the state and surrounding region and have set it on a solid foundation for continued success. Chief among these changes have been its new consolidated major, the Bachelor of Science in Modern Languages, and its new assessment program, featuring revamped student learning outcomes for all programs and reliable means of measuring achievement. MCL's new graduate degree, the Master of Applied Second Language Acquisition (MASLA), is another recent addition that has elevated the department's profile locally and regionally. Enrollments in the MASLA have reached double digits, and the first three graduates of the program walked at the spring 2016 Commencement.

Another major accomplishment of this period has been the establishment of the Foreign Language Institute, which represents a first-of-its-kind model for collaboration between institutions to deliver instruction in less commonly taught languages. MCL has also been extremely forward-thinking in its implementation of credit for prior learning practices. The department has always been a campus leader in recognizing students' competence and awarding retroactive credit on the basis of that competence, but thanks to the \$100K competency-based education grant it secured from USA Funds and The Hawthorn Foundation in 2014 we have been able to implement the four additional initiatives detailed above, which include expanding our innovative Accelerated Pathway to the Spanish Minor (for heritage learners) and the creation of a language certification program open to any student on campus.

In addition to these changes on the modern languages side, the Classics section has also done its part to contribute to MCL's successes of late. The department's General Education classes staffed by Classics faculty, LLT 121 (Intro to Myth) and LLT 180 (Heroic Quest), continue to be very popular, driving our high SCH production. Classics has found creative ways to offer more sections of these courses, as well as the popular Medical Terminology class (LLT 102). The addition of a new General Education class (MCL 200) and new hires in area of need (Classics, Spanish) are other factors contributing to the department's overall strength.

As MCL moves forward into 2016 and beyond, there will be chances to build on the progress we have attained in the past few years as well as new opportunities to pursue and challenges to address. Faculty turnover represents both challenge and opportunity. We've had three recent retirements, and I anticipate at least two more this year. Thankfully, the dean has been supportive of replacing retiring faculty in MCL, and I'm confident that we'll be able to make hires that will further strengthen our faculty.

MCL's recent decline in headcount (majors) is a major challenge. I explain a couple of the factors which could be responsible for this above, but this is certainly something the department needs to confront aggressively. We should continue our practice of turning minors into majors. If well implemented, this strategy could be very rewarding, considering MCL has approximately 340 minors. Another recruitment concern involves the MASLA. Now well established and with healthy initial enrollments, it's important to develop strategies for attracting additional well-qualified applicants to this program and to ensure that MCL and English have the resources they need so that candidates can complete their degrees in two years.

Two other areas where I think additional progress is needed are student engagement and community outreach. We've put into motion two really substantial initiatives affecting these areas – new Global Community LLC (<https://reslife.missouristate.edu/livinglearning/GlobalCommunity.htm>) and the World Language Showcase Day – but I'm convinced that we can and should do more to strengthen ties with students and the community. Accordingly, I will continue to set goals for MCL in these areas. Another ongoing challenge has been that of increasing the research productivity of the faculty. The department's new Workload Policy may be helpful in this regard, and I suspect that recent and anticipated hires at the assistant professor level will help to energize our research output. This is an ongoing priority, and I see a lot of potential for growth, including among our current faculty.

In summary, because of the many changes the department has made in the past few years MCL is strongly positioned to handle the challenges I have discussed, to continue to provide its students with high-quality, up-to-date education in modern languages and classical studies, and to serve as a resource to other departments and programs with a shared interest in diversity, internationalization, and cultural competence. I also believe that we are well-prepared for a positive outcome from our upcoming program review (self-study in the spring of 2017, on-site external review in the fall of 2017).

I would like to reiterate once again this year that MCL is grateful to the Dean, Associate Dean, Provost, and President for their support of its initiatives and for continually showing that they understand how central languages are to a comprehensive 21st century education. That kind of support is not found at every institution, and it has been pivotal in helping MCL become one of the most visible and well-regarded providers of language and Classics education in Missouri and the surrounding region.

PART 5: DEPARTMENT GOALS FOR THE UPCOMING YEAR

Priority	Goal	Target Date	Participants
1	<u>Personnel/Staffing</u> : Conduct 3-4 successful faculty searches: applied linguistics, Spanish (1-2), French	December, 2016	Point person: Jason Others: Search committees

2	<u>Enrollment Management</u> : Increase total majors by 5% over spring 2016 level (116 total majors)	December, 2016	Point person: Others:
3	<u>Enrollment Management</u> : Increase student credit hour production by 5% over CY2015 level by offering additional sections of LLT 121, LLT 180, and MCL 200 (especially second-block and summer sections)	December, 2016	Point person: Others:
4	<u>Curriculum and Enrollment Management</u> : Develop and pilot an online section of Spanish 101 to determine viability of the platform/approach	August, 2016	Point person: Others:
5	<u>Recruitment/Engagement/Outreach/Visibility</u> : Plan, organize, and carry out at least three activities for AY2016-17 focused on student recruitment, engagement, and outreach.	September, 2016	Point person: Others:
6	<u>Curriculum and Program Quality</u> : Successfully implement all of the Competency-based grant initiatives (implement language certification program new Spanish placement exam)	October, 2016	Point person: Melanie Others:

PART 6: APPENDIX A - THREE-YEAR HIRING PLAN (FY2017-FY2019)

I. Positions

To adequately meet demand for and expand its programs, MCL projects need for the positions listed below in priority order. The positions and rank order were determined through a comprehensive analysis that took into account:

- Positions vacated by retirements
- Current enrollments
- Planned expansion of programs
- Anticipated retirements

Position	Start Date	Search Period	Salary	Funding Source	Rationale/Anticipated Responsibilities
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Assistant Professor of Spanish (tenure-track)	Fa2017	Fa2016	53K	Norton Line	This person would replace Dr. Robert Norton, who retired at the end of the spring 2016 semester. Demand in Spanish, particularly for upper-division classes, remains very high. This person would teach upper-division Spanish courses. If this person were hired on Dr. Norton's line, the college would retain a significant sum as ongoing salary savings.
Instructor of Spanish	Fa2017	Fa2016	42K	Dowdy Line	An instructor hire would help the Spanish section to cover more 200-level courses. The right candidate could help Dr. Tinsley with teacher certification issues and oversee supervision of MCL's four GTAs. If this person were hired on Dr. Dowdy's line, the college would retain a significant sum as ongoing salary savings.
Assistant Professor of French (tenure-track)	Fa2017	Sp2017	53K	Hooper Line	This person would replace Dr. Madeleine Hooper, who has announced her retirement in spring of 2017. A hire is justified in French, since due to her many teacher certification responsibilities Dr. Tonia Tinsley teaches few sections of French. We have identified a qualified, diverse applicant who is interested in this position. If this person were hired on Dr. Hooper's line, the college would retain a significant sum as ongoing salary savings.
Assistant Professor of Spanish (tenure-track)	Fa2017	Sp2017	53K	Martinez Instructor Line	When Jason Jolley became MCL department head, his teaching load was cut. This has created a big need for someone qualified to teach upper-division courses, where demand is so high that even with recent replacement hires (Rodriguez, Backes) many upper-division offerings could still be doubled. When Judith Martinez completes her Ph.D. and her appointment is converted to tenure-track, she will be able to teach more upper-division courses, alleviating some of this pressure.
Assistant Professor of Chinese (tenure-track)	Fa2018	Fa2019	55K	Diversity Hire	We believe Chinese to be a potential growth area for our undergraduate programs (minor and major) and for the MASLA (if we add a Chinese track). The right candidate could teach

					undergraduate courses in Chinese and grad graduate in Chinese and play a role in teacher certification and outreach to the Chinese community.
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II. Additional Personnel Considerations

- Retirements are possible in the Classics section in the next few years. Any retiring Classics faculty member(s) should be replaced in kind, given the expertise required to teach their subjects, the large numbers of students they teach, and the significant service load they carry.
- There is currently enough demand in Japanese to consider a full-time instructor hire. Such a hire would be funded by the FLI, not directly through COAL.
- Dane' Wallace's renewal will expire spring of 2018. It is likely that continued high demand will justify a search for a permanent instructor of GBL 250 at that time. Since Global Studies will be administered by the Honors College, perhaps some kind of joint appointment (Honors/MCL) could be worked out. Under a best-case scenario, this would be a new full-time position funded by a new permanent line.
- The impact of graduate teaching assistants on Spanish section staffing needs is unclear at this time and will require closer monitoring and analysis of the coming semesters.

PART 7: APPENDIX B - ACCOMPLISHMENTS

FACULTY	
Publications	<ul style="list-style-type: none"> • Dr. Edward Gutting published 2 scholarly translations: Livy 34.1-8 published as "Roman Women in Protest" in <i>Ways of the World</i> 3rd edition and translation from Rufinus' <i>Historia Ecclesiastica 10</i> published as "The Coming of Christianity to Axum: Rufinus, On the Evangelization of Abyssinia Late Fourth Century C.E." in <i>Ways of the World</i> 3rd edition. • Dr. Joseph Hughes published "Melancholia and Katabasis in Majkowski's Life and Adventures of Remus," <i>Explorations: A Journal of Language and Literature</i> (3.10), 47-55 • Dr. Jason Jolley (and co-author Luciane Maimone) published "Free Online Machine Translation: Use and Perceptions by Spanish Students and Instructors," <i>Central States Report</i> (2015), 181-200 • Dr. Judith Martin published "From Travelogue to Tales: Louise Weil's <i>Aus dem schwäbischen Pfarrhaus nach Amerika</i>," <i>Sophie</i> (2015), online

	<ul style="list-style-type: none"> • Dr. Pauline Nugent published 2 articles translated from French for chapters 2 and 4 in <i>Catherine of Siena: Essays on Her Life and Thought</i>. Thomas McDermott, ed., Chicago, New Priory Press, 2015 • Dr. Tonia Tinsley published “La création littéraire et la synthèse du féminin dans les pamphlets de Céline,” <i>Les pamphlets de Céline: enjeux d’une réédition et bilan de la recherche</i>, Collectif du Congrès de l’ACFAS, 2016 • Dr. Vanessa Rodríguez published “De las aventuras críticas del verdadero juicio del baciuelmo de oro y otras partes de la armadura en <i>El Ingenioso Hidalgo Don Quijote de la Mancha: una aproximación psicoanalítica</i>,” <i>Lemir Revista de Literatura Española Medieval y del Renacimiento</i> (19), 165-176
Presentations at International Conferences	<ul style="list-style-type: none"> • Dr. Joseph Hughes presented “Transfiguration of Kashubian America,” Konferencja Memory, Melancholy and Nostalgia, Gdansk, Poland, September 21, 2015 • Dr. Pedro Koo presented “Nuevas propuestas fílmicas en torno a la triangulación del deseo: <i>Plan B y Sexo de los Ángeles</i>,” Cine-Lit VIII: An International Conference on Hispanic Film, Portland, OR, February 20, 2015 • Dr. Pedro Koo presented “Ciudades que enferman: Desarrollo urbano y resistencia en los filmes <i>Ciudad de M y Medianeras</i>.” 46th Annual NEMLA Convention, Toronto, Canada, May 3, 2015 • Dr. Pauline Nugent presented “Jerome and Augustine: the Human behind the Literary Façade,” International Patristic Conference in Oxford, UK, August 9-14, 2015 • Dr. Vanessa Rodríguez presented “La construcción de la memoria histórica en <i>El hereje</i> de Miguel Delibes: acercándose a la intolerancia religiosa a través de un modelo histórico clásico,” Thirteenth International Conference on New Directions in the Humanities, University of British Columbia, Vancouver, Canada, June 17-19, 2015 • Dr. Vanessa Rodríguez presented “Una aproximación psicoanalítica a la armadura de Don Quijote de la Mancha,” XVI International Hispanic Literature Conference, Tenerife, Spain, July 15-17, 2015 • Dr. Tonia Tinsley presented “La synthèse du féminin célinien: évolutions et contradictions,” International Colloquium on 20th and 21st Century French and Francophone Studies, Baton Rouge, LA, February 26-March 1, 2015 • Dr. Tonia Tinsley presented “Porte close ou seuil franchi: le féminin secret dans la poétique de Céline,” International Colloquium on 20th and 21st Century French and Francophone Studies, St. Louis, MO, March 17-19, 2016

Grants and Funded Leaves	<ul style="list-style-type: none"> • Dr. Judith Martin received funding to attend the 2015 American Association of Teachers of German (AATG) Summer Seminar on STEM Topics in German Studies in Leipzig, Germany, July, 2015 • Dr. Judith Martin was on sabbatical during the spring 2016 semester • Edwin Cawaran’s sabbatical application was approved for AY2016-17: “Constitutionalism and the Ancient Democracy at Athens: developing procedures and ideology behind judicial review of legislation”
Awards and Recognitions	<ul style="list-style-type: none"> • Dr. Julie Johnson was recognized with the STAR Service, Assistance and Loyalty - Uniting Troops with Education Award from the Office of Student Engagement • Dr. Tonia Tinsley was nominated for a Foundation Award for Excellence in Teaching • The following MCL Faculty were recognized by students at the Maroon & White Banquet: <ul style="list-style-type: none"> ○ Dr. Mary Harges ○ Ms. Judith Martinez
Other	<ul style="list-style-type: none"> • The following earned ACTFL OPI rater certification <ul style="list-style-type: none"> ○ Mr. Luis Lombilla ○ Dr. Vanessa Rodríguez ○ Ms. Isabel de Azeredo Moura
Years of Service Milestones	<ul style="list-style-type: none"> • Mr. Luis Lombilla – 10 years • Dr. Madeleine Hooper – 30 years • Dr. Julie Johnson – 30 years
Retiring Faculty	<ul style="list-style-type: none"> • Dr. Mary Harges • Dr. Julie Johnson • Dr. Robert Norton
STUDENTS/ALUMNI	
<ul style="list-style-type: none"> • The following students and faculty were inducted into the National Hispanic Honor Society Sigma Delta Pi: <ul style="list-style-type: none"> • Alexa Mason • Brianna Kendrick • Jessica Garcia • Luciane Maimone • Graduating senior (Spanish) Jessica Gonzalez, also a CIS major, was named “Most Outstanding CIS Student” by the CIS Department. • Graduating senior (Spanish) Ashley Clements, an OTC transfer, was hired to teach Spanish full time at Nixa High School. 	

- Graduating senior (Spanish) Jessica Garcia was accepted into the Teach for America program and will be teaching seventh grade in Harlem, New York City. <http://blogs.missouristate.edu/mcl/?p=1022>
- Graduating senior (Spanish) Kelcie Bourquin was selected for an assignment in Nicaragua with the Peace Corps.

DEPARTMENT AS A WHOLE

- New “Global Communities” Living Learning Community established by Drs. Julie Johnson and Madeleine Hooper (<https://reslife.missouristate.edu/livinglearning/GlobalCommunity.htm>)
- MCL launched its first annual World Language Showcase Day, a large-scale outreach event to regional K-12 students and teachers, on March 30, 2015 (organized by Drs. Tonia Tinsley and Vanessa Rodríguez)