University of North Alabama

Department of Foreign Languages

Program Review

Name and Signature of Chair: _____

Dr. Craig Christy

Date of Report: June 30, 2009

2.   Five-Year Departmental Enrollment and Faculty Data

➢ *Statistical Overview*

Data listed below is the annual average of the data supplied by Institutional Research, Planning, and Assessment for the Academic Years 2003-2004 through 2007-2008.

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined): 39.40

2. Number of Degrees Conferred: 8.8

3. Majors/Degrees Conferred Ratio: 5.66

4. Student Credit Hours: 2,968.60

5. Average Class Size: 12.76

6. Number of Faculty (Fall Semester): 4.2

7. FTE Student/FTE Faculty Ratio (as per U.S. News definition): 9.36

8. Credit Hours/FTE Faculty: 712.59

➢ *Qualitative Interpretation of Data*

Enrollments in the various options within the Foreign Language Major have, on average (39.40), been quite constant, with peak enrollments of 49.00 and 44.33 in 2007-08 and 2006-07, respectively, compared with 33.33 in 2004-05. Recent increasing emphasis, at the federal and state levels, of foreign language study plays into this trend. According to the Modern Language Association research study "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006", "In 2006, overall enrollments in languages other than English rose by 12.9%" (http://www.mla.org/pdf/06enrollmentsurvey_final.pdf). This trend of increasing enrollments in foreign language classes reflects, on the one hand, responses to various government agencies' call for more study of languages deemed critical to national security, and, on the other, students' realization that training in a foreign language, coupled with expertise in another area, greatly enhances their marketability and career path opportunities, particularly within the context of globalization. The Education Resources Information Center (ERIC) offers addition evidence which corroborates this trend of increasing study of foreign languages (See, e.g., http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED162497&ERICExtSearch_SearchType_0=no&accno=ED162497). Student credit hour data during the five year revew period are essentially in alignment with this trend. Although the 2003-04 year had the actual highest number of credit hours produced (3,158), the figures for the ensuing years trend fairly consistently upward: 2004-05 (2,840); 2005-06 (2,924); 2007-08 (2,956). Job opportunities requiring foreign language expertise are expected to continue to expand, in tandem with the expanding global economy, with ever more positions available in science, translating positions, business, diplomacy, and other occupations (See ERIC document referenced above). The Department has been responsive, in a number of ways, to increasing demand for language classes: an

additional faculty member was hired in 2007; additional languages were offered in the Department's *Critical Languages Program* (Swahili and Portuguese were added to the languages already being offered: Arabic, Chinese, Japanese, Russian, and Turkish); class sizes were increased beyond the norms recommended by the Association of Departments of Foreign Languages (ADFL), which advocates capping foreign language classes at 20, with 15 seen as optimal (http://www.adfl.org/resources/resources_guidelines.htm). This became necessary also in light of the overall increase in enrollments at the University. The Department faculty are making every effort to address this particular quantity/quality issue in the most efficacious fashion possible.

During the program review period, an average of 8.8 Bachelors degrees in Foreign Language were awarded. The annual number of degrees awarded is quite consistent: 2003-04 and 2007-08 both had 8 degrees conferred, while 11 were conferred in 2004-05.

The number of faculty in the Department, 5, increased by one in 2007, as noted above. The Department has no adjunct faculty. However, and in compliance with the requirements of the National Association of Self-Instructional Language Programs (http://www.nasilp.net/) , students or individuals in the community who are native speakers of a given language are hired as 'language partners' at the student work-study compensation rate of $6.55/hour (for each hour in the classroom, language partners are also compensated for an hour of preparation). This factor is not easily discerned from FTE faculty data, which averages out to 4.2 over the period under review. The same could be said for the FTE Student/FTE Faculty Ratio, which shows an average of 9.36 over the review period. All faculty in the Department contribute through research and service as well as through their teaching, and all have considerable experience in each of these areas. Student advisement is one particularly critical component of faculty service, as is involvement in curricular innovation/reform. In addition, all faculty are involved in the systematic and continuous evaluation of program outcomes in each of the courses they teach, and their evaluations of these outcomes finds reflection in subsequent action items within the Department's Annual Action Plan. In this regard evidence from student learning outcomes assessment is coordinated with the Department's overall goals as codified in its *Mission Statement* (available at the Department's website at http://www.una.edu/foreign-languages/index.html), which was recently updated to reflect addition of Swahili and Portuguese language classes.

Regarding Credit Hours/FTE Faculty, the usual expected teaching load at the University of North Alabama is 12 credit hours for each semester during the academic year, excluding summer. In the Department of Foreign Languages, workload credit is provided for administering the *Critical Languages Program* (which includes management of the Foreign Language Lab) and for chairing the Department. Faculty members are expected to engage in the Department's outreach efforts to the community, and to be active in professional organizations, seek out professional development and research grant opportunities, and to engage in research, publication, and other scholarly production.

Regarding Department Expenditures and Budget Allocation, the average budget for the program review period was $387,737.89. The approximate breakdown is as follows:

Faculty Salaries	71.77%
Staff Salary	2.67%
Benefits	21.07%

Supplies/Telephone/Faculty Travel	1.58%
University Work Study	2.92%

The University has demonstrated its support for the Department of Foreign Languages by providing resources that assist the Department in achieving its goals. However, student lab fees provide the principal source of funding for the Department's initiatives, which typically require the purchase of new hardware and software to maintain the Language Lab in its cutting-edge status. The lab fees, which of course fluctuate directly with enrollments, generate approximately $15,000 per year.
The cost per credit hour increased during the program review period when tuition and technology costs likewise increased.

3.   Assess the Department as it Relates to Students

➢ *Enrollment*

During the five-year program review period, the average number of unduplicated majors enrolled in the Social Work Department was 39.40. This number of majors accords well with data from peer institutions and with national trends, as discussed above.

➢ *Degree Productivity*

During the program review period, on average 8.80 Bachelors degrees in Foreign Languages were awarded per year. While few students enter the University settled on pursuing the Foreign Languages Major, once they decide on this degree track, they tend to see it through to completion, which translates into strong retention rates of Majors in the Department. This retention success also reflects the continuous one-on-one advising accorded each student.

➢ *Student Services*

In the Department of Foreign Languages, students are advised on all aspects of the Foreign Languages major/minor, and are encouraged to complete their General Education requirements during their first two years. Their optimal placement in language courses is achieved in several ways: through written placement exams (free of charge to the students) and through Modified Oral Proficiency Interviews (MOPIs: discussed in detail below) to determine their oral proficiency level. Assistance is also offered through research and internship venues, which in many cases have become career tracks. Students are encouraged to participate with faculty in ongoing research projects, as appropriate, and in working with area schools to assist students whose native language is not English. In this regard some students opt for the more intensive arrangement of a semester-long internship, for which they enroll in FL 496 'Foreign Languages Internship'. This assistance to area schools has been a significant outreach success. Upper-division students also volunteer to provide free tutoring to students in entry-level and intermediate language courses. This tutoring is provided in and through the Academic Resource Center.

In addition to providing students clear advice as regards their academic program, students are also given information on career opportunities, and are regularly encouraged to avail themselves of the Career Services office on campus. The Department also has a presence on Facebook.com which provides opportunities for students to network with alumni and receive additional employment-related information. Regularly scheduled events in French Club, German Club and Spanish Club provide opportunities for students to practice their language skills in a relaxed setting outside the classroom. Each year a variety of study-abroad venues are made available to students to assist them in perfecting their knowledge of the target language and culture. Beginning this year, the Department now annually awards two Department of Foreign Languages Endowed Scholarships to outstanding Foreign Languages Majors each semester (detailed information and application form available at http://www.una.edu/foreign-languages/   under the link *Departmental Scholarship Application and Guidelines*) . Student achievement is recognized annually through induction into Phi Sigma Iota, the National Foreign Languages Honor Society. The faculty also routinely meet with prospective students and encourage them to pursue their studies at UNA. In these recruiting opportunities, students are offered a free placement exam, told about all program and study abroad options in the Department, and given a tour of the Foreign Languages Lab and a demonstration of the wide array of foreign languages software, audio and visual materials, including foreign feature films. An up-to-date online inventory of lab resources is also available at http://www.una.edu/foreign-languages/   under the link *Lab Resources*. In addition, the Department participates annually in the Fall Semester Preview Day, which is atttended by large groups of visiting high school seniors, and this has proven to be a valuable recruitment opportunity. Contact is maintained, and assistance provided, to students even after graduation, both through private email communication, and through the Department's Facebook website. The Department further encourages excellence in student learning by awarding 4 scholarships annually (2 each semester). These Department of Foreign Languages Endowed Scholarships recognize and reward those students with the most outstanding academic record in the language of study. Outstanding student achievement is also rewarded with induction into the National Foreign Language Honor Society, Phi Sigma Iota.

➢ *Outcome Information (including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys)*

The purpose of outcome assessment is to provide quality assurance by measuring the effect of a program against its goals. Objective information on outcomes contributes to the decision making process related to planning and development in the Department of Foreign Languages.

Foreign Language Majors who double major in Secondary Education in preparing to become teachers have been taking the state-mandated Praxis Exam (Educational Testing Service) since its inception in 2005. Performance data is provided in Appendix A. It is important to bear in mind that the accuracy and reliability of this statistical data is significantly compromised when the number of examinees is quite small (11, 7, and 6, respectively, on the 2005-06, 2006-07, & 2007-08 Praxis Exams). The most important component data from Appendix A is captured in the following summary charts:

	National Median Score	**Institution Median Score**	**Number of Examinees**
2005-06	176	172	11
2006-07	174	156	7
2007-08	174	157.5	6

PRAXIS: LISTENING COMPREHENSION

	Institution Average	% Below State-Wide Average	% Below National Average
2005-06	72%	0%	9%
2006-07	59%	8%	17%
2007-08	58%	10%	19%

PRAXIS: STRUCTURE OF THE LANGUAGE

	Institution Average	% Below State-Wide Average	% Below National Average
2005-06	72%	-1% (1% above)	2%
2006-07	67%	3%	9%
2007-08	62%	5%	12%

PRAXIS: READING COMPREHENSION

	Institution Average	% Below State-Wide Average	% Below National Average
2005-06	74%	6%	9%
2006-07	58%	13%	19%
2007-08	59%	12%	19%

PRAXIS: CULTURE

	Institution Average	% Below State-Wide Average	% Below National Average
2005-06	66%	-1% (1% above)	3%
2006-07	57%	5%	10%
2007-08	50%	16%	18%

The 18 and 16.5 point differences between the Institution Median Scores and National Median Scores for 2006-07 and 2007-08, respectively, suggest, at first glance, insufficient preparation: this interpretation is qualified, however, by the small number of examinees (7 and 6, respectively) in each case. Moreover, and *most importantly*, the usefulness of the Praxis data as a measure of the Department's effectiveness in preparing its majors is severely compromised by the fact that not all examinees are the product of the Department's programs: in fact, anyone can come to UNA to take this exam. In the period under review, of the 24 examinees tracked in the Praxis Institutional Summary Reports, 6 are completely unknown to the Department. Furthermore, the institutional average score was severely diminished by two poorly performing students, one of whom took the test twice, the other 7 (!) times in order to pass. These repeated failing scores on the part of 2 students skew the overall average. Bearing these caveats in mind, and reviewing the data in disaggregated fashion, reveals more specifically that the examinees' scores lag national averages most conspicuously as follows:
Listening Comprehension: 17% and 19% below the national average in 2006-07 and 2007-08, respectively.
Structure of the Language: 12% below the national average in 2007-08.
Reading Comprehension: 19% below the national average in both 2006-07 and 2007-08 (13% and 12% below the State average).
Culture: 18% beow the national average in 2007-08 (16% below the State average in 2007-08).

Assuming these data have any meaningful statistical validity, it would appear that student preparation is most in need of improvement in the areas of listening and reading comprehension, with a deficit in cultural knowledge showing up in the 2007-08 results.

While these data, by themselves, are less than conclusive, coupled with accurate data from exit exams administered in the Department's capstone course, FL 498 'Senior Seminar', a clearer picture emerges. These data are captured in Appendix B. At the end of this capstone course, students are given two exit exams: one to test grammatical competence, the other listening comprehension. With a single exception (out of the 10 semesters under review, Spring 2004-Fall 2008), students' scores on listening comprehension are consistently lower than their scores on the grammatical component. The graph given in Appenix B makes this observation explicit. The semester-by-semester point differences between these two scores are as follows ('S04' = Spring 2004, 'F04' = Fall 2004, and so on):

S04:   9.63
F04:   6.2
S05:   -3.45 (the only semester when Listening Comprehension scores exceeded Grammar scores)
F05:   9.8
S06:   3.6
F06:   5.0
S07:   1.6
F07:   4.5
S08:   6.66
F08:   8.43

Overall, students' performance on the Listening Comprehension component lagged their scores on the Grammar component by an average of 5.197 points. The Department has been keenly aware of this need for improvement in the area of listening comprehension, and has taken decisive corrective action. Specifically, the Department has substantially increased its collection (in the Foreign Language Lab) of award-winning films in French, German and Spanish, as this is an effective way of holding student interest while simultaneously training their ears to the sounds, rhythms, vocabulary and nuances of the language. Live foreign television broadcasts (via Dish TV satellite network) are also available in each of these languages, as well as in languages offered in the Critical Languages Program. Software and current foreign language periodicals are also available in the lab to provide additional practice in reading, culture, and grammar. Most recently $2,204.00 was spent to purchase, from Audio Forum, a total of 10 audio CD programs for French, German and Spanish. All students in FL 498 are encouraged to avail themselves of these materials by way of improving their listening comprehension. The faculty have discussed *requiring*, rather than just encouraging, regular use of these materials as a part of the capstone course, and this change will be implemented beginning Fall 2009. These materials are available in the lab to all students who wish to use them. In addition to these corrective measures to improve students' listening comprehension, the Department, with support from the Dean of Arts and Sciences, committed to adopting an overall new approach throughout the curriculum to emphasize and cultivate oral proficiency. The Department hosted two Oral Proficiency Interview (OPI) workshops, in January and September of 2008, in which area language educators joined the Department faculty in initiating the process of becoming certified OPI examiners. At present the faculty are implementing Modified Oral Proficiency Interviews (MOPIs) in all language classes, at the outset and the end of the course. The results of this MOPI are threefold: 1] to measure students' oral proficiency achievement in the course; 2] to use this information to advise students on the most appropriate follow-up course; 3] to use this information to address areas of weakness in achievement that appear in the performance of a number of students. This modified exam is based on the same principles as the Oral Proficiency

Interview (OPI) developed and administered by the American Council on the Teaching of Foreign Languges (ACTFL), and described at
https://www.languagetesting.com/speaking_proficiency_academic.cfm. The OPI is the 'gold standard' for language testing in over 60 languages, and is used for academic, governmental and commercial purposes to ascertain language proficiency in a consistent and reliable fashion. The OPI Exam was recently added to the "Credit from Nontraditional Sources" section of the *University Catalog* (2009-10 *Catalog*, p. 29) in recognition of its widespread acceptance as a reliable measure of student achievement/performance. All faculty in the Department are currently on track to become certified OPI testers, having already participated in these two start-up workshops. Moreover, by inviting area language educators to both of these workshops the Department simultaneously provided valuable outreach. Ideally, OPI criteria will come to be implemented throughout the K-12 curriculum as at the University. All Foreign Language Majors must pass the Department's capstone course, FL 498 'Senior Seminar', in order to graduate in the major. This one-credit-hour course consists of a sequence of diagnostic exams, on the one hand, and assignments using language software and audio materials in the Language Lab, on the other. This multi-pronged approach prepares students for the two Exit Exams at the end of the course, one a Grammar Exam, the other a Listening Comprehension Exam. Combined with MOPIs to measure oral proficiency, these capstone Exit Exams guarantee that students majoring in Foreign Languages have succeeded at levels cross-verified by a variety of instruments, including students' grades in courses, which provide yet another measure of their achievement relative to stipulated expected student learning outcomes. Student achievement in all language classes is also measured by the Webcape Exam, administered at the beginning and at the end of each course. This exam, developed at Brigham Young University, is used nationally for placement and assessment. The Department began using this exam in Fall 2007. Within the period under review, the Webcape exam was administered in August and December 2007, in January and April 2008, and in August and December 2008 to students in French, German and Spanish language courses to measure their learning over the course of the semester. This has proven to be a very valuable source of input to both the Department and to the students, who appreciate this tangible measurement of their accomplishment in the language. The Webcape data summarized below are restricted to first and second year students, where the issue of proper placement is most acute. For upper-division language courses, the principal use of this information is to give students a valuable measure of the extent to which their performance aligns with expected learning outcomes relative to linguistic goals.

Course	Semester	% Improvement
SP 101	Fall 2007	52.73
FR 101	Fall 2007	33.09
GR 101	Fall 2007	98.85
SP 102	Spring 2008	35.03
FR 102	Spring 2008	23.47
GR 102	Spring 2008	77.21
SP 201	Fall 2007	N/A*
FR 201	Fall 2007	N/A*
GR 201	Fall 2007	N/A*
SP 202	Spring 2008	20.21
FR 202	Spring 2008	N/A*

GR 202	Spring 2008	23.21
SP 101	Fall 2008	59.79
FR 101	Fall 2008	56.01
GR 101	Fall 2008	70.79
SP 201	Fall 2008	N/A*
FR 201	Fall 2008	-44.46
GR 201	Fall 2008	6.52

(*Owing to a misunderstanding about which classes were to take the exam, we have no scores for most second year classes.)

From these results it is clear that all beginning language students show significant improvement after one semester of instruction. The exceptionally high score for GR 101 (+98.85, Fall 2007) most likely reflects the fact that these students had never had *any* German, since it is not routinely offered in area high schools, whereas French and Spanish are. Lower improvement scores in all second semester classes likely reflect the increasing complexity of the material. The anomalous score of -44.46 (FR 201, Fall 2008) likely reflects the poor performance of students who were placed into that course based on oral and written diagnostics, but who simply did not apply their ability. Of overarching importance, in all events, is that significant improvement is being made across the board, and the faculty will strive to continue to improve on these results, especially in the second-semester courses, where the degree of improvement was less. The expenditures incurred for these Webcape Exams, approximately $2000.00, were paid using student lab fees. The faculty feel this is a valuable resource, well worth the cost.

Relative to job placement of graduates, the Department's previous efforts to survey alumni to learn of their current career status have not been successful owing to the fact that the address bank available through the University is largely out of date. As noted above, the Department is now trying to track students and alumni more closely by making use of the Facebook website. Despite constraining factors, the Department is in fact aware of the current job placement of a large number of its graduates, and this information is additionally gathered and made known through the annual Departmental newsletter, *GlobalTalk* (available at http://www.una.edu/foreign-languages/global-talk.html). Graduates of the Department's programs are currently in positions across the spectrum of career paths, all of which require linguistic proficiency. These job placements include, for example:
Social Security Administration, travel agencies, airlines, State Farm Insurance, Lockheed-Martin Aerospace, Florence City Schools (and many other in-state and out-of-state school systems),

A number of students have entered career paths directly connected to internship experiences.

-Survey Monkey data goes here!

4.   Assess the Department as it Relates to Faculty

➢ *Teaching Productivity and Activities Designed To Enhance Teaching and the Curriculum*

There are five full-time faculty in the Department of Foreign Languages. Of the five full-time faculty, one serves as Department Chair and Director of the *Critical Languages Program*. The other faculty members primarily instruct along with other University responsibilities, including research and service. All faculty are currently working to become certified OPI testers by taking appropriate workshop training and performing required follow-up interviews. The full-time faculty provides academic advisement for all Foreign Language majors, and makes every effort to advise Foreign Language minors as well. The Foreign Language Faculty have expertise and credentials in their respective areas of instruction and research. An Annual Performance Review was conducted for each faculty member in Spring 2009 (with the exception of the Chair, who will be reviewed by the Dean). The following information, excerpted from faculty Performance Reviews, with additional information from faculty curricula vitae, addresses directly their teaching productivity and activities designed to enhance teaching and the curriculum:

Dr. Claudia Polo Vance, Associate Professor of Spanish:

Teaching
Synopsis: After receiving the prestigious *Phi Kappa Phi Excellence in Teaching Award* in 2005, you have continued to maintain a high standard of teaching excellence, as evidenced, for example, by consistently stellar student evaluations. Your dedication to student learning both inside and outside the classroom is exceptional. In the summer of 2008, you organized and conducted a very successful study-abroad experience for UNA Spanish majors and minors in Merida, Mexico. This trip allowed students to make enormous gains in their Spanish language skills and gain a better understanding of Latin American culture. You have effectively incorporated nationally recognized teaching methods and technology and have continued to develop curriculum resulting in new offerings for our majors and minors. The following, in particular, attest to your teaching performance this year:

- Offering a very successful month-long study-abroad opportunity to Mexico for Spanish majors, minors, and alumni at UNA
- Spanish students who went on the Mexico study-abroad trip showed a great deal of improvement in their Spanish skills after only one month. Every student had overwhelmingly positive results in the student Modified Oral Proficiency Interview (administered before and after the trip)
- Development of new curriculum; In 2008 you developed, in conjunction with faculty inside and outside the Department, the new *FL 496 Internship* course for seniors majoring in a foreign language; You have overseen several of these internships at Russellville City Schools, Lauderdale County Schools, and for one student who worked for the State Department in the U.S. Embassy in Surinam
- Liaison between ILISA Language Institute, San José, Costa Rica and UNA
- Incorporation of new materials and technology; the introductory Spanish classes are using a textbook which features an online *Quia* workbook and laboratory component
- Participation in the *Oral Proficiency Interview Training Workshop* (of the American Council on the Teaching of Foreign Languages) in order to become an Oral Proficiency Interview (OPI) Tester
- Requiring students to demonstrate language composition skills, as well as language recognition in a variety of contexts
- Adding internet-based exercises to the course curricula at all levels
- Individually mentoring students who take the Spanish Senior Seminar course
- Incorporating Turning Point student response system in FL 302

- Using ACTFL OPI-based teaching methods
- Assisting and individually advising students during office hours
- Using web-based research to enrich teaching
- Ordering items for the library to support courses
- Identifying software and videos for the Foreign Language Lab
- Administering the Webcape Placement Exam to language students to assess their progress and assist in their placement
- Administering a semester-end Modified Oral Proficiency Interview to the Mexico students to assess their progress and assist in their placement
- Maintaining parity among students in multiple sections of a given class
- Stipulating learning outcomes in course syllabi
- Working beyond basic office hours and being available to students at work or at home.
- Establishing a Blackboard site for SP 403W to familiarize yourself with the value of this resource
- Receiving overwhelmingly positive student evaluations. Your composite mean during the Fall 2008 semester for the nine Instructor Evaluation questions is 4.92. Your specific mean composite for each of the nine Instructor Evaluation questions on the student evaluation form are:
  1. The instructor has a thorough knowledge of the subject matter — 5.00
  2. The instructor's course presentations were well-organized — 4.94
  3. The instructor had office hours posted and was available — 4.89
  4. The instructor provided adequate feedback of student performance — 4.88
  5. The instructor dealt fairly and impartially with all class members — 4.93
  6. The instructor has effective oral communication skills — 4.96
  7. The instructor was on time for class and the class met as scheduled — 4.91
  8. The instructor provided learning activities other than lecture — 4.90
  9. Overall, the instructor was an effective teacher — 4.91

In the eighteen years during which I, as a graduate teaching assistant and professor, have taught the language and cultures of Spain and Latin America, I have observed firsthand the positive effects on student learning which my use of various pedagogical techniques has made possible. These improved student outcomes are documented in work done inside and outside of the classroom, as well as in student reactions registered in evaluations of my performance.

I have an ongoing commitment to modifying and innovating course content in order to keep my classes both interesting and current. My effectiveness in this regard is evidenced in the examples below. I have added the first four bullets since my last promotion:

- Offering a month-long study-abroad opportunity to Mexico for Spanish majors and minors at UNA;
- Developing new curriculum; In Spring 2008 I developed the new FL 496 Internship course for seniors majoring in a foreign language;
- Continuing to incorporate new materials and technology; my introductory Spanish classes are using a textbook which features an online Quia workbook and laboratory component;
- Participating in the Oral Proficiency Interview Training workshop (of the American Council on the Teaching of Foreign Languages) in order to become an Oral Proficiency Interview (OPI) Tester. The OPI is a standardized procedure for the global assessment of functional speaking ability and establishes a speaker's level of consistent functional

ability as well as the clear upper limitations of that ability. I will finish the year-long certification process in December 2008;

- Researching and applying various pedagogical strategies, such as Problem-Based Learning, and encouraging class discussion and interaction;
- Participating in workshops, such as the *Technology in Foreign Languages Workshop,* the *Fifty Ways to Leave Your Lectern: Wadsworth Workshop on Interactive Teaching Methods and Pedagogy* and the *Language and Culture for International Business Workshop for Foreign Language Educators* to enhance my curriculum;
- Requiring students to demonstrate language composition skills, as well as language recognition in a variety of contexts;
- Contributing to new offerings by creating the Latin American Studies Minor, as well as the *FL 204: Introduction to Latin American Studies* course;
- Contributing to new offerings by co-developing the *FL 203-H: Selected Topics in Latino History, Culture, and Geography* course with Dr. Evan Ward and Mrs. Lisa Keys-Mathews, and the *SP 103: Spanish for Professionals* course with Dr. Robert Adler;
- Adding internet-based exercises to the course curricula at all levels;
- Adding a weekly journal-writing component to the SP 350 Spanish Conversation and Composition course; **See Section 1.2** of the Supplemental Binder for Fall 2005 Syllabus;
- Adding a hands-on interview in Spanish (with the Hispanic community in Russellville) toSP 350 Spanish Conversation and Composition course;
- Mentoring students taking the Spanish Senior Seminar course. Since I started mentoring students, their scores on the exit exam rose an average of 17.25% from initial tests taken at the beginning of the semester;

My teaching effectiveness is directly related to the diligence with which I perform my teaching responsibilities. This is evidenced by:

- Working beyond basic office hours. I am available to my students at work or at home, and I communicate regularly with them through e-mail.

- Tutoring Spanish students every semester in my office and tutoring over a period of many semesters (1997-2000) at the Academic Resource Center in the Guillot Center;

My teaching effectiveness is reflected by a variety of indicators, including:

- Earning the *Phi Kappa Phi Excellence in Teaching Award* at the University of North Alabama for 2005; **See Section 1.1** for article in *Global Talk*, letter of congratulations from Dr. Dan Howard, and letters of recommendation from colleagues and students;
- Being included three times in the *Who's Who Among America's Teachers* as "the most influential teacher from their entire academic experience" by former students (2000, 2002, and 2005); **See Section 1.1** for letter;
- Being sponsored unanimously by members of both Alpha Theta Chi Honor Society and by Alpha Lambda Delta Honor Society as their nominee to receive the *Woman of Distinction Outstanding Educator Award* for North Alabama (certificate for this honor was awarded on March 17, 2000); **See Section 1.1** for certificate;
- Being recognized as *Outstanding Professor of the Year* at University of North Alabama by Alpha Lambda Delta Freshman Honor Society in March of 1999; **See Section 1.1** for certificate;
- Having former students of the UNA Spanish program continue their studies on the graduate level. Two former students have finished graduate studies in Bilingual Legal Interpreting at the University of Charleston (2002 and 2004), many hold Master of Arts degrees in Spanish, and several are pursuing a Ph.D. in Spanish or an International MBA;
- Having former students, who actively use their Spanish skills, serving successfully throughout Alabama, Mississippi, Tennessee, Japan, Perú, the Netherlands, and elsewhere in a variety of fields, including education, business, and government;
- Receiving overwhelmingly positive results in all the student Oral Proficiency Exams taken by the Spanish students who went on the Mexico study-abroad trip. Every student showed a great deal of improvement in his/her Spanish skills after only one month; **See Section 1.1** for OPI scale and student results.
- Receiving overwhelmingly positive feedback in all my student evaluations since I have been at the University of North Alabama. During the last six semesters, for example, my composite mean (for *every class I taught* during the Fall 2002, Spring 2003, Fall 2003, Spring 2004, Fall 2004, and Spring 2005 semesters), for the nine Instructor Evaluation questions is 4.9146. My specific mean composite for each of the nine Instructor Evaluation questions on the student evaluation form are as follows:

1. The instructor has a thorough knowledge of the subject matter 4.98
2. The instructor's course presentations were well-organized 4.94
3. The instructor had office hours posted and was available 4.84
4. The instructor provided adequate feedback of student performance 4.87
5. The instructor dealt fairly and impartially with all class members 4.89
6. The instructor has effective oral communication skills 4.96
7. The instructor was on time for class and the class met as scheduled 4.89
8. The instructor provided learning activities other than lecture 4.90
9. Overall, the instructor was an effective teacher 4.96

Dr. Robert L. Adler, Associate Professor of Spanish:

Teaching

Your work with the SP 420 Advanced Spanish Grammar course speaks directly to the Department's objective to improve student performance on the grammatical component, while use of the Modified Oral Proficiency Interview (MOPI) to gauge student proficiency addresses the objective to improve performance on the listening component. Your annual study abroad program in Spain offers students an opportunity to gain first hand experience in Spanish language and culture. The following, in particular, attest to your teaching performance this year:

- Use of ACTFL OPI-based teaching methods
- Assisting students during office hours
- Ordering items for the library to support courses
- Identifying software and videos for the Foreign Language Lab
- Administering the Webcape Placement Exam to second and fourth year language students to assess their progress and assist in their placement
- Stipulating expected student learning outcomes in all course syllabi
- Further development of SP 420 Advanced Spanish Grammar course
- Teach Beginning and Intermediate Survival Spanish courses for UNA Continuing Education
- Conducted 6-week Summer study abroad program in Spain
- Associate Professor of Spanish at the University of North Alabama, Fall 1994 - present.
- Teach 1st through 4th year language, Conversation, Commercial Spanish and Spanish and
- Latin American literature, culture and civilization, Spanish for Professionals and Advanced Spanish Grammar courses plus Survival Spanish courses for UNA Continuing Education.
- Resident Director for UNA Summer Program of Study in Salamanca, Spain 1995 - present.
- Foreign Language Teaching Methods Consultant for Alabama Boards of Education, teacher associations, schools, colleges and Universities.
- Responsible for conducting workshops and lecturing on practical foreign language teaching methods and technology for all levels.
- Regularly visit Elementary, Middle and High Schools in Alabama to give slide talks and cultural performances on Spain, Cuba and Brazil.
- Assistant Professor of Spanish at The University of Alabama at Birmingham, Fall 1981 - Summer 1989.
- Supervisor of Spanish language instructors at all levels. Taught 1st - 4th year language courses, 3rd - 6th year Latin American and Spanish literature courses and seminars.
- Received grant from Alabama Commission on Higher Education for working Secondary School teacher graduate course program in Spanish, 1988 - 1989. Year-long series of graduate seminars in Spanish language and literature offered exclusively for teachers working in rural Alabama with difficult access to Masters programs.
- Received grant from Alabama Commission on Higher Education for Intensive Summer Immersion Institute in Spanish and French, 1987.
- Run in cooperation with faculty from UAB, Samford University and Birmingham-Southern College.
- Teachers received instruction in language, culture, computer software and instructional methods.

Dr. Keith W. Lindley, Assistant Professor of French:

Teaching:

Your nomination this year for the prestigious Phi Kappa Phi Teacher of the Year Award underscored the high caliber of your teaching. Though you did not win the award this year, one member of the review

committee communicated to me how very impressed he was with your teaching and how pleasantly surprised he was that all the students were performing well with all instruction being conducted in the target language, French. Your student evaluations are equally laudatory. Your abundant use of technology in instruction as well as your development of a new online Introductory French course are particularly noteworthy. The following also attest to your teaching performance this year.

- Finalist for the 2009 Phi Kappa Phi Eleanor Gaunder award for teaching excellence.
- Scoring significantly above the departmental, college, and UNA means on each of the fifteen items found in the course / instructor evaluations for Fall 2008.
- Use of ACTFL OPI-based teaching methods.
- Using Blackboard for my courses.
- Teaching all levels of French, including multiple independent studies to fulfill immediate needs.
- Assisting students during office hours.
- Using all smart-classroom technologies.
- Using Quia to assist students with lab assignments.
- Using web-based research to enrich teaching.
- Ordering items for the library to support courses.
- Ordering software and videos for the foreign language laboratory to support courses.
- Administering the Webcape Placement Exam to my first- and second-year language students to assess their progress and assist in their placement.
- Stipulating expected student learning outcomes in my course syllabi.

Scott R. Infanger, Instructor of Spanish:

Teaching
Your successful incorporation of both nationally recognized teaching methods and of technology into classroom instruction is exceptional, as is your dedication to student learning both inside and outside the classroom. Your coordination with other faculty in the Department in the teaching of classes with multiple sections has also been helpful. The following, in particular, attest to your teaching performance:

- Incorporation of Turning Point student response system in all of your classes, including SP 101-102 and SP 201-202
- Use of ACTFL OPI-based teaching methods
- Mentoring students in the Academic Resource Center (ARC)
- Using Blackboard for all classes, as well as expanding into Twitter and other online social-networking sites to communicate better with students outside of class.
- Assisting students during office hours
- Holding additional study sessions before tests
- Using all smart-classroom technologies and consulting with the University technology department to enhance and improve existing technologies
- Using *Quia and iLrn* to assist students with lab assignments
- Using web-based research to enrich teaching
- Taking students to the library to familiarize them with available resources and research strategies
- Ordering items for the library to support courses
- Identifying software and videos for the Foreign Language Lab

➢ Administering the WebCAPE Placement Exam to first and second year language students to assess their progress and assist in their placement
➢ Administering a semester-end Modified Oral Proficiency Interview to first and second year language students to assess their progress and assist in their placement
➢ Maintaining parity among students in multiple sections of a given class
➢ Stipulating expected learning outcomes in all your course syllabi
➢ Advising students in preparing and pursuing study abroad opportunities

Dr. T. Craig Christy, Professor of German, Chair; Director of Critical Languages Center:

Teaching:
[In lieu of a Performance Review excerpt, the following synopsis is provided]:
- Teaches all German classes, as well as Introduction to Language, Cross-Cultural Interaction, and Introduction to International Studies.
- Supervises Intercultural Experience projects and all Study Abroad coursework conducted under the Magellan exchange.
- Serves as Director of the Critical Languages Center, and coordinates Critical Languages classes
- Developed a study abroad program to Münster, Germany with an organization based in Huntsville, AL
- Uses technology in the classroom including online resources, software, Powerpoints, Blackboard, Quia, iLrn, and satellite TV broadcasts
- Advises German Majors and Minors as well as International Studies Minors
- Worked with faculty in the Department to reconfigure the Foreign Languages Major to make it both more rigorous and more accessible to students
- Serve as faculty advisor to German Club
- Use MOPI exams and Webcape to optimize placement of students in most appropriate classes and to assess their learning
- Stipulate Expected Student Learning Outcomes on all syllabi, and structure courses to achieve these outcomes
- Place orders with the library to support and enhance courses
- Have consistently high student evaluations of teaching
- Enriches classes by sharing experiences and scholarship associated with research travel
- Advise students regarding study abroad
- Coordinate Critical Language Teaching Partners to ensure uniformly excellent instruction

Dr. Adler also teaches, together with Dr. Hurren (Chair, Secondary Education) the class Methods in Foreign Language Instruction, FL 497, in which capacity he also works closely with area high schools, where Foreign Language/Secondary Education Majors must complete student teaching assignments. He also offers introductory Spanish classes through the University's Office of Continuing Education. All faculty also provide advising during the Summer Orientation and Registration sessions, and recruit students during Preview Day, held in late Fall Semester, and all are involved in constantly reviewing the curriculum, most recently in conjunction with a total reconfiguration of the Major in Foreign Languages. During Fall 2008 the Department underwent an external review by Dr. Dieter Jedan (Southeast Missouri State University), who, in his Final Report (See Appendix C), observed that "One of the biggest strengths of the department is its excellence in teaching as revealed through students' comments". He

also pointed out that "The Department offers a variety of excellent extra-curricular activities, e.g., international films, national honor society, and lectures, which provide students with the chance to use the target languages outside of the classroom, enhance the bonds among the students and between the students and the faculty, and increase the visibility of the department within the University and in the community", and concluded that, "Considering the fairly small size of the programs, faculty provide a good selection of exchange programs through consortium connections (Magellan) and short-term study opportunities". The University of North Alabama is an institution which values teaching highly, and the faculty of the Department of Foreign Languages pride themselves on being outstanding student-oriented teachers who make every effort to be on the cutting edge of pedagogical and technological innovation.

➤ *Research Productivity*

The faculty of the Department of Foreign Languages are regularly involved in scholarly research, as is manifest from the following information excerpted from their curriculum vitae:

<u>Dr. Claudia Polo Vance, Associate Professor of Spanish</u>:
Latest Research Projects/Presentations/Publications
●Presenter "Changing Attitudes: The Impact of Hispanic Immigration on Northwest Alabama", National Association of Hispanic and Latino Studies Conference, Baton Rouge, LA 2009.
●Presenter "The Impact of Hispanic Immigration on Race Relations in North Alabama" with Dr. Keith Lindley at the *Oxford Round Table*, Oxford University, Oxford, UK, 2008. Submitted for publication in the *Forum on Public Policy: A Journal of the Oxford Round Table*, a blind review scholarly journal, 2008.
●Project Director of the socioeconomic impact of Hispanics in the Shoals Area. Development of this project includes tracking migration patterns of Hispanics in the Northwest Alabama region, 2001-present.
●Translator of Spanish-language videos and brochures for the National Weather Service and collaborator on a survey for the Hispanic population which gauges sociological aspects related to severe weather, 2008-present.
●Presenter "Latino Influence in American Life", Institute for Learning in Retirement, 2006.
●"Problem-Based Learning in the Business Language Classroom". Published in *The Journal of Spanish and Portuguese for the Professions,* a refereed on-line publication that is a forum to further research in the fields of Spanish and Portuguese for business and the professions, 2005.

SCHOLARLY PERFORMANCE
During my professional career, I have been active in a variety of regional, national, and international conferences and workshops at some of which I have delivered a paper. Three of these papers have been published. My scholarly presentations include:
- "The Impact of Hispanic Immigration on Race Relations in North Alabama" with Dr. Keith Lindley. Oxford Round Table. (University of Oxford: Oxford, UK, Spring 2008).
- "Problem-Based Learning in the Classroom; Essential Activities for Engaging Students in a Commercial Language Course". Languages and Culture for International Business Workshop. (University of Connecticut: Stamford, CT, Spring 2004);

- "Crooked Clergymen: Satire and Anticlericalism in the Narratives of Clorinda Matto de Turner". Blue Ridge International Conference for the Humanities and the Arts (Appalachian State University: Boone, NC, Spring 2000);
- "The Tradiciones cuzqueñas: Confronting Traditional Sexual Roles at the Beginning of the Century". Millennium Conference of Iberian and Iberian-American Literature (Florida International University: Miami, FL, Fall 1999);
- "The Tradiciones cuzqueñas: An Unapologetic Satire of Submissive Women". Latin American Literature Conference (University of Southern Colorado: Pueblo, CO, Spring 1999); ●   "The Empowerment of Marginalized Members of Peruvian Society: Strong Indigenous and Female Characters in Clorinda Matto de Turner's Tradiciones cuzqueñas". Fall Speaking Forum of the Department of Romance Languages and Classics (University of Alabama: Tuscaloosa, AL, Fall 1995);
- "Unique Voices and Perspectives of Nineteenth-Century Latin America: Female Writers with an Agenda" Fall Speaking Forum of the Department of Romance Languages and Classics (University of Alabama: Tuscaloosa, AL, Fall 1994).

My published works and works soon to be published include:
- "The Impact of Hispanic Immigration on Race Relations in North Alabama". with Dr. Keith Lindley. Submitted for publication to the ORT, selected proceedings from the Oxford Round Table. (Oxford University, Oxford, UK, March 2008).
- "Paper with Richard". To be published in *The Journal*
- "Problem-Based Learning in the Business Language Classroom". Published in *The Journal of Spanish and Portuguese for the Professions,* a refereed on-line publication that is a forum to further research in the fields of Spanish and Portuguese for business and the professions, translation and interpretation theory and methodology, as well as interdisciplinary studies in language and the professions (Spring 2005);
- "Problem-Based Learning in the Classroom; Essential Activities for Engaging Students in a Commercial Language Course". Published in the *Selected Proceedings of the Languages and Culture for International Business Workshop*. (University of Connecticut: Stamford, CT, March 2004, pages 89-94);
- Manual para estudiantes/Intervención de conducta: 2003-2004. Published English to

Spanish translation that is widely used by the 12 schools in the Lauderdale County
School System
- "Una Conversación Con Travis E. York, Presidente de la Junta Directiva" and "Una Conversación con Amit H. Roy, Presidente y Jefe Ejecutivo". Published English to Spanish translation of articles in the *Corporate Report* of the International Fertilizer Development Center, a publication with a worldwide audience (2002, pages 3-5 and 11-13);

I have been awarded various research and development grants to pursue my scholarly work and professional development, including:

2003-2004   University of North Alabama Development Grant for participation at the University of Connecticut Language and Culture for International Business Workshop, April 1-3;
2002-2003   University of North Alabama Development Grant for participation at the University of Memphis Language and Culture for International Business Workshop, February 20-22;
2000-2001   University of North Alabama Development Grant for travel to Costa Rica to further broaden my knowledge base of Spanish dialects and to visit the ILISA Language School in order to establish relations with the UNA;

1999-2000   University of North Alabama Development Grant to participate in the Blue Ridge
             International Conference on the Humanities and the Arts in Boone, NC;
1998-1999   University of North Alabama Development Grant to participate in the Latin
             American Literatures Conference in Pueblo, CO;
1998-1999   University of Alabama Graduate Student Research and Travel Support Fund to
             participate in the Latin American Literatures Conference in Pueblo, CO.

Ongoing and planned scholarly activities include:

- Serving as a textbook reviewer for the Intermediate Spanish textbook, <u>Interacciones</u>, Wiley Publishers, 2008;
- Serving as a textbook reviewer for the Commercial Spanish textbook, <u>Comercio en vivo</u>, Wiley Publishers, 2004;
- Working on an in-progress, ten-year project to study the socioeconomic impact of Hispanics in the Shoals Area. This project includes tracking the migration patterns of Hispanics to and from the area, creating questionnaires in Spanish for use in interviewing members of the Hispanic community, evaluating responses, and studying how the Shoals Area is coping or not coping with a rapidly growing new sector of the local population;
- Presenting a paper, with a view to publication, at the National Association of Hispanic and Latino Studies in Baton Rouge, LA in 2006;
- Developing a Latin American Studies Minor and foundation course (FL 204) to be added to the offerings at the University of North Alabama in 2007.

Meetings of professional organizations, conferences, and workshops in which I have actively participated include:

- Technology in Foreign Languages Workshop. University of Alabama, Tuscaloosa, AL (February 2005); Workshop participant
- Language and Culture for International Business Workshop. University of Connecticut CIBER (Center for International Business Education and Research), Stamford, CT (March 2004); Presenter and workshop participant;
- Language and Culture for International Business Workshop. University of Memphis CIBER, Memphis, TN (February 2003); Workshop participant;
- The State of Iberoamerican Studies Series Symposium. Trinity University, San Antonio, TX (June 2000); Participant;
- Blue Ridge International Conference on the Humanities and the Arts. Appalachian State University, Boone, NC (2000); Presenter and participant;
- Fifty Ways to Leave Your Lectern. Wadsworth workshop on interactive teaching methods and pedagogy. Atlanta, GA (April 2000); Participant;
- American Association of Teachers of Spanish and Portuguese Conference. University of Alabama at Birmingham. Birmingham, AL (February 2000); Participant;
- Millennium Conference of Iberian and Iberian-American Literature. Florida International University, Miami, FL (October 1999); Presenter and participant;
- Latin American Literatures Conference. University of Southern Colorado, Pueblo, CO (March 1999); Presenter and participant;
- American Association of Teachers of Spanish and Portuguese Conference. University of Montevallo. Montevallo, AL (March 1999); Participant;
- American Association of Teachers of Spanish and Portuguese Conference. University of Alabama at Huntsville. Huntsville, AL (March 1998); Participant;

- American Association of Teachers of Spanish and Portuguese Conference. University of Alabama at Birmingham. Birmingham, AL (March 1997); Participant;
- National Association of Self-Instructional Language Programs Conference. Washington, D.C. (October 1996); Workshop participant;
- American Association of Teachers of Spanish and Portuguese Conference. University of South Alabama. Mobile, AL (March 1996); Participant;
- South Atlantic Modern Language Association. Atlanta, GA (1995); Assistant Coordinator of the National Jobs Fair and participant;
- Fall Speaking Forum of the Department of Romance Languages and Classics. University of Alabama. Tuscaloosa, AL (Fall 1995); Presenter and participant;
- Fall Speaking Forum of the Department of Romance Languages and Classics. University of Alabama. Tuscaloosa, AL (Fall 1994); Presenter and participant;
- South Atlantic Modern Language Association. Atlanta, GA (1993); Assistant Coordinator of the National Jobs Fair and participant;
- Alabama Spanish Convention. University of Alabama. Tuscaloosa, AL (1991-1994); Judge of several panels;
- South Atlantic Modern Language Association, Atlanta, GA (1991); Participant.

Dr. Robert L. Adler, Associate Professor of Spanish:

WORK IN PROGRESS

The Iberian New Christian in 19th Century Literature. A study of the Jewish Convert in 19th century Spanish, Portuguese and Latin American literature.

Professional Activities. Speaker at Birmingham Public Library: Holocaust Survivors Speak, March, 2008, Invited Moderator at Oxford Round Table on Global Migration, July, 2007

PAPERS DELIVERED AT PROFESSIONAL MEETINGS

"Poetry in Motion." Interpretation of poetry of Juan Ramon Jimenez using dance, relation of movement to interpretation, leading to analysis of poems using standard analytical format. For levels: Junior H.S., H.S. and College.
Co-presenting with Dr. Lynda Jentsch, World Languages and Cultures, Samford University. ACTFL-AATSP, Nashville, TN, November 1997 "Administrative Concerns and Grant Preparation."
Interest Session/Seminar: Summer Immersion Language Institutes: a Consortium Approach. The American Association of Teachers of Spanish and Portuguese Denver, Colorado, August 19-23, 1988

"Inquisition and Literature: The Case of Antonio Jose da Silva -- Brazilian Poet, Playwright and Heretic."
Humanities Forum, The University of Alabama at Birmingham, March 20,1987

"Los Conversos y la modernización de España: Larra precursor de Galdós."
Symposium on Hispanic Romanticism, Brigham Young University,
Provo, Utah, February 12-14, 1987

"The Converso in the Work of Mariano José de Larra."

Cincinnati Conference on Romance Languages and Literatures,
University of Cincinnati, May, 1985

"Fortunata y Jacinta: The Role of the Converso in the Modernization of Spain."
Language and Culture: East and West, University of Hawaii, Manoa, March, 1985

"Francisco de Torquemada: The Dilema of Spanish Society in Transition."
Southeast Conference on Foreign Languages and Literatures,
Rollins College, Winter Park, Florida, February, 1985

"Fortunata y Jacinta: A History of a Closed Society."
Southeast Conference on Romance Languages and Literatures,
Rollins College, Winter Park, Florida, February, 1983
"Civilian Violence During Civil War and Occupation."
Conference on Teaching History and Fiction, Central Missouri State University, Warrensburg,
Missouri, April, 1981

"La funci6n social del Martin Fierro.
MMLA Convention, University of Missouri, Rolla, 1978

PUBLICATIONS

"Summer Immersion Institutes: A Consortium Approach." in Estudios en homenaie a Enrique
Ruiz-Fornells (Co-authors Myralyn Algood, Diane Brown, Charlotte Coleman). Juan Fernandez
Jimenez, Jose J. Labrador Herraiz, L. Teresa Valdivieso, eds., ALDEEU, Erie, Pennsylvania,
1990. 7-11.

"The Roles of the Modernization of Spain and the Converso in the Work of Mariano Jose de
Larra." Hispania LXXII, Sept. 1989.

"Los Conversos y la modernizaci6n de Espana: Larra precursor de Gald6s." in Evocaciones del
Romanticismo HisDaruco,
"En el Sesquicentenario de la muerte de Mariano Jose de Larra," John R. Rosenberg, ed., José
Pomla Turanzas, Madrid. 1988.

Review of: La imagen romántica de España for Revista de Estudios Históricos, XXI, 3, Oct.
1987.

Dr. Keith W. Lindley, Assistant Professor of French:
 Publications -

Work in Progress

Translation with critical introductions of short stories by various French-
Canadian authors for a textbook on French-Canadian literature
aimed at the American academic market. Currently in contract
discussions with L'Instant Même, a Montréal-based publisher.

2008

Co-author of paper (Dr. Claudia P. Vance) entitled "The Impact of Hispanic Immigration on Race Relations in North Alabama". Submitted for publication in the refereed *Journal of Public Policy* of the Oxford Round Table.

2006

"Christian Georg Andreas Oldendorp". In *Encyclopedia of Language and Linguistics, Second Edition*, ed. by Keith Brown. Elsevier: Oxford, 2005:

"John Jacob Thomas" in *Encyclopedia of Language and Linguistics, Second Edition*, ed. by Keith Brown. Elsevier: Oxford, 2005:

Scott R. Infanger, Instructor of Spanish:

Awards, Grants and Scholarships
- Center for the Americas Fellow, Vanderbilt University, 2005-2006.
- Department of Spanish and Portuguese Graduate Fellowship, Vanderbilt University 2001-2005.
- U.S. Department of Education Foreign Language Areas Studies Summer Grant, 2002.

Additional Academic and Professional Activities
- Member, Interdisciplinary Research Group on the Social Impact of Sustainable Forestry in the Americas. Sponsored by the Vanderbilt University Center for the Americas. 2005-2006.
- Managing Editor, *AmeriQuests: The Journal of the Center for the Americas at Vanderbilt*. 2004-2006.
- Research Assistant to Vera Kutzinski, Director of the Vanderbilt University Center for the Americas. Summer 2005.
- Assistant at Vanderbilt University Language Resource Center, 2003-2005.

Publications
- "Dying in Carnival: A Resurrection Unto the Picaresque" Under Review at the *Yearbook of Comparative and General Literature*
- "Machado's Pícaros: Exploring the Ascendancy of Brazil's Literary (Anti)Heroes." Preparing for *Espelho, The Journal of Machado de Assis Studies.*

Conference Presentations
- "Faith of the Fathers, or Family Business?: The Economics of Santería and Candomblé in 21st Century Latin America." To be presented at the Latin American Studies Association (LASA) International Conference, Pontífica Universidade Católica, Rio de Janeiro, Brazil, June 2009.
- "Machado's Pícaros: Exploring the Ascendancy of Brazil's Literary (Anti)Heroes." Presented at the Kentucky Foreign Language Conference. University of Kentucky, April 2008.
- "Worth Dying For: Death and Truth in *Grande Sertão: Veredas.*" Presented at Brazilian Studies Association (BRASA) International Conference. Vanderbilt University, October 2006.
- "Catalina, Madrigal, and the Catholic Coup: The Power of Religion in *La Gran Sultana*." Presented at the Kentucky Foreign Language Conference. University of Kentucky, April 2005.

Research and Teaching Interests
- 19th and 20th century Latin American literature.
- Afro-Hispanic and Afro-Brazilian religions in the Americas.
- Latin American culture.

Dr. T. Craig Christy, Professor of German, Chair; Director of Critical Languages Center:
 Publications

<div align="center">Books</div>

➢ *Uniformitarianism in Linguistics.* Amsterdam: John Benjamins, 1983 (*Studies in the History of Linguistics*, Vol. 31).

➢ *Germania: Comparative Studies in the Old Germanic Languages and Literatures.* Cambridge: Boydell & Brewer, 1988. Edited with Daniel G. Calder.

<div align="center">Articles</div>

In press:

"The Evolution of Meaning and Grammar: Chomskyan Theory and the Evidence from Grammaticalization ." To appear in *Chomskyan Revolutions/Evolutions*, ed. by Douglas Kibbee and John Joseph. Amsterdam: Benjamins, 2009.

Published:

1. "Steinthal and the Limits of Etymology". In *History of Linguistics 2005 (Studies in the History of the Language Sciences Vol. 112)*, ed. by Douglas A. Kibbee. Amsterdam: Benjamins, 2007: 252-261.

1. "The Presence of Absence in Saussure's Linguistic Theory". In *History of Linguistics 2002 (Studies in the History of the Language Sciences Vol. 110)*, ed. by Eduardo Guimarães and Diana Luz Pessoa de Barros. Amsterdam: Benjamins, 2007:133-139.

2. "Antoine Meillet". In *Encyclopedia of Language and Linguistics, Second Edition*, ed. by Keith Brown. Oxford: Elsevier, 2005: v. 7, 761-762.

3. "Archibald Henry Sayce". In *Encyclopedia of Language and Linguistics, Second Edition*, ed. by Keith Brown. Oxford: Elsevier, 2005: v. 10, 774-775.

4. "Benjamin Lee Whorf". In *Encyclopedia of Language and Linguistics, Second Edition*, ed. by Keith Brown. Oxford: Elsevier, 2005: v. 13, 579-580.

5. "Tooke's 'Abbreviation' and Bréal's 'Latent Ideas': A New Perspective on Grammaticalization". In *History of Linguistics 1999 (Studies in the History of the Language Sciences Vol. 99)*, ed. by Sylvain Auroux. Amsterdam: Benjamins, 2003:237-246.

6. "From Articulation to Comprehension: Steinthal and the Dynamics of Linguistic Intangibles." In *Chaim Heymann Steinthal: Sprachwissenschaftler und Philosoph im 19. Jahrhundert (Studies in European Judaism, Volume IV)*, ed. by H. Wiedebach and A. Winkelmann. Leiden: Brill, 2002, 3-16.

7. "Bréal and the Semantics of Etymological Development: On the Need to Forget in Order to Re-member." In *The History of Linguistic and Grammatical Praxis (Orbis/Supplementa 14)*, ed. by P. Desmet, L. Jooken, P. Schmitter, and P. Swiggers. Louvain/Paris: Peeters, 2000:519-527.

8. "Saussure's 'Anagrams': Blunder or Paralanguage?" In *History of Linguistics 1996, Volume 2: From Classical to Contemporary Linguistics (Studies in the History of the Language Sciences, 95)*, ed. by David Cram, Andrew Linn, and Elke Novak. Amsterdam: Benjamins, 1999:299-306.

9. "Between Intellect and Intuition: Saussure's 'Anagrams' and the Calculus of the Auri-(Ora-)cular." In *Interdigitations: Essays for Irmengard Rauch,* ed. by G. F. Carr, W. Harbert, and L. Zhang. New York:: Peter Lang, 1999:557-568.

10. "The Economy of the Edge: Space and Scale in Early Print Media." In *Das kulturelle Erbe in den Montan- und Geowissenschaften: Bibliotheken-Archive-Museen*, ed. by Tillfried Cernajsek and Lieselotte Jontes. Vienna: Berichte der Geologischen Bundesanstalt, 41; 1997:79-83.

11. "Literacy and Cartography: Methodological, Theoretical, and Cultural Consequences of Parallel Technologies." In *Das kulturelle Erbe geowissenschaftlicher und montanwissenschaftlicher*

Bibliotheken, ed. by Tillfried Cernajsek, Lieselotte Jontes, and Peter Schmidt. Vienna: Berichte der Geologischen Bundesanstalt, 35; 1996:63-66.

12. "From Concept to Word: The Homophonic Principle and Steinthal's Theory of Writing." In *History of Linguistics 1993* (*Studies in the History of the Language Sciences,* 78), ed. by Kurt R. Jankowsky. Amsterdam/Philadelphia: Benjamins, 1995:199-207.

13. "Humboldt, Condillac, and the Analysis of Alphabetic Writing." In *Europäische Sprachwissenschaft um 1800: Methodologische und historiographische Beiträge zum Umkreis der "idéologie"*, Band IV, ed. by Brigitte Schlieben-Lange et al. Münster: Nodus Publikationen, 1994:27-40.

14. "Alphabetic Writing, Cognitive Structures and Language Change." In *La Linguistique entre Mythe et Histoire,* ed. by Daniel Droixhe and Chantal Grell. Münster: Nodus Publikationen, 1993: 329- 341.

15. "Salomon Stricker's Motor Theory of Language." In *Diversions of Galway: Papers on the History of Linguistics,* ed. by Anders Ahlqvist. Amsterdam: John Benjamins, 1992:227-235.

16. "Geology and the Science of Language: Metaphors and Models." In *Language and Earth: Elective Affinities Between the Emerging Sciences of Linguistics and Geology*, ed. by Frans Plank and Bernd Naumann. Amsterdam: John Benjamins, 1991:79-89.

17. "Steinthal's Illusion Theory of Mythology." In *History and Historiography of Linguistics,* Vol. II, ed. by Hans-Josef Niederehe and Konrad Koerner. Amsterdam: John Benjamins, 1990:647-652.

18. "Humboldt on the Semiotics of Writing." In *The Semiotic Bridge*, ed. by Irmengard Rauch & Gerald Carr. New York: de Gruyter, 1989:339-345.

19. "Reflex Sounds and the Experiential Manifold: Steinthal on the Origin of Language." In *Theorien vom Ursprung der Sprache,* ed. by Wolfert von Rahden & Joachim Gessinger. Berlin: Walter de Gruyter & Co., 1989:523-547.

20. "Steinthal and the Development of Linguistic Science: The Convergence of Psychology and Linguistics." In *Papers in the History of Linguistics,* ed. by Hans Aarsleff, Louis G. Kelly & Hans-Josef Niederehe. Amsterdam: John Benjamins, 1987:491-499.

21. "The Role of Abbreviation in Figurative Processes of Language Change: Nietzsche's Concept of Metaphor and Metonymy." In *Semiotics 1983*, ed. by Jonathan Evans & John Deely. Lanham, MD: University Press of America, 1987:219-226.

22. "The Semantics of Reduplication." In *Semiotics 1985*, ed. by John Deely. Lanham, MD: University Press of America, 1986:619-626.

23. "Reconstructing Language: Remarks on Language Origins." In *Semiotics 1985*, ed. by John Deely. Lanham, MD: University Press of America, 1986:627-632.

24. "Humboldt's 'Inner Language Form' and Steinthal's Theory of Signification." In *Semiotics 1984*, ed. by John Deely. Lanham, MD: University Press of America, 1985:251-259.

25. "The Relation of Rhetorical and Stylistic Figure to Processes of Language Change." In *Essays Toward a History of Linguistic Theories*, ed. by Sylvain Auroux, Michel Glatigny, Andre Jolly *et al.* Lille, France: Université de Lille III, 1984:545-552.

26. "Uniformitarianism in Nineteenth-Century Linguistics: Implications for a Reassessment of the Neogrammarian Sound-Law Doctrine." In *Amsterdam Studies in the Theory and History of Linguistic Science III: Studies in the History of Linguistics,* Vol. 20, ed. by Konrad Koerner. Amsterdam: John Benjamins, 1980:249- 256.

Reviews

> *Meillet Aujourd'hui*, by Gabriel Bergounioux, Charles de Lamberterie, et al. (Leuven: Peeters 2006). *Historiographia Linguistica* 34, 2/3, 2007: 387-402.
> *William Dwight Whitney and the Science of Language*, by Stephen G. Alter. (Baltimore: Johns Hopkins University Press 2005). *Historiographia Linguistica* 34, 1, 2007: 109-116.
> Anthropologie *im Sprachdenken des 18. Jahrhunderts: Die Berliner Preisfrage nach dem Ursprung der Sprache (1771),* by Cordula Neis.
> (Berlin: de Gruyter 2003). *Historiographia Linguistica* XXXI: 1, 2004:164-169.
> *Thought into Speech: The Psychology of Language,* by James Deese. *Language* 61(1), 1985:234-235.

Translation

"Heyman Steinthal:Linguistics with a Psychological Basis", by Hans-Ulrich Lessing. In *The Prix Volney:Contributions to Comparative Indo-European, African and Chinese Linguistics; Max Müller and Steinthal*, *Vol. III*, ed. by Joan Leopold. Dordrecht and Boston: Kluwer Academic Publishers, 1999:207-253.

Professional Activities

> Conducted university-sponsored research on Arsène Darmesteter at the Bibliothèque Nationale (Paris, France, May 2009)
> Conducted research on Hermann Paul at Freiburg University (Freiburg, Germany, March 2009), sponsored by Friends of the Department funding
> Conducted university-sponsored research on Émile Benveniste at the IMEC Archives (Caen, France) and the Bibliothèque Nationale (Paris, France, May 2008)
> Conducted research on Georg von der Gabelentz in the Thüringian State Archives (Erfurt, Germany, March 2008), sponsored by Friends of the Department funding
> Conducted research on Émile Benveniste at the Bibliothèque Nationale (Paris, France, May 2008)
> Conducted research on Émile Benveniste at the Bibliothèque Nationale (Paris, France, November 2007), sponsored by Friends of the Department funding
> Participated in the international colloquium, "Prescriptions en Langue" (Université de Paris, Diderot: November 15-16, 2007).
> Interviewed officials with USAID in Kiev, Ukraine and Tashkent, Uzbekistan (July 2007)
> Conducted University-sponsored research on Victor Henry at the Bibliothèque Nationale (Paris, France, May 2007)
> Co-principal investigator, Fulbright *Scholar in Residence* grant (2006-2007)
> Established an exchange program for the study of Chinese language and culture with the International Cultural Exchange Center of the Beijing University of Posts and Telecommunications (Beijing, China, August 2006)
> Conducted University-sponsored research on Alexander Potebnja (Kiev, Ukraine, May 2006)
> Conducted University-sponsored research of the Schuchardt archives at the Universität Graz (Graz, Austria, May 2006)
> Conducted University-sponsored research of the Gabelentz archives at the Thüringian State Archives (Altenburg, Germany, May 2005)
> Conducted University-sponsored research of the Meillet archives at the Institut Mémoires de l'Édition Contemporaine [IMEC] (Paris, France, May 2004)

- Conducted University-sponsored research of archival materials related to bell inscriptions and pilgrim badges (as they figure in the beginnings of print technology) at the Germanisches Nationalmuseum (Nürnberg, Germany, May 2003)
- Conducted University-sponsored research of the Gutenberg archives at the Archives Municipales de Strasbourg (Strasbourg, France, May 2002)
- Conducted University-sponsored research of the Bréal archives at the Collège de France and the Bibliothèque Nationale de France (Paris, France, May 2000)
- Sponsored participant (Konrad Adenauer Foundation) in an Interdisciplinary Conference on Heymann Steinthal (Dessau, Germany, December 1999)
- Keynote speaker, retirement reception for Professor Hans Aarsleff (Princeton University), Woodrow Wilson School of International Affairs (Princeton, NJ, November 1997)
- Served as Interpreter (German to English) for the international symposium "Das kulturelle Erbe geo- und montanwissenschaftlicher Bibliotheken" ["The Cultural Heritage of Geology- and Mining Libraries"] (Bergakademie Freiberg, Germany, September 20-23, 1993)
- Chaired a section of the international symposium, "De Mersenne à Humboldt: La Linguistique entre mythe et histoire" ["From Mersenne to Humboldt: Linguistics at the Crossroads of Myth and History"] (Université de Paris-Sorbonne, France, June 4-5, 1991)
- Roundtable respondent, Abschlusskolloquium des DFG Projektes Idéologenrezeption [Reception of the Idéologues] (Universität Frankfurt, Germany, May 21-26, 1991)
- Addressed the National Geographic Society Advanced Summer Geography Institute on the issues surrounding German Reunification (July 1990)
- Campus Coordinator, Alabama Academy of Science, Anthropology Section (1990-95)
- Member of UNA German Scholarship Committee, administered by AATG, Alabama Chapter (1990-94)
- Sponsored participant (Werner-Reimers Foundation) in an international colloquium, "The Relations between the Earth Sciences and Linguistics in the Eighteenth and Nineteenth Centuries" (Bad Homburg, Germany: October 2-5, 1989)
- Co-organizer of a symposium, "Germania: Comparative Studies in the Old Germanic Languages and Literatures" (UCLA: Center for Medieval and Renaissance Studies, April 19-20, 1985)
- Chaired a section at the Third International Conference on the History of the Language Sciences (Princeton, NJ: August 19- 23,1984)
- Reviewed Old High German and Old Saxon translations in the book *Sources and Analogues of Old English Poetry II:The Major Germanic and Celtic Texts in Translation*, translated by Daniel G. Calder, Robert Bjork, Patrick Ford and Daniel Melia. Cambridge: Boydell & Brewer, 1983

Grants, Honors, Fellowships

2008	:	"Friends of the Department" Research Award: $15,000
2007	:	"Friends of the Department" Research Award: $10,000
2006	:	"Friends of the Department" Research Award: $10,000
2005	:	"Friends of the Department" Research Award: $10,000
2004	:	"Friends of the Department" Research Award: $7,000
2003	:	"Friends of the Department" Research Award: $5,000
2002	:	"Friends of the Department" Research Award: $5,000
2001	:	"Friends of the Department" Research Award: $5,000
2000	:	Bottimore Outstanding Acad. Achievement Award: $5000
1988- 2009	:	University Research/Faculty Development Grants

1980-1988	: University of California Research Grants
1986	: Faculty Career Development Award
1984	: Elected/UCLA Medieval and Renaissance Studies Center
1978-1979	: Whiting Foundation Fellowship
1976-1978	: Princeton Graduate Fellowship
1975-1976	: Fulbright Fellowship
1974	: French Honor Society
1973	: German Honor Society
1973	: Phi Kappa Phi
1972	: Phi Beta Kappa

Research Interests

  History & Historiography of Linguistics, Etymology, Language Change, Chinese linguistics, Cognition Theory, Germanic Philology, Cultural Semiotics, Evolution of Grammar, History of Ideas, Literacy Studies, Theory of Writing, Media Technology, Applied Linguistics

The faculty's research engagement also finds reflection in their involvement with professional organizations, and professional development opportunities. In addition to funding received through Arts & Sciences and University Research and Development funds, the Department also supports individual faculty members in the presentation of their research papers at regional, national, and international conferences. During 2006-2007 the Department hosted a Fulbright Scholar in Residence. Coming from Tunisia, Dr. Bahloul was able to bring a unique perspective to his classes, particularly with reference to Muslim culture, a subject he also discussed in numerous on- and off-campus venues, making this additionally an excellent outreach arrangement. In sum, the Department and its faculty maintain a vigorous program of research and scholarly development, and this finds reflection in the classroom and in outreach venues as well.

➢ *Service (including service to public schools)*
All faculty in the Department are involved in service roles, to the University, the College, the Department, the students, the profession, state and local government, and other off-campus groups. These manifold engagements are manifest in the information below, excerpted from the faculty's curriculum vitae and annual performance reviews:

Dr. Claudia Polo Vance, Associate Professor of Spanish:
Recent University Service
●President, Phi Kappa Phi Honor Society. University of North Alabama, 2007-present.
●Chair. Associate VP for International Programs Search Committee. University of North Alabama, 2008.
●Coordinator. Study-abroad trip for 18 UNA students to Merida, Mexico. May-June 2008.
●Liaison between ILISA Language Institute, San José, Costa Rica and UNA.
●Faculty adviser, Alpha Lambda Delta Honor Society. University of North Alabama, 1996-2007.
●Chair, Honors Program Director Search Committee. University of North Alabama, 2005.
UNIVERSITY, DEPARTMENT, AND COMMUNITY SERVICE
I have been quite active on campus since I came to the University of North Alabama. Specifically, I have rendered service to *the University and the School of Arts and Sciences* by:

- Serving on the Academic Affairs Committee of the Faculty Senate. Responsibilities of the committee include aiding in the implementation of the new Honors Program at the University of North Alabama, 2004-present;
- Serving as Faculty sponsor of Alpha Lambda Delta Freshman Honor Society. Responsibilities include overseeing and coordinating activities, such as Christmas parties, cookouts, and service-oriented projects, helping coordinate inductions, directing the selection process of students and supervising the bank account, 1996-present;
- Serving as Chair of the Honors Program Director Search Committee, 2005;
- Serving on the Phi Kappa Phi Student Scholar Forum Committee, 2005;
- Serving on the Leadership UNA Selection Committee, 2005;
- Serving on the Ben H. Craig Professorship of Geography Committee, 2005;
- Serving on the Phi Kappa Phi Student Tapping Committee, 2003 and 2004;
- Serving on the Curriculum Committee, 1996-2003;
- Serving on the Grievance Committee, 2002-2003;
- Serving as Faculty Chair of the Undergraduate Service Award committee, 2002;
- Giving a presentation on Costa Rica entitled "Costa Rica: ¡Pura Vida!" for Geographic Awareness Week at the University of North Alabama, 2001;
- Serving as a Phi Kappa Phi Grant Committee member, 2001;
- Conducting a two-day workshop entitled "Problem-Based Learning: An Introduction" with Mrs. Lisa Keys-Mathews for faculty of the University of North Alabama, 2001;
- Serving as a UNA History Search Committee member, 2001;
- Attending the PBL 2000: Promised, Breakthroughs, and Lessons Workshop (sponsored by the Office of the Vice President of Academic Affairs at UNA) with Mrs. Lisa Keys-Mathews to investigate the possibility of conducting a workshop on Problem-Based Learning for faculty at UNA, 2000
- Volunteering as a Spanish tutor at the Academic Resource Center, 1997-2000;
- Serving as instructor of two sections of UNA 101 University Experience, 1999 and 2000;
- Serving as a UNA Psychology Search Committee member, 1999;
- Volunteering as a Faculty member of the United Nations at UNA, 1997-1998;

I have rendered service to *the Department of Foreign Languages* and to students by:
- Coordinating (with Dr. Robert Adler) Spanish laboratories and laboratory assistants. Responsibilities include workshop training sessions, observation, and supervision of assistants 1996-present;
- Serving as faculty sponsor of Phi Sigma Iota Foreign Language Honor Society 2002-present;
- Publishing and distributing a yearly newsletter, *Global Talk*, for the Department that highlights various achievements of both faculty and students and that promotes each language. In addition, it features graduates of the Department using their training in foreign languages in various fields and is a means of communicating with the Department's alumni, 2000-2004;
- Serving as faculty co-sponsor of the UNA Spanish Club. Responsibilities include attending meetings and functions, and helping organize activities, 1996-present;
- Serving as a Foreign Languages Search Committee member, 2002;
- Working with colleagues to reassess departmental focus related to our courses and degree program. This means developing new courses, such as *FL 204: Introduction to Latin American Studies* (slated for 2007) and *SP 103: Spanish for Professionals* (developed in 2000), that cater to

the growing need for practical, everyday Spanish with emphasis in medicine, social services, education, law enforcement, and business;

- Creating a professional brochure for the Department of Foreign Languages, 1999;
- Creating a comprehensive network of alumni, taking a survey from them, and compiling a study that identifies successes of the Department's alumni;
- Advising Spanish majors and (until 2003) at least ten undecided students every semester;
- Assisting students --through research, references, and advisement– in selecting and applying to graduate school;
- Hosting the Spanish Club Spring Cookout at my home every year, 1997-2001.

I have rendered service to *the community and the State of Alabama* through consulting, teaching and by associating with various civic groups by:

- Volunteering to teach a weekly Spanish class for Kilby School students, Spring 2004-present;
- Translating the Student Handbook/Conduct Intervention 2003-2004 and various forms into Spanish for the Lauderdale County School System, 2002-present. This publication, also a record of community service, is widely used is widely used in 12 schools within the Lauderdale County School System;
- Directing research on Hispanic migration into Northwest Alabama, and working with the Hispanic community at Good Shepherd Catholic Church and the Hispanic Coalition in Russellville in order to identify needs and study trends, 2001-present;
- Working with Florence City Schools' ESL Facilitator, Margarett Allen, and with Lauderdale County Schools' Elementary Curriculum Director, Dr. Alice Yeager, to provide volunteers (Spanish majors) for non-speakers of English, 2000-present;
- Translating depositions into Spanish for the Law Offices of Carr, Allison, Pugh, Howard, Oliver, and Sisson, PC, 2000-present;
- Serving on the panel (appointed by the Educational Testing Service) to determine the Alabama standards for the *Praxis II Exam* for beginning teachers of Spanish, 2004;
- Translating English/Spanish agronomic research papers and a newsletter for the International Fertilizer Development Center. Muscle Shoals, AL, 1996, 1998, and 2003;
- Serving as Spanish Faculty Consultant (chosen from an international pool of applicants) for the Educational Testing Service (Princeton, NJ). This involved evaluating the oral portions of the Spanish Advanced Placement exam given to high school students all over the country. Trinity University, San Antonio, TX, June 2000 and June 2003;
- Being selected as a Group Study Exchange member by the Rotary Club of Alabama to represent the State of Alabama in Argentina in April 2002;
- Conducting a workshop for the Rotary Group Study Exchange participants and group leaders. This included a basic course in Spanish, and a discussion of the cultural differences and similarities that the participants would encounter in Argentina, 2002;
- Coordinating English/Spanish translators and translating presentations into Spanish for participants of the Tang Soo Do World Master's Clinic, 1998-2003;
- Enlisting volunteer Spanish translators for the United Cerebral Palsy Center, 2002;
- Making a presentation, "The Impact of the Hispanic Population in the Shoals Area" to the Florence Rotary Club, 2001;
- Translating birth certificates for the Lauderdale County Court House, 2001;
- Serving as English/Spanish translator for the Florence City School System, 2001;

- Recruiting Spanish/English translators for Century 21 Real Estate Company, 2001;
- Serving as English/Spanish translator for Powell Elementary, 2000;
- Recruiting a volunteer Spanish teacher for Cherokee Elementary School 2000;
- Serving as an Adult Basic Education volunteer and English tutor for Hispanics, 2000;
- Providing English/Spanish translations for Alabama Electric Motor Company, 1999;
- Speaking to Spanish students at Sheffield High School program at UNA, 1998.

Service

Synopsis: You have provided service to the University, to the Department of Foreign Languages, to the community, and to the profession in a variety of ways. The following have attest to your exemplary service contributions:

- Serving as Chair of the Advisory Search Committee for the Vice Provost and Executive Director of International Programs at UNA in the fall of 2008.
- Serving as President of Phi Kappa Phi Honor Society for a second year. Responsibilites have included presiding over a variety of executive committee and general meetings, two initiations per year, overseeing Convocation, the Student Scholars' Forum essay competition, the Excellence in Teaching Award and Dinner, Student Involvement and many other committees
- Overseeing and participating in the National Literacy Grant received by National Phi Kappa Phi Honor Society
- Translating into Spanish and narrating the UNA recruitment video which has been used to recruit international students throughout Latin America
- Translating documents for the Child Development Center at Kilby School
- Providing UNA interns to the ELL programs in Russellville City Schools and Lauderdale County Schools
- Working with colleagues outside the Department to explore additional Latin-American study-abroad opportunities as well as possible learning community configurations
- Outreach efforts to articulate with local Spanish teachers, in conjunction with the four-day OPI Workshop in September 2008

Dr. Robert L. Adler, Associate Professor of Spanish:

Resident Director for UNA Summer Program of Study in Salamanca, Spain 1995 - present.
Committees. Faculty Senate, Multicultural Advisory Committee, Senate Diversity Committee, International Programs and Offerings Committee, Chair 2007-2008.
UNA Representative to Alabama Commission on International Programs.
Elected Treasurer, Fall, 2008
Alabama Holocaust Commission. Appointed by Governor Riley, 2006.
Professional Activities. Speaker at Birmingham Public Library: Holocaust Survivors Speak, March, 2008, Invited Moderator at Oxford Round Table on Global Migration, July, 2007, Presenter at SUPER Institute at UNA: Challenges to Tradition: Changing Views of Human Nature, July 1997, Speaker for workshop: Police Community Relations with the Hispanic Population, Spring 97, Presenter for: Career Tracks '97, Hoover H.S., Sept. 97, Homewood City Schools Foreign Language Teacher Workshop, Oct. 96, Present slide programs on Spain and Brazil: Florence H. S., Deshler H.S., Muscle Shoals H.S., Brooks H.S.
Spanish Culture Lecture/Demonstrations: University of Alabama at Birmingham, Enterprise H.S., Chelsey H.S, Fort Payne H.S., Kilby School
Judge for language and performance competition at annual Alabama Federation of High School Spanish Clubs Convention at University of Alabama, Moderator for Colbert County Academic

H. S. Scholar's Bowl

Service

You have served the University as its ACIP representative, and the Department as its senator. Your outreach and service to off-campus groups is especially noteworthy. The following, in particular, attest to your service contributions:

➢ Attendance at an ACTFL OPI workshop in 2008
➢ Advisor to UNA Spanish Club
➢ Outreach efforts to articulate with local Spanish teachers
➢ Did presentations at North Alabama High and Middle Schools on Spanish language topics, the arts and countries of Latin America plus Spain, Brazil and Cuba
➢ Moderator at Colbert County System High School Scholars' Bowl
➢ Did presentation to Florence Social Security Administration office on Latino culture plus Spain and Cuba
➢ Represented UNA Foreign Language Department on Faculty Senate
➢ Represent UNA and elected Treasurer of Alabama Council on International Programs (ACIP)
➢ Serve on Alabama Holocaust Commission

Dr. Keith W. Lindley, Assistant Professor of French:

Other Professional Activities:

2007:   Invited Reader of Advanced Placement National French Exam, Louisville, KY
        Faculty volunteer for SACS Accreditation Workshop, Louisville, KY
        Organizing and conducting a five-week French Film Festival for the university and the community
        Leading a two-day student trip to the Louvre collection at the High Museum of Art in Atlanta, GA
        Organized induction ceremonies for the Phi Sigma Iota Foreign Language Honorary
        Edited and Published *GlobalTalk*, the annual newsletter of the Department of Foreign Languages
2006:   Conducted an 11-day tour of Paris for students and the community
        Organized induction ceremonies for the Phi Sigma Iota Foreign Language Honorary
        Edited and Published *GlobalTalk*, the annual newsletter of the Department of Foreign Languages
2005:   Invited reader of Advanced Placement National French Examination, The College of New Jersey, Trenton, New Jersey
        Led a group of students and community members to the *Festival International de la Francophonie* in Lafayette, LA
2004:   Conducted an 11-day tour of Paris and Northern France for students and the community
        Invited consultant for the development of Praxis II testing standards for the state of Alabama, Montgomery, AL
        Invited reviewer of Graded French Reader, Sixth Edition.
2001-3: Study Abroad Advisor & College Representative to the Kentucky Institute for International Studies, Bryan College, Dayton, TN

Service:

Your service on all levels has been outstanding. Most recently, your French Film Festival offered on - and off - campus participants a wonderful opportunity to expand their cinematic horizons. The department is also enthusiastic about your new role as representative in the Faculty Senate. The following also attest to your service contributions:

• Chair of Arts & Sciences Research and Development Grant Committee
• Co-Chair of General Education Assessment Committee (with Dr. Lisa Keys-Matthews)

- Tapping Committee of Phi Kappa Phi
- Editor of *GlobalTalk* the Department of Foreign Languages newsletter.
- Advisor to French Club
- Coordinator of Hispanic Outreach and Spanish-language Masses at St. Joseph's Catholic Church in Florence, Alabama
- Spanish-English volunteer medical interpreter at the Clínica Hispánica of the Shoals.
- Applied for and received a grant from the Cultural Services of the French Embassy to conduct a French Film Festival for the university and campus communities.
- Began a three-year term as a faculty senator.

Scott R. Infanger, Instructor of Spanish:
Additional Academic and Professional Activities
      • Managing Editor, *AmeriQuests: The Journal of the Center for the Americas at Vanderbilt*. 2004-2006.
Service
      • Member, University Safety and Emergency Preparedness Committee. Term 2009-   2011.
      • Faculty Advisor, UNA Spanish Club. 2009- Present.
      • Faculty Advisor, Delta Chi Fraternity. 2008- Present.
      • Faculty Advisor, UNA Cycling Club. 2009- Present.
Synopsis: While new faculty members are customarily given lighter service loads during the period when they are working towards tenure, your service has nevertheless been exemplary across the board: service to students, to the Department, to the College, to the University, and to the community. The following, in particular, attest to your service contributions:
- Organization and coordination of an ACTFL OPI workshop in January 2008 and a second ACTFL OPI teaching methods workshop in September 2008.
- Advisor to Delta Chi fraternity
- Faculty Advisor for the UNA Cycling Club
- Faculty Advisor to the Spanish Club
- Serving on the University Safety and Emergency Preparedness Committee
- Mentoring in the ARC
- Conducting *Nosotros Tambien* discussion groups, study sessions and office hours to assist students
- Implementing Turning Point student response system technology in the classroom, and instructing other Department faculty in its use
- Assisting with the implementation of the Webcape PlacementTest
- Working with colleagues outside the Department to explore additional Latin-American study-abroad opportunities as well as possible learning community configurations
- Developing SP 101 and SP 102 as summer courses to be taught at UNA during Summer I and II sessions, 2009.
- Developing distance learning courses for SP 101-102 and FL 301, with SP 101 being offered for the first time as an internet course Fall 2009, and SP 102 and FL 301 in Spring 2010.
- Outreach efforts to articulate with local Spanish teachers, in particular in conjunction with the four-day OPI Workshop and the two-day methods workshop
- Translated the UNA International Programs Brochure into Spanish for University recruiting efforts in South America.

➢ Researched the FL Major at universities throughout the State, region, and nation, and contributed significantly to the development of a reconfigured FL Major for the UNA Department of Foreign Languages.
➢ Organized the Phi Sigma Iota Foreign Language Honor Society induction ceremony for Spring 2009.

Dr. T. Craig Christy, Professor of German, Chair; Director of Critical Languages Center:
Campus/Community Service
➢ Service, as Chair or member, on departmental, College, and University committees touching on all areas of the University and its Shared Governance system
➢ Service to the profession through reviews of scholarly articles and books
➢ Service to the Department as Chair, and to the Center for Critical Languages as Director
➢ Director, Phi Kappa Phi Promotion of Excellence Grant to Promote Faculty-Mentored Undergraduate Research (2000-2001: $8000.00)
➢ Fulbright Program Advisor
➢ Participation in 'UNA Nights', 'Family Weekend', Shoals Chamber of Commerce Breakfast meetings, the University Foundation's 'Holiday Open House', receptions for foreign students and community leaders, meetings with Alabama's political representatives, and events hosted by the Kennedy Douglass Center for the Arts
➢ Translation assistance to Registrar's Office, local bookstores, US Army, Florence Police Department, life insurance company, electronics firm, and individuals
➢ Planned and oversaw installation of UNA's Delta Theta Chapter of the Foreign Language Honor Society, Phi Sigma Iota (May l989)

Administrative Experience

1999-	: Chair, Department of Foreign Languages
2002-2003	: Chair, Shared Governance Committee
2001-2002	: Chair, Task Force on Shared Governance
2000-2001	: Co-administrator, Phi Kappa Phi Grant ($8000)
2000	: Chair, SACS Self-Study/Undergraduate Curriculum
1998-1999	: Interim Dean, College of Arts and Sciences
1998	: Chair, Search Committee, Eminent Scholar/Accounting
1998	: Chair, Ad Hoc Committee to Study Degree Requirements
1996-1997	: Chair, Commission on Academic Excellence
1995-1996	: President, Faculty Senate
1992-1998	: Chair, Faculty Senate Health Insurance Committee
1985	: Co-organizer of international philology symposium/UCLA

In sum, all faculty in the Department are involved in a wide variety of service roles, including service to the University, the College, the Department, the students, the profession, state and local government, and other off-campus groups. Through hosting development workshops, interacting regularly with campus and community groups as well as with local middle and high school educators, and through offering foreign language films to the public, the Department provides much valuable service.

➢ ***Faculty Development Plans***

All faculty are currently working to become certified OPI testers by taking appropriate workshop training and performing required follow-up interviews. The following information, excerpted from faculty Performance Reviews, with additional information from faculty curricula vitae, addresses directly faculty development. It should also be noted that the categories 'research' and 'development' are complementary, not exlcusive. Thus some information finds representation under both rubrics.

Dr. Claudia Polo Vance, Associate Professor of Spanish:
- Participated in the *Oral Proficiency Interview Training Workshop* (of the American Council on the Teaching of Foreign Languages) in order to become an Oral Proficiency Interview (OPI) Tester in 2009.
- Participating in the National Phi Kappa Phi Honor Society Workshop, Salt Lake City, UT
- •*Phi Kappa Phi Excellence in Teaching Award* winner. University of North Alabama, 2005.
- •*Who's Who Among America's Teachers*, Spring 2000, 2002, and 2005.
- •Faculty Development/Research Grants recipient. University of North Alabama, 1999-2004, 2006, 2007.
- •*Rotary Club Group Study Exchange Award* recipient (Argentina), April 2002.
- •Recognized as "Outstanding Educator" at the *Women of Distinction Awards*, Spring 2000.
- •*Outstanding Professor of the Year Award*. Alpha Lambda Delta Honor Society, Spring 1999.
- •Project Director of the socioeconomic impact of Hispanics in the Shoals Area. Development of this project includes tracking migration patterns of Hispanics in the Northwest Alabama region, 2001-present.
- 2003-2004   University of North Alabama Development Grant for participation at the University of Connecticut Language and Culture for International Business Workshop, April 1-3;
- 2002-2003   University of North Alabama Development Grant for participation at the University of Memphis Language and Culture for International Business Workshop, February 20-22;
- 2000-2001   University of North Alabama Development Grant for travel to Costa Rica to
- further broaden my knowledge base of Spanish dialects and to visit the ILISA Language School in order to establish relations with the UNA;
- 1999-2000   University of North Alabama Development Grant to participate in the Blue Ridge International Conference on the Humanities and the Arts in Boone, NC;
- 1998-1999   University of North Alabama Development Grant to participate in the Latin
- American Literatures Conference in Pueblo, CO;
- • Technology in Foreign Languages Workshop. University of Alabama, Tuscaloosa, AL
- (February 2005); Workshop participant
- • Language and Culture for International Business Workshop. University of Connecticut CIBER (Center for International Business Education and Research), Stamford, CT (March 2004); Presenter and workshop participant;
- • Language and Culture for International Business Workshop. University of Memphis
- CIBER, Memphis, TN (February 2003); Workshop participant;

Fifty Ways to Leave Your Lectern. Wadsworth workshop on interactive teaching methods and pedagogy. Atlanta, GA (April 2000); Participant.

Dr. Robert L. Adler, Associate Professor of Spanish:
    Attendance at an ACTFL OPI workshop in 2008
    Received grant from Alabama Commission on Higher Education for working Secondary School teacher graduate course program in Spanish, 1988 - 1989.

Received grant from Alabama Commission on Higher Education for Intensive Summer Immersion Institute in Spanish and French, 1987.

"Administrative Concerns and Grant Preparation."
Interest Session/Seminar: Summer Immersion Language Institutes: a Consortium Approach. The American Association of Teachers of Spanish and Portuguese Denver, Colorado, August 19-23, 1988
Consultant and Instructor for Middle School Foreign Language Program for Birmingham City Board of Education, February 1991 - August 1994. Developed a 24 x 1/2 hour video program instructional tool in Spanish. Responsible for program design, writing scripts and on-video presentation. Responsible for monitoring its use in 6th, 7th and 8th grades, training teachers and conducting reinforcement visits to Schools.

Dr. Keith W. Lindley, Assistant Professor of French:
Developed French 101-102 as internet courses.
2007   Invited Reader of Advanced Placement National French Exam, Louisville, KY
        Faculty volunteer for SACS Accreditation Workshop, Louisville, KY
        Training by the National Center for Interpretation for certfication as a Spanish/English medical interpreter (Miami, FL)
        Organizing and conducting a five-week French Film Festival for the university and the community
2006   Trained by the American Council on the Teaching of Foreign Languages for certification as an Oral Proficiency Interviewer in Spanish (Middlebury College, Middlebury, VT)
2005   Invited reader of Advanced Placement National French Examination (The College of New Jersey, Trenton, New Jersey)
        Conducted university-sponsored research at the library of Université Laval (Québec, PQ, Canada)
2004   Invited consultant for the development of Praxis II testing standards for the state of Alabama (Montgomery, AL)
        Invited reviewer of Graded French Reader, Sixth Edition
1999   University of Florida-sponsored participant in four-week Summer Institute for Haitian Studies, a gathering of international scholars of Haiti at Florida International University (Miami, FL)
        Invited participant at the Yulee Humanities   Seminar for Outstanding Graduate Scholars in the Humanities, University of Florida
1999-2000   Title VI research grant ($10,000) from University of Florida Center for Latin American Studies
1999   Title VI development grant ($10,000) from University of Florida Center for Latin American Studies to participate in Summer Institute of Haitian Studies at Florida International University

Scott R. Infanger, Instructor of Spanish:
        • Pursuing Oral Proficiency Rater / Interviewer Certification through the American Council on the Teaching of Foreign Languages. Expected completion, October 2009.
        • Member, Interdisciplinary Research Group on the Social Impact of Sustainable Forestry in the Americas. Sponsored by the Vanderbilt University Center for the Americas. 2005-2006.
        • Managing Editor, *AmeriQuests: The Journal of the Center for the Americas at Vanderbilt*. 2004-2006.

- Center for the Americas Fellow, Vanderbilt University, 2005-2006.
- Department of Spanish and Portuguese Graduate Fellowship, Vanderbilt University 2001-2005.
- U.S. Department of Education Foreign Language Areas Studies Summer Grant, 2002.

Dr. T. Craig Christy, Professor of German, Chair; Director of Critical Languages Center:

➢ Conducted university-sponsored research on Arsène Darmesteter at the Bibliothèque Nationale (Paris, France, May 2009)
➢ Conducted research on Hermann Paul at Freiburg University (Freiburg, Germany, March 2009), sponsored by Friends of the Department funding
➢ Conducted university-sponsored research on Émile Benveniste at the IMEC Archives (Caen, France) and the Bibliothèque Nationale (Paris, France, May 2008)
➢ Conducted research on Georg von der Gabelentz in the Thüringian State Archives (Erfurt, Germany, March 2008), sponsored by Friends of the Department funding
➢ Conducted research on Émile Benveniste at the Bibliothèque Nationale (Paris, France, May 2008)
➢ Conducted research on Émile Benveniste at the Bibliothèque Nationale (Paris, France, November 2007), sponsored by Friends of the Department funding
➢ Participated in the international colloquium, "Prescriptions en Langue" (Université de Paris, Diderot: November 15-16, 2007).
➢ Interviewed officials with USAID in Kiev, Ukraine and Tashkent, Uzbekistan (July 2007)
➢ Conducted University-sponsored research on Victor Henry at the Bibliothèque Nationale (Paris, France, May 2007)
➢ Co-principal investigator, Fulbright *Scholar in Residence* grant (2006-2007)
➢ Established an exchange program for the study of Chinese language and culture with the International Cultural Exchange Center of the Beijing University of Posts and Telecommunications (Beijing, China, August 2006)
➢ Conducted University-sponsored research on Alexander Potebnja (Kiev, Ukraine, May 2006)
➢ Conducted University-sponsored research of the Schuchardt archives at the Universität Graz (Graz, Austria, May 2006)
➢ Conducted University-sponsored research of the Gabelentz archives at the Thüringian State Archives (Altenburg, Germany, May 2005)
➢ Conducted University-sponsored research of the Meillet archives at the Institut Mémoires de l'Édition Contemporaine [IMEC] (Paris, France, May 2004)
➢ Conducted University-sponsored research of archival materials related to bell inscriptions and pilgrim badges (as they figure in the beginnings of print technology) at the Germanisches Nationalmuseum (Nürnberg, Germany, May 2003)
➢ Conducted University-sponsored research of the Gutenberg archives at the Archives Municipales de Strasbourg (Strasbourg, France, May 2002)
➢ Conducted University-sponsored research of the Bréal archives at the Collège de France and the Bibliothèque Nationale de France (Paris, France, May 2000)
➢ Sponsored participant (Konrad Adenauer Foundation) in an Interdisciplinary Conference on Heymann Steinthal (Dessau, Germany, December 1999)
➢ Keynote speaker, retirement reception for Professor Hans Aarsleff (Princeton University), Woodrow Wilson School of International Affairs (Princeton, NJ, November 1997)

- Served as Interpreter (German to English) for the international symposium "Das kulturelle Erbe geo- und montanwissenschaftlicher Bibliotheken" ["The Cultural Heritage of Geology- and Mining Libraries"] (Bergakademie Freiberg, Germany, September 20-23, 1993)
- Chaired a section of the international symposium, "De Mersenne à Humboldt: La Linguistique entre mythe et histoire" ["From Mersenne to Humboldt: Linguistics at the Crossroads of Myth and History"] (Université de Paris-Sorbonne, France, June 4-5, 1991)
- Roundtable respondent, Abschlusskolloquium des DFG Projektes Idéologenrezeption [Reception of the Idéologues] (Universität Frankfurt, Germany, May 21-26, 1991)
- Addressed the National Geographic Society Advanced Summer Geography Institute on the issues surrounding German Reunification (July 1990)
- Campus Coordinator, Alabama Academy of Science, Anthropology Section (1990-95)
- Member of UNA German Scholarship Committee, administered by AATG, Alabama Chapter (1990-94)
- Sponsored participant (Werner-Reimers Foundation) in an international colloquium, "The Relations between the Earth Sciences and Linguistics in the Eighteenth and Nineteenth Centuries" (Bad Homburg, Germany: October 2-5, 1989)
- Co-organizer of a symposium, "Germania: Comparative Studies in the Old Germanic Languages and Literatures" (UCLA: Center for Medieval and Renaissance Studies, April 19-20, 1985)
- Chaired a section at the Third International Conference on the History of the Language Sciences (Princeton, NJ: August 19- 23,1984)
- Reviewed Old High German and Old Saxon translations in the book *Sources and Analogues of Old English Poetry II:The Major Germanic and Celtic Texts in Translation*, translated by Daniel G. Calder, Robert Bjork, Patrick Ford and Daniel Melia. Cambridge: Boydell & Brewer, 1983

1988- 2009   :   University Research/Faculty Development Grants
1980-1988   :   University of California Research Grants
1986   :   Faculty Career Development Award

5.   <u>Assess the Department as it Relates to Facilities and Resources</u>

- *Library*

The University provides the Department an annual budget for purchasing appropriate materials to support its programs. This budget, $3576 for the 2008-09 academic year, has generally proven to be adequate. Previous allocations have been, for instance, $3586 (2004), $3545 (2005 and 2006), and $3550 (2007). In February 2009, for instance, the Department had committed $3309.95 of this budget. Nevertheless, faculty are continuously encouraged to submit requests for materials since additional funding may become available from Departments which do not use all their funding. Specifically, I give the faculty the following guidance as regards spending the library allocation in the most effective fashion: "As you place orders for strategic materials to support your classes and your research, please first check to see if the item is already in Collier. Beyond that, please bear in mind our priorities:
*Works of canonical authors in original language.
*Critical literature on these authors and their works.
*Biographical resources on these authors."
This strategy has led to a collection which, though far from perfect, still serves our purposes, particularly in combination with an excellent Interlibrary Loan program and online resources.

A positive working relationship with the professional library staff results in meeting the needs of discipline-specific requests. Classes meet in the library for instruction on accessing course- and program-specific resources to assist in meeting student learning and research needs.

➢ *Laboratories*

The Department of Foreign Languages has a state-of-the-art Language Laboratory which offers students high-speed internet connectivity to a wide range of identified online resources, as well as other resources, including: language specific software applications (for example Quia and Ilrn), a large library of foreign films, audio materials, video materials other than movies (documentaries, travelogues, museum tours), and live television broadcasts, via satellite, available on each of 25 computers, two of which are handicap-accessible. Students of course also have access to other computer labs on campus, in Collier Library and the Academic Resource Center, for example, though these do not house the various course-specific software packages licensed in the Foreign Language Lab, located in Wesleyan Hall Room 305. The Foreign Language Lab also serves as the Center for Critical Languages, and offers a wealth of materials to students studying Arabic, Chinese, Japanese, Portuguese, Swahili, Turkish, and Russian, including, for instance, the acclaimed Rosetta Stone software, also available for French, German, Spanish and other languages. The Foreign Language Lab is also equipped as a smart classroom (digital projector, whiteboard), and is occasionally used in this capacity outside scheduled lab hours (8-5, Monday-Friday, with occasional opening to 7pm, based on demand). The Lab is staffed by Lab Assistants who are employed under the work-study compensation regime, and who are selected on the basis of their familiarity with the Department, its programs, and languages. The Director of the Center for Critical Languages and Language Laboratory, Dr. Christy, who is also Department Chair, receives release time from one course per semester in compensation for this function. The Webcape Exam referenced above is administered in the Lab at the outset and end of each semester to facilitate placement and assess achievement. Department faculty have observed that the Lab also seems to have taken on a secondary function as a focal point for solidarity among foreign language students. The variety and quality of resources available to students studying foreign languages has made this facility a popular component of Department programs. Students are assessed a $30 lab fee for each introductory and intermediate language class, and this revenue stream, the largest component of the Department's budget, makes it possible to maintain the Lab as a state-of-the-art facility.

➢ *Equipment*

All faculty have personal computers, printers, and telephones, as well as external hard drives, pocket PSs, notebook computers and assorted data storage devices. Each faculty member and the secretary have their own phone and extension. Calls can be rerouted easily within the department and voice mail is included within each extension to assure that individuals can leave messages when no one is available. They also have access to the University voice mail system, copying and facsimile machines, Scantron grading machines, paper shredders, DVD/VCR equipment, video cameras, overhead projectors and multimedia resources, including office access to foreign-language satellite-delivered television broadcasts. In addition to the availability of Tegrity, portable video equipment which can be used in the classroom and other settings is available to enhance learning exercises. All classrooms assigned to the Department are Smart Classrooms and faculty regularly incorporate technology in their teaching to enhance student engagement, most recently Turning Point clickers (www.turningtechnologies.com), and Smartboards. Sympodia are order, and Mimio boards are being considered (www.mimio.com). In a

word, the Department faculty are exemplary in their use of technology to support and improve instruction. All courses also have an associated online Blackboard site, soon to be converted to the Angel platform. While the University's IT division provides and supports office PCs and associated equipment (printers, scanners), other equipment (external hard drives, flash drives, pocket PCs, laptops) are purchased using the Department's budget.

As the University has been steadily upgrading the electronic data and word processing hardware and software available for use, the Social Work Department's computer needs are satisfactorily met. Maintenance and upgrade of this equipment is also satisfactory. Training sessions for computer use are offered on a regular basis. The University has adopted an advanced technology program (Banner) which will significantly increase technology capabilities on campus. Department faculty regularly participate in workshop and training sessions related to updating/improving proficiency and efficiency using technology, most recently related to the new Banner system. The Department has access to a photocopying machine on the first floor of Wesleyan Hall. For fewer numbers of copies, the Department has access to a smaller photocopying machine (FAX/scanner/copier) in the office area.

➢ *Space*

The Department of Foreign Languages shares an office suite in Wesleyan Hall (Room 209) with the Department of Psychology. A singel secretary, Ms. Joy Kelly, serves both Departments very efficiently. All faculty offices and classrooms are also located in Wesleyan Hall, the oldest building on campus, though, from time to time, faculty must make use of available classrooms in adjacent buildings during peak hours. One faculty office, that assigned to Professor Infanger, is quite small, and windowless. No offices have storage space, and at present a small third-floor room across from the elevator is being used for this purpose. Wesleyan Hall 304 and 312, along with the Lab in Room 305, are assigned to the Department. The Department competes with other Departments for second-floor classrooms. These are also used by Geography, Psychology and History/Political Science. All classrooms are smart classrooms, with digital projection and in-room computers equipped with DVD/VCR and projection devices. Department meetings are typically conducted in an available classroom, with occasional meetings being held in the Dean of Arts & Sciences conference room. Necessary accommodations for students with disabilities are worked out with appropriate University offices.

➢ *Support Personnel*

The Department shares, as noted above, one full-time professional secretary with the Department of Psychology. Up until two years ago the shared secretary was on duty only until noon, after which she served as secretary to the Department of Geography, which occupies the first floor of Wesleyan Hall. Having a secretary on duty full time in the office suite was necessary, and has improved the functioning of the office overall. Previously calls went unanswered and work had to be postponed, all of which had negative repercussions both on and off campus. The professional secretary is very knowledgeable about the importance of the Department's relationship with the campus and the community. She also coordinates the Work-Study students who serve as Lab Assistants. In addition to the competent professional secretarial services available to the faculty, the University has staff in the Research and Grants Office that are available to assist faculty with research and scholarship needs.

6.   List Notable Achievements by the Department

➢ *Departmental Achievements*

Among the Department important achievements the following may be noted:
- In 2004-05, the Alabama Commission on Higher Education approved the addition of a new Option to the Major in Foreign Languages. This 'Foreign Language, Professional' Option is open to any double-major, and proved especially helpful, in the College of Education, with meeting the requirements of the No-Child-Left-Behind legislation. In a related development, the Department of Foreign Languages and faculty in the Department of Secondary Education together designed a new course, FL 497 'Methods in Foreign Language Teaching', which has been offered since Fall Semester 2005.
- In 2005-06 The Department developed, and had approved, a new *Minor in Latin-American Studies*, and, in conjunction with the rollout of the University's new Honors Program, also developed a new team-taught Honors Class, 'Selected Topics in Latino History, Culture and Geography' (FL 203H). Another new course, 'Introduction to Latin American Studies' (FL 204), serves as the foundation course for this new *Minor in Latin American Studies.*
- In August 2006 the Department in concert with the Department of History and Political Science and the office of the Vice President for Academic Affairs, brought to campus, through the 2006-2007 *Fulbright Scholar-in-Residence Program*, an Islamic scholar, Dr. Mongi Bahloul, who, in addition to offering a relevant new international studies course, 'Islamic Studies', was also involved in Arabic language instruction and other campus and community venues.
- The Department was granted a new position in Spanish and Latin-American Studies, beginning in August 2007.
- In January and September 2008, the Department hosted workshop in which area language teachers joined UNA foreign language and secondary education faculty to begin the process of becoming certified evaluators of the Oral Proficiency Interview examination underwritten by the American Council on the Teaching of Foreign Languages.
- In the 2007-08 academic year A new study abroad venue in Merida, Mexico was developed and launched
- Since 2000 the Department has published annually its newsletter, *GlobalTalk*, which has proven a valuable mechanism for disseminating information about the Department and its achievements as well as a means of staying in touch with alumni and supporters.
- In the 2004-05 academic year the Foreign Language Lab/Critical Languages Center was completely overhauled, and fitted out with new computers, new furniture, carpeting, and smart classroom components.
- In 2004 the Department launched its *Friday Film Festival* to offer the University and surrounding community access to award-winning international films. This effort has since continued, with support from the French Embassy, as the annual *French Film Festival*, and has proven a valuable outreach effort.
- Since the 2004-05 academic year, the Department's *Critical Languages Program* has had a dedicated budget, as opposed to its previous ad hoc funding status. This Program continues to thrive, and speaks directly to a component of the Department's *Mission Statement.* This Program has taken on added importance in the context of the nation's heightened awareness of national

security issues. Arabic, Swahili and Portuguese have been added to the original core languages Chinese, Japanese, Russian and Turkish.
- In September 2008 the Department received a very positive evaluation from an external reviewer (See Appendix C).
- The Department's graduates have succeeded in securing quality careers in which they make use of their language skills.

➢ *Student Achievements*
- Two students were awarded Department of Foreign Languages Endowed Scholarships in May 2009.
- Students with appropriated GPAs are annually honored with induction into Phi Sigma Iota, the National Foreign Language Honor Society
- Graduates have taken on leadership positions in a variety of public and private organizations/companies including, to name a few, Peace Corps, Department of State, Lufthansa German Airlines, Social Security Administration, Delta Airlines, international travel, State Farm Insurance, E.S. Robbins Corporation, Masco Industries, legal translation, graduate schools, Florence City Schools and other school districts.

➢ *Grants and Other Funds Generated by the Department*

- Together with the Department of History and Political Science and the office of the Vice President for Academic Affairs, the Department was successful in writing a grant proposal which brought an Islamic scholar to campus through the *2006-2007 Fulbright Scholar-in-Residence Program.*
1. In 2002 the Department submitted a grant proposal to the National Security Education Program, to fund an innovative program to promote cultural understanding between American and Turkish students at UNA. The Department was not awarded this grant.

➢ *Other Awards and Distinctions*

In addition to the Departmental achievements, other awards and distinctions include the following:
- Dr. Claudia Vance was named the recipient of the Phi Kappa Phi Teaching Excellence Award for the 2005-06 academic year.
- Dr. Keith Lindley was a finalist for the 2009-10 Phi Kappa Phi Teaching Excellence Award.
- In 2006 Dr. Robert Adler was appointed by Governor Riley to the Alabama Holocaust Commission.
- In 2002-03 Dr. Craig Christy chaired first the Shared Governance Task Force and then the resulting Shared Governance Committee, which brought a new system of governance to the University
- In 2007 Dr. Claudia Vance and Dr. Keith Lindley were invited participants in the Oxford Round Table, where they presented their article "The Impact of Hispanic Immigration on Race Relations in North Alabama"

7. **How The Department Has Responded to Previous Program Review Recommendations**

Since there is no available accrediting body for programs in foreign languages, the Department opted, in September 2008, to undergo an external review. The external reviewer recommended (See Appendix C) that the Department offer only two-week study-abroad programs by way of introducing students to study

abroad, with the hope/expectation that students would later follow up with a full semester abroad, for instance under the Magellan Exchange Program available here at UNA. A two week program in Münster, Germany was developed for German students. Programs developed for French and Spanish fell victim to the economic recession and had to be cancelled. However, trips are currently being planned to France and Costa Rica for the 2009-10 academic year. The external reviewer also emphasized the importance of keeping program costs minimal, optimally under $1500.00, and this was achieved for the Germany program. As regards assessment, the external reviewer was impressed with the Department's commitment to OPI testing and recommended also the development of an in house instrument, and possibly a portfolio requirement. Faculty are currently in the process of seeking OPI certification, but are, meanwhile, using Modified OPI exams as an in-house approach to assessing students in all classes. The external reviewer recommended that the Department try to develop new upper-division classes that would be required of all majors in the Department. While no new classes per se have been developed, the Department faculty undertook a total overhaul of the Foreign Language Major, the net result of which is to require more upper-division coursework, which will, in turn, produce better prepared graduates. This proposed reconfiguration of the Foreign Languages Major is on the calendar for review by the Alabama Commission on Higher Education at its June 27, 2009 meeting. To the extent the Department could act on the external reviewer's recommendations with the staffing resources currently available, it has done so.

8.   State the Vision and Plans for the Future of the Department

➢ *Vision Statement*

The vision of the Department of Foreign Languages is to graduate students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes cultivating in students a sensitivity to cultural difference and an appreciation for the languages and cultures of the world.

➢ *In Five Years*
- Develop a Major in International Studies.
- Develop new courses, including potentially a survey of French, German and Spanish Culture and Civilization, and additional courses to support International Studies and Latin American Studies
- Hire an additional faculty member, contingent on enrollment growth
- Increase the number of Foreign Languages Majors and Minors, utilizing the reconfigured Major
- Increase the Department's endowment through outreach and fundraising efforts
- Increase the extent to which all faculty participate in research and development opportunities
- Maintain the Department's Foreign Language Lab as a state-of-the-art facility
- Increase the Department's outreach involvements
- Offer courses/programs in the May intersession period
- Develop additional study-abroad venues

9. **Program Overview**

➤ *Brief Overview of the Department of Foreign Languages*

The Department of Foreign Languages prepares students for life and work in a multicultural society in the age of globalization. As such it emphasizes the importance of fluency and literacy in languages beyond one's native language, along with a sensitivity to cultural difference.

➤ *Mission Statement*

The mission of the UNA Department of Foreign Languages is to provide an excellent opportunity for students to acquire skills in foreign language communication and culture, whether in French, German or Spanish, or in such less commonly taught languages as Arabic, Chinese, Japanese, Portuguese, Russian, Swahili or Turkish. This will enable students to function well as informed citizens in a global environment, and will prepare those majoring in Foreign Languages to succeed professionally in a variety of fields.

➤ *Goals and Objectives of the Department of Foreign Languages*

The Department of Foreign Languages, in its capacity as a provider of courses within the General Education requirement, provides courses which address specific core competencies (See Appendix D). The Department of Foreign Languages faculty have furthermore identified a set of basic student-centered learning goals, which flow from the University and Department mission statements. These goals and objectives were developed, assessed and refined as a product of our own long-term assessment efforts and were recently reviewed and approved in a report ("*Department of Foreign Languages Program Learning Outcomes*") submitted February 2009 to the College of Arts and Sciences Dean.

Student Learning Goals - Upon completion of the academic major in Foreign Languages students are expected to be performing at specified levels. The Department of Foreign Languages offers a single Major in Foreign Languages with three Options, each of which is available for French, German, and Spanish:

Option I: Foreign Languages
Option II: Foreign Language for Commerce
Option III: Foreign Languages, Professional

The following 4 Program Learning Outcomes pertain to all three Options:

1.   Should be performing at ACTFL Level Advanced in speaking. [1] This outcome is measured by administering a Modified Oral Proficiency Interview (MOPI) Exam to each graduating student. This

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[1] The American Council on the Teaching of Foreign Languages (ACTFL) has established achievement benchmarks that are recognized nationally and internationally. Achievement at the Advanced Level represents the following specific abilities:
Listening:
Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news

testing is part of the Senior Seminar capstone course, FL 498. A passing score in this course is a requirement for graduation in the Major. The OPI and MOPI Exams are recognized nationally and internationally, were developed by ACTFL, and conform to its guidelines and achievement benchmarks.

2.	Should be able to read and write coherently in the target language. This outcome is measured by class performance and through reading/writing proficiency assessment tests in FL 498.

3.	Should be able to understand the spoken target language. This outcome is measured by the MOPI Exam and by the Listening Exit Exam, both administered at the end of FL 498.

4.	Should have developed sensitivity to components of culture and cultural difference. This outcome is measured by performance in FL 302, Cross-Cultural Interaction, a required course for the Major.

Additional Program Learning Outcomes, per Option:

Option I:
1.	Should show evidence of readiness to take on graduate level work. This outcome is measured by student's ability to research and write effectively in 400-level courses.

2.	Should be performing at ACTFL Level Intermediate-Mid[2] in a second foreign language. This outcome is measured by administering a Modified Oral Proficiency Interview (MOPI) Exam to each graduating student.

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items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Speaking:

The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events
- satisfy the requirements of school and work situations, and
- narrate and describe with paragraph-length connected discourse.

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

[2] ACTFL Level Intermediate Mid is defined as follows:

Listening:

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Speaking:

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies

This testing is conducted in the Senior Seminar capstone course, FL 498.

Option II:

1.   Should be able to function effectively using business terminology in the target language. This outcome is measured by class grade in FR/GR/SP 403, and by performance on a MOPI Exam administered at the end of this course in advanced commercial language.

Option III:

1.   Should, in addition to fulfilling the requirements of a second Major, show ability to research and write effectively, as measured by performance in 400-level courses. This achievement may also be measured by performance on the Praxis Exam.

➢ *Assessment of Program Goals, Objectives, and Student Learning Outcomes*

The purpose of outcome assessment is to provide quality assurance in educational programs by measuring the effect of a program against its goals. The measurement methods used by the Department of Foreign Languages to determine its success in achieving its desired objectives/student learning outcomes are referenced above alongside the stated outcomes.

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is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

➢ *Governance*

The Social Work Department has an established governance and administrative structure ensuring its authority and responsibility for decision making with respect to goal setting, program planning, and achieving specified goals. Regular review of program goals, outcomes, and their relationship to the University's goals is completed by the faculty.

Additionally, foreign language faculty participate in the governance of the University in a variety of ways, including representation on the College of Arts and Sciences Curriculum Committee, Readmissions Committee, Research and Grants Committee, Faculty Senate, College Council, Multicultural Affairs Committee, and other appointments as requested by the Shared Governance Committee and approved by the President.

University policies apply to Department of Foreign Languages curriculum matters when new courses are created, courses are eliminated, or the curriculum is significantly modified. Those activities must be approved through both the College of Arts and Science Curriculum Committee, chaired by the Dean of Arts and Sciences, and by the University Curriculum Committee. Faculty meetings are utilized to discuss and recommend proposals for program planning, specifically related to faculty/student projects, student involvement, and program development. The faculty meet regularly to discuss course offerings, course changes, textbook changes, and other matter related to curriculum when planning the year's schedule.
Planning course schedules one year in advance gives the faculty opportunities to make decisions together. The Department Chair sets the final schedule with opportunities for input from the faculty.
The Department of Foreign Languages has its own budget and provides input regarding annual budgetary needs by submitting information via the Department Chair to the Dean of the College of Arts and Sciences. Recommended budgets are then sent to the Vice President of Academic Affairs (VPAA) for consideration by the University Budget Committee and the Executive Council.
When available, the University provides additional monies for equipment, faculty development and research projects upon application. These monies are used to supplement and enhance existing allocations. When additional funds are needed by the Department in areas not sufficiently allocated, the Department Chair makes this request to the Dean who reviews it, makes a recommendation, and forwards it on to the Vice President of Academic Affairs and Provost for action.

The faculty in the Department of Foreign Languages maintain primary responsibility for course development, changes in existing courses, overall program development and needed modifications. All proposals concerning program curriculum are reviewed by the

Department, the College of Arts and Sciences Curriculum Committee (composed of all Department chairs), and the University Curriculum Committee.

Annual opportunities to revise the yearly published *UNA Catalog* provide an appropriate time for faculty to discuss course modifications, curriculum changes, description of the program and other issues concerning the social work curriculum. The close proximity of the faculty offices offers opportunities for faculty to discuss curriculum issues and make changes easily on both an informal and formal basis.

The faculty are involved in the policy making process for faculty policies as they have the opportunity to react to drafts of new policies and revised policies. Tenured faculty comprise the Department's Promotion Committee. Tenured program faculty and the Chair have decision-making input into hiring, retention or termination, gate keeping issues and tenure of program personnel. The tenured faculty have the responsibility of evaluating non-tenured faculty and staff and making recommendations to the Department Chair who in turn makes a recommendation to the administration regarding their employment status on an annual basis. The University also supports a mentoring program for new faculty during the first year of their employment.
Within the Department, recruitment of new faculty is a responsibility shared by all faculty. Job descriptions are prepared, position advertisements written, and decisions regarding placement of advertisements are all made by the faculty in conjunction with the Dean of the College of Arts and Sciences and the Human Resources Department. The Chair is responsible for determining the composition of faculty search committees. The Chair is responsible for the evaluation of faculty and provides input to the Dean of the College and to the Vice President of Academic Affairs and Provost when faculty are reviewed for promotion, tenure, or retention. The teaching assignments of the faculty are the responsibility of the Department Chair consistent with the policies of the University.

➢ *Admissions Requirements, Procedures, and Policies*

Admission and academic policies are published in the *UNA Catalog.*
Because admission to the University is a prerequisite for admission to the Department's Majors, it is important to understand procedures and policies pertinent in both areas. Specific policies which regulate admission to the institution are stated in the "Admission to the University" and the "Academic Procedures and Requirements" sections of the *UNA Catalog*. Each student receives a copy of the *Catalog* for the academic year in which they enroll at the University; each *Catalog* is in effect for seven years. Students are advised to keep up with the *Catalog* throughout their enrollment, as it specifies academic policies and procedures which must be met to graduate from the institution.

In addition to the *UNA Catalog,* each student receives a copy of the *University Student Directory/Handbook.* Updated annually, this publication includes detailed descriptions of academic policies and procedures, student rights and responsibilities, facilities and services, and additional important information. Copies are distributed once a year to enrolled students and may be obtained in the Office of Student Life. The *UNA Catalog* contains all relevant information as regards admissions requirements, procedures and policies as they relate the programs in the Department of Foreign Languages.

➢ *Degree Requirements*

The *UNA Catalog* contains all relevant information as regards degree requirements in the Department of Foreign Languages. As noted above, however, and pending approval of the Alabama Commission on Higher Education, the Major in Foreign Languages has recently been reconfigured. If approved, details of this reconfiguration, spelled out in Appendix E, will be disseminated to the students during advising since there will be a one year lag for this information to appear in the *UNA Catalog*.

Curriculum

The Department of Foreign Languages' curriculum is designed to prepare students to perform at the levels specified above with regard to specific learning outcomes. The curriculum accordingly addresses these goals, and is sequenced such that students will be appropriately prepared at all stages. The curriculum, which is regularly reviewed and modified as appropriate, moreover reflects the core competencies identified by the University (See Appendix D). The *UNA Catalog* specifies the General Education requirements students must also fulfill along with requirements for their major. All courses are described in the *UNA Catalog*.

➢ *Associated Institutes and Centers* –

As noted above, the Department of Foreign Languages also administers the Critical Languages Program, with the Foreign Languages Lab doubling as the Center for Critical Languages.

➢ *Involvement of External Constituents*

The Department works closely with the Department of Secondary Education in advising and training students who are double majoring in education. This brings the Department

faculty frequently into contact with the K-12 system, particularly on the high school level. Reference was also made above to various workshops and other outreach initiatives.

➢ *Community College Articulation*

In validating academic credits previously earned, the University adheres to specific policies and procedures regarding transfer of courses from other institutions of higher learning in the State of Alabama. Mandated by the Alabama Legislature in 1994, the Statewide Transfer and Articulation Reporting System (or STARS Program) and the Articulation and General Studies Committee (or AGSC) provides a system of course equivalency between public universities and community colleges in the state. The STARS Program, which includes a web-based database allows students and University personnel to efficiently identify courses needed to satisfy program requirements; this prevents loss of course credit hours upon transfer and facilitates graduation in a timely manner.

For transfer of general studies/liberal arts course credit from institutions outside the State of Alabama and/or private institutions, the Office of the Registrar determines course equivalency; faculty receive this information from that office and it is reflected in the students' online Degree Audit.

➢ *Program Productivity (including number of majors and degrees conferred)* – see section 2 and section 3 of this document

10.   **Program Evaluation**

The Department's curriculum is designed and organized as a progressive integrated whole that is consistent with its goals and objectives which originates from the Department's mission and is consistent with the University's mission and vision. In order to evaluate the effectiveness of the Department's program to prepare students, evaluation of the program is conducted in a multi-pronged approach that provides for continuous quality improvement. The Department uses evaluation data ongoing decision making with a view to continuously improving programs. Student learning outcomes are also continuously measured, evaluated, and re-assessed in an effort to continuously improve all aspects of students' preparation.

➢ *Assessing Student Learning Outcomes and Continuous Improvement Plan*
The Department of Foreign Languages views continuous improvement as a dynamic and multi-faceted function. The Department's measures performance on an ongoing basis with outcomes being utilized to improve quality and consistency.

Student learning outcomes are assessed 1] using Exit Exams (one for Grammar, one for Listening skills) in the Department's capstone course, FL 498, 2] with Modified Oral Proficiency Interviews administered at the outset and end of all language courses (including FL 498), 3] through testing and other assignments to meet course-specific learning outcomes, 4] through the Webcape Exam (online), 5] through an Alumni Survey (See Appendix F), 6] through grading in courses (including course exams, written assignments, experiential exercises, class participation, student presentations, methods and skills evaluations, research papers, research projects), and, for those students double majoring in Secondary Education, 7] through the Praxis Exam (See Appendix A). Average scores on the Grammar and Listening Exit Exams are displayed in the chart given in Appendix B, as noted above in Section 3 under the rubric "Outcome Information (including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys)". Data from the Webcape Exam are also referenced in Section 3.

The Alumni Survey was conducted utilizing Survey Monkey, with expert assistance from the Office of Research, Planning and Institutional Effectiveness. Alumni were contacted through the recently created Department of Foreign Languages Alumni page on Facebook. The response rate was deemed excellent, based on anecdotal evidence from other departments that have conducted such surveys. The results are referenced in Appendix G. The survey is designed to acquire information about the success of our graduates as well as for them to assess the overall effectiveness of our courses and the skills they acquired while enrolled in our department. It should be noted that this is an ongoing survey, and results will continue to be harvested for information that can be used to improve the Department and its programs. The key findings of the Alumni Survey are:

- The respondents mostly consisted of Spanish majors (61.3%) who graduated before 2005 (58.1%).
- Over half of the respondents went on to pursue a graduate degree (58.1%) with 5 obtaining professional degrees (Ph.D., Law, Ed.D.)
- 100% of the respondents found their undergraduate major in Foreign Language to be an asset in their graduate studies.
- 11 of the 16 (69.0%) who did not pursue graduate degrees found a job within 6 months of graduation.
- 79% of the K-12 teachers who took the survey were employed in Alabama.
- Over half of the respondents (57.1%) strongly agreed that their major prepared them for teaching.
- A number of Foreign Language graduates are employed in various service fields including professor, technical writer, working for airline, foreign military sales, marketing, court interpreter, research and teaching.

- 100% of graduates found their major to be an asset in their job.
- Half of the respondents strongly agreed that their major prepared them for their entry level position.
- Over half (51.7%) strongly agreed that their UNA major prepared them for or contributed to their advancement within their job.
- Over half (55.2%) strongly agreed that their UNA major prepared them for graduate school.

The Department takes pride in these survey results, and views them as a confirmation of the quality and relevance of its programs. The Department Chair ensures the cycle of evaluation and continuous improvement occurs. Faculty are given special assignments to assist in that process as needed. Strategies for evaluation are conducted at the course and Department level. Outcomes are presented at faculty meetings and identified improvements are routinely incorporated by the Department. Outcomes are assessed in all courses: Students are graded on course exams which are directly linked to course objectives. Additionally, written assignments, experiential exercises, class participation, student presentations, research papers, and research projects are utilized. Faculty are also 'graded', with Student Evaluations of Teaching being used to assess teaching effectiveness and call attention to areas that need improvement. For example, this year one of the Department's Annual Action Plan items was:
'To improve the Departmental Mean score on Question 8 of the Evaluation of Instruction Survey by providing additional learning enhancement activities other than lecture.' (Question 8 reads: "The instructor provided learning enhancement activities other than lecture").   The Deparment Mean score of 4.8 for Spring 2009, compared with 4.71 for Fall 2008, shows that improvement is being made in this area. Department faculty meet on a regular basis to assess the strengths and needs of the program. Changes are made whenever necessary to enhance the educational and professional development of the students For example, in response to community needs regarding the increasing Hispanic population in the Shoals area, a new course, "Spanish for Professionals", was developed, and this course is now included as an optional prescribed supporting course in the Department of Social Work, and is also a recommended course in the College of Education, the College of Business, and the College of Nursing. The development of Minors in International Studies and Latin American Studies were also the direct result of feedback from students.

➢ *Grade Distribution Patterns*
    The table below shows the summary grade distribution for the years under review. The striking uniformity in distribution over this five year period suggests that uniform standards are being applied to the assessment of student learning, and that student achievement is being uniformly evaluated. The significant decrease in Ws during the last two years may well reflect the impact of online registration, which, by this time, has become more established. Prior to the availability of online registration, students would

often register for every class they thought they might possibly need/want just to avoid the risk of that class/section being closed. A comparison of the grade distribution data with the average scores on grammar and listening exit exams given in Appendix B might, at first glance, suggest that the distribution should show higher percentages in the B and C range, and lower in the A range. This is misleading, however, as the exit exam data pertains exclusively to majors, while the grade distribution data reflects the performance of large numbers of non-majors in a department that is heavily service oriented. A more accurate comparison would require that grade distribution be calculated separately for majors. On a case by case basis, and within the framework of the capstone course, FL 498, the faculty will track student performance to ascertain if any meaningful discrepancy between these two datasets exists.

	Departmental Five-Year Grade Distribution in Percent (All Classes)				
Grade	2004	2005	2006	2007	2008
A	47.44%	45.49%	46.48%	46.28%	49.13%
AU	0.77%	0.00%	0.27%	0.18%	0.26%
B	19.74%	21.05%	23.01%	22.35%	22.61%
C	11.03%	12.97%	10.05%	12.18%	11.39%
D	3.76%	3.48%	2.74%	5.52%	4.52%
F	4.36%	4.51%	3.11%	3.51%	5.22%
W's	12.91%	12.50%	14.34%	9.99%	6.87%

11. Program Recommendations

➤ *Identify Recommendations for Improvement of the Program*

As referenced above, and in Appenix C, the Department had an external review in September 2008 (No formal accrediting body exists for Foreign Languages). With regard to the recommendations made under the heading *Possible Improvements* in the *External Reviewer's Final Report* (Appendix C), the following can be noted:
- Department faculty are currently considering developing upper-division courses, taught in English, that would be focused either on the cultures associated with French, German and Spanish, or on French, German, and Spanish literature in translation.
- At present, no additional hiring is on the immediate horizon. However, it should be pointed out that the concept of balancing native and non-native speakers in

faculty positions has little meaning when a given area is represented by a single faculty member.

- The Foreign Language Lab is equipped as a smart classroom. With additional equipment, it could be used as a virtual classroom when not otherwise in use. Online courses for introductory French and Spanish have just been developed, and offered in the teaching schedule beginning Summer 2009. These courses may also be offered, through consortial arrangement, to high school students using the University's teleconference facility, which is already being used to conduct some Critical Language final exams.
- This suggestion has not yet been pursued.
- Using Modified OPI exams in all language courses, the Department has already implemented this suggestion for additional student assessment.

As regard issues raised in this report under the rubric *Programmatic Changes to be Instituted,* the following can be noted:

- A short term, inexpensive study abroad trip to Germany took place in May 2009, and other such trips are being planned for Costa Rica, France, Spain, and possibly Quebec.
- The faculty have developed a modified in-house OPI to assess student achievement, and all faculty continue to progress toward certification as official OPI Examiners.
- The Foreign Language Major was completely refigured, particularly with a view to strengthening the core and requiring more upper-division work.
- The faculty are currently studying the feasibility of a *Survey of French, German, and Spanish Literature*.
- The suggestion to offer a full year of introductory language classes within a semester has not yet been sufficiently studied.
- The faculty are currently studying the feasibility of a *Survey of French, German, and Spanish Culture and Civilization*.

Each year the Department identifies a set of goals aimed at improving the Department and its programs. Achievements that have resulted from this planning include:

- ➢ The development of online introductory French and Spanish

- ➢ Having a Blackboard website for every course
- ➢ Hosting workshops and film festivals to improve outreach
- ➢ Engaging all faculty to seek and attain certification as OPI Examiners
- ➢ Increasing, and making more affordable, study-abroad opportunities
- ➢ Specifying expected student learning outcomes for every course offered in the Department

- Developing a Faculty Evaluation Policy for the Department of Foreign Languages which includes specific guidelines regarding tenure and promotion of faculty within the Department as well as a framework for periodic written evaluations of faculty members
- Increasing faculty use of technology in the classroom
- Reconfiguring the Foreign Language Major
- Developing a plan, based on ACTFL Guidelines and related criteria, for assessing the Foreign Language Major including specification of student learning outcomes
- Cultivated additional contacts to provide internship venues to FL students
- Developed new curriculum (courses, honors courses,Options in the Major, and Minors)
- Developed a new Foreign Languages Endowed Scholarship to recognize outstanding student achievement
- Developed a state-of-the-art Foreign Language Lab
- Developed the Departmental newsletter, *GlobalTalk*
- Strategically enriched available resources in the University's Collier Library and in the Foreign Language Lab
- Offered additional Critical Languages to meet demand from students and the community
- Hired an additional faculty member
- Developed an *International Activities Assessment*
- Implemented the Webcape Exam to improve placement and assessment

The cycle of assessment involves comprehensive and ongoing program planning, self-study and review. The Department continuously studies ways to improve the assessment of its programs, and works closely with the Office of Research and Institutional Effectiveness to make optimal use of all assessment data.