Part I: Purposes, Goal and Objectives of the Department of Modern Languages

Introduction: The Department of Modern Languages (DMLA) in the College of Liberal Arts and Social Sciences at Cleveland State University houses a team of active and committed scholars and teachers with diverse research and instructional interests and objectives in the areas of foreign languages, linguistics, literature, culture and foreign language pedagogy. In our courses, students develop competency in foreign languages skills while exploring and learning to value, respond to and critically analyze the diversities of cultures, thought, perspectives, literatures and languages of humanity. While our department is made up of different language sections, we all work toward the common goal of promoting what a recent MLA report called “translinguistic and transcultural competence.”1 Such competence plays a key role in the CSU mission of preparing students “to lead productive, responsible and satisfying lives in the region and global society” (CSU Mission Statement). Like the community we serve, we are a highly diverse department whose international range of specializations and abilities makes us uniquely qualified to provide a window on the world for CSU students, both within and outside of the classroom experience.

The self-study report was created by an elected committee composed of Tama Engelking, Stephen Gingerich (who served as co-chairs and wrote the majority of the report), Abed Tayyara and Heba El-Attar. Sections of the report were discussed with the entire faculty at faculty meetings, and a draft was also circulated for feedback. Information used for the self-study came from a variety of sources including the CSU Book of Trends, data supplied by Institutional Research, enrollment figures from CampusNet, data from student files of majors kept by our department, a “snap shot” survey of all the students enrolled in MLA courses at all levels during Fall semester 2007, and alumni surveys of Spanish and French majors from 2001-2007.

Because of the range of specializations we represent, the purposes, goals and objectives of the DMLA cannot be adequately discussed in terms of our major and minor programs. Rather, one must also note our involvement in interdisciplinary and certificate programs, our contribution to the CLASS language requirement, the University language entrance requirement and University General Education requirements, as well as our role in forwarding the University’s global and urban missions.

Undergraduate Programs: The Dept. of Modern Languages offers undergraduate majors and minors in French and Spanish and a minor in German (the major is currently suspended due to low enrollment). Our department provides the base for the interdisciplinary Classical and Medieval Studies program (CLAM), and contributes to the new interdisciplinary minor in Middle Eastern Studies. Our major programs also provide professional training for students seeking k-12 teaching licensure in a foreign language. These students are required to major in a language, and complete a minor in Education which includes student teaching and a foreign language methodology course taught by a member of our department with a split appointment in Teacher Education. In addition to our majors and minors, we offer basic language instruction in Italian, Arabic, Chinese, Japanese, and Latin. We occasionally offer courses in lesser-taught languages, and in the past these have included Ancient Greek, Old Norse, and Egyptian or Maya Hieroglyphics, among others. Our programs also support students in related fields such as Education, Music, Women’s Studies, Black Studies, Art History, History, Anthropology, Linguistics, International Business, International Relations, and Latin American Studies.

Service Courses: Our elementary and intermediate-level language courses fulfill the state mandated language entrance requirement, as well as the language requirement for students enrolled in the College of Liberal Arts and Social Sciences. Our faculty also teach courses in English in the areas of western and non-western

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cultures, film, literature and linguistics, many of which satisfy the University general education requirements. Our service contribution to the College and University is considerable with 84% of our total SCH production generated by lower-division service courses. Over the past five years, an average of 26.8% of our courses have been scheduled in non-traditional time blocks (evenings and weekends) to meet the needs of working students and those with families. (See Appendix A for a list of service courses and GenEd statistics).

**Graduate Programs:** The DMLA offers an M.A. degree in Spanish, and, with the College of Education, an M.Ed. degree with a foreign language specialization. Our graduate courses are cross-listed with senior-level undergraduate courses, thus serving a dual purpose, with more rigorous standards for graduate students spelled out on our syllabi.

**Undergraduate goals and objectives:** By using current teaching methodologies and materials, our major and minor programs strive to produce students with an appropriate range of proficiency levels in speaking, listening, reading, writing and culture as defined by the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). Advanced students in these programs also develop familiarity with important political, social and artistic movements that have shaped the relevant cultures and learn to appreciate the impact these cultures have had on our own. At the upper-level, our programs teach analytical and communication skills necessary for critical thinking and foster habits of inquiry that contribute to life-long learning. We are developing a capstone research project that will be required of all majors. This project may be tied to a field study course done in conjunction with study abroad, since the DMLA has set a goal of increasing the number of students who study abroad. Currently, 54% of our undergraduate majors study abroad. Study abroad is a program requirement for our Spanish M.A. We provide our students with opportunities to experience foreign culture through the exchange and study abroad programs we develop and maintain. In addition to foreign field study, service learning and internship opportunities are available within the community, and we also offer a variety of extra-curricular activities to help students appreciate the relevance of foreign cultures in our everyday lives/outside of the classroom setting.

**Career Preparation:** The linguistic and cultural competence of our majors helps prepare them for careers as teachers, or for graduate study in their fields. These major and minor programs also provide the tools to adapt to a work environment in which proficiency in French, German, Arabic or Spanish is required, and provide cultural proficiency which opens doors to many fields such as business, social work, and international relationships. With the recent inclusion of Chinese and Japanese in the Asian Studies minor (as an elective), and new incentives by the state to expand critical languages such as Spanish, Arabic and Chinese (see below), we expect to put an Arabic minor in place this spring, and eventually add Chinese to our minor offerings. Both these languages will be included in the new World Languages Major we are planning. The new major is an applied track of language study that includes proficiency in a minimum of two languages, translation coursework, and an internship. DMLA already offers specialized courses for professionals (business French and Spanish, Spanish for health care professionals), and we also address the needs of heritage speakers in Spanish and Arabic.

**Graduate Program Goals:** The M.A. in Spanish meets the needs of students seeking to enter Ph.D. programs, as well as providing personal and professional enrichment. Graduate students receive training in research methods and are mentored by faculty who oversee and promote their research projects.

**Student, Community and Societal Needs:** The Ohio Department of Education (ODE) has identified foreign languages, along with math and science, as a critical teaching need. With national sponsorship, Ohio has also produced a “Language Roadmap for the 21st Century” that focuses on training a workforce with the foreign language/cultural competency skills needed to compete globally. The DMLA is responsive to both these needs. Our licensure program in French and Spanish provides many of our local schools with certified

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2 See the report posted at [http://chineseflagship.osu.edu/ohiolanguagesummit/research.html](http://chineseflagship.osu.edu/ohiolanguagesummit/research.html)
foreign language teachers, some of whom return to CSU to earn an M.Ed. or an M.A. in Spanish. (see placement data in Appendices B and C). Our graduate program in Spanish serves the needs of regional Spanish teachers who must meet continuing education requirements including earning an M.A. in their first eight years of teaching. To meet the needs of working teachers, we offer our M.A. program entirely in the evening and on weekends. In the summer, we offer additional classes geared specifically toward language teachers (AP workshops, courses on teaching and assessing the standards, for example), and our summer study abroad programs draw local teachers. We also offer faculty development opportunities for local teachers, some of them grant funded. These have included Fulbright grants to study abroad, summer teacher seminars funded by the Ohio Humanities Councils (on teaching Mayan Culture, for example), and teacher forums for 9-12 educators directed by MLA faculty members as part of the Cultural Crossings Lecture Series Activities.

The new Middle Eastern Studies minor was developed with the help of a Federal Title VI A grant in response to a national need that also corresponds to a community interest. Last year we offered Spanish for Education Professionals on-site at Buhrer Elementary Bilingual School, funded by a FLAP grant. We have plans to offer two more Spanish classes on-site at this school as they develop their bilingual program. This past year DMLA participated in the CORE program, an ODE initiative to train Arabic, Spanish and Chinese teachers. The graduates of this successful program were nearly all placed in teaching jobs in the community. CORE is an intensive education certification program that targets students who already have a B.A. and prepares them to earn a teaching licensure in only ten months. This year we will help train twenty more Chinese teachers, with another twenty scheduled to be trained with a CORE grant during 2008-2009. During summer 2007, our department was one of three institutions chosen to host the Chinese Academy, an initiative funded by the Ohio Board of Regents to encourage high school students to begin their study of Chinese. The summer immersion program is being followed by a completion course offered on three weekends in Fall 2007, with Chinese Academy students expected to enroll in an evening session of Chinese in spring 2008. A member of our department is also a co-PI (along with two faculty from Teacher Education) of a 5-year $1.5 million grant from the U.S. Department of Education to recruit and prepare bilingual teachers.

Interdisciplinary majors, minors, certificate programs and other cross-listed courses: The DMLA collaborates with other departments whose programs require intermediate proficiency (four semesters) in a foreign language such as International Relations, International Business, and Art History. We collaborated with the Business School on a Title VI B. grant to internationalize their curriculum; it paid our faculty to attend a seminar on foreign languages in the Business curriculum. The language requirements of these programs are a more rigorous interpretation of the CLASS language requirement which stipulates completion of either three years of foreign language classes in high school, or four semesters at the university, which may include two semesters of two different languages. We also developed a 1-credit course on cross-cultural proficiency for the new M.A. program in Global Interactions.

In addition to language classes, the broad interdisciplinary interests and specializations of our faculty allows us to offer courses that count toward the Linguistics major and minor, Women Studies major and minor, and minors in Black Studies, Asian Studies and Middle Eastern Studies, in addition to a number of certificate programs such as Latin American Studies. We would like to see more of our content courses included in programs such as International Business and International Relations.

Our world literature courses taught in translation are cross-listed with English or taught by our faculty under a ENG rubric only such as “Classical Literature in Translation.” We have begun discussions with English about adding a “World Literature in Translation” track to their English major that could lead to an interdisciplinary minor. We are also interested in exploring new interdisciplinary models such film studies, learning communities, and team teaching. One faculty member currently team teaches ARB/HIS/PSC Introduction to the Middle East, and in the past we have offered a team-taught version of ENF 210/ENG 204 Non-Western World Literature. Since we cap our language skills classes at 25 for pedagogical reasons, our
department would like to offset the lower student credit hour production that results by regular offerings of larger GenEd courses. To accomplish this we would need to work with advising as well as the new GenEd requirements.

II. Curriculum and Program Quality

Major Features of the Curriculum: Lower division. The Department of Modern Languages offers a traditional sequence of language acquisition courses with goals for each level based on the standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). These beginning and intermediate-level courses focus on the four skills (speaking, writing, reading and listening) but also incorporate information on the target culture(s) including literature and film. Courses in the first and second year language sequence are considered “service” courses since they can be applied to the foreign language entrance requirement, the CLASS language requirement, and certain program requirements such as Art History, Music, Linguistics, International Business and International Relations. Our second language acquisition specialist coordinates the first and second-year Spanish programs, and also trains and oversees the graduate teaching assistants and part-time instructors in Spanish to assure quality and continuity.

Currently, we offer the first-year sequence in Arabic, French, German, Italian, Japanese, Latin, Spanish and Chinese, with intermediate-level courses (200-level) in Arabic, French, Latin, Italian, German and Spanish. Beginning Spanish and Arabic sequences are available in the evening along with at least one other language, usually Chinese or Japanese, and summer sessions usually include beginning Spanish and Arabic. Beginning Latin is offered as a regular class, but students may also take Latin Flex, a format that allows them to work independently, with short weekly meetings with the instructor.

There are variations among our second-year sequences, but the emphasis is on the continued building of language skills as we incorporate more content. Spanish 201, for example, emphasizes culture, whereas Spanish 202 emphasizes literature. French 201 focuses on grammar review and writing and is the prerequisite for other 200-level topics courses such as “French in the Media” which may be piggy-backed with the 300-level. This allows us to accommodate low enrollment at the intermediate level and offer more electives to upper-level French students. Readings, film, internet activities, music, etc. are all included in the second-year program which aims at developing intermediate-level proficiency.

Students who have studied a language in high school must take a placement test (available in French and Spanish) or consult with a faculty member to assure proper placement. CLEP tests and AP credit are available and we also offer the option of “retro-credits” for students who begin their language study at the 102 level or above. Students must earn a minimum grade of “C” in order to continue to the next course in a language sequence. Free tutoring is available through the department (in Spanish and Arabic) or at the Tutoring center.

A lab component is required of all beginning modern languages, and oral testing is done on a regular basis along with written tests that assess the various skills. All of our full-time faculty have received some form of training with ACTFL Oral and Written proficiency standards, and several of us are pursuing certification. The standards inform our teaching, and are part of our outcome assessments for the major which include an oral proficiency interview as part of the exit requirements.

Courses in English: Under the ENF or MLA rubric, our department offers linguistics, culture and literature courses taught in English. Some of these are cross-listed for major or minor credit which requires that the student read works in the original and also write papers and exams in the original foreign language. This model is used in Arabic, and occasionally in French, to provide more upper-level electives for programs with a relatively small number of advanced students.
Rewarding Teaching: Effective teaching is highly valued in our department and actively encouraged. Faculty regularly participate in faculty development activities that relate specifically to language teaching, and we make discussions of pedagogy a regular part of our monthly faculty meetings. Many of our faculty are active in regional and national organizations for FL teachers, and regularly make conference presentations, lead workshops and write articles on the scholarship of pedagogy. (See Faculty CVs in Appendix D for examples). The “Faculty” section of this report makes clear that much of the grant activity of our faculty is geared toward curricular development and teaching, and a number of faculty have received merit awards in recognition of excellence in teaching. (See Appendix E for a list of grants awarded to members of our department since 2001).

Upper division and graduate. We offer upper-division courses to serve our majors and minors in French and Spanish, the interdisciplinary majors of Classical and Medieval Studies and Linguistics, and minors in German, and Middle Eastern Studies. The major programs correspond to the requirements of the Ohio Department of Education for teaching licensure which requires advanced language courses in addition to literature, civilization and linguistics. The majors in Spanish and French are logical and coherent programs of study that move from the intermediate level to advanced-level skills courses in conversation, composition and stylistics. Our major programs in French and Spanish provide a broad foundation in literature and civilization through required survey courses with additional courses in linguistics and special topic electives that are organized around a theme, genre, historical period or geographic region to offer more depth. The Spanish major features Peninsular and Latin America tracks, while the French major includes a Francophone survey. We offer an honors track to students in the University Honors Program, and are currently developing a senior capstone course. Students must earn a “C” in a course to have it count toward their major.

We encourage our majors to participate in study abroad programs, including the summer programs we direct. These programs require students to complete a field study course and project. We are developing more options with alternating programs in Spain and Costa Rica in addition to our annual summer program in Mexico and bi-annual program in France. Additionally, we offer some opportunities for internships, practicums, and service learning, all of which we are working to increase as we prepare to offer an applied track of language study that will form the new World Languages Major we are developing.

National Trends: This new applied emphasis corresponds to a trend in the discipline as foreign language curricula depart from narrow models traditionally focused on literature which basically separated the language teachers from the literature faculty. A recent MLA report called “Foreign Languages and Higher Education: New Structures for a Changed World” advocates replacing that model with “a broader and more coherent curriculum in which language, culture and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses” The MLA report suggests that this reconfiguration will “reinvigorate language departments as valuable academic units central to the humanities and to the missions of institutions of higher learning. (3). The Modern Languages faculty has long supported a broader curriculum that integrates the teaching of language, linguistics, literature and culture, and often crosses disciplinary boundaries by including media studies, performance studies, film studies, gender studies, culture studies and various critical approaches. Our challenge is to create alliances with other departments at CSU so that our courses become more central to the university as a whole.

M.A. Program in Spanish. We also offer an M.A. program in Spanish with all of our masters-level courses piggy-backed with 400-level Spanish courses. In addition, we offer master’s levels courses in French and Spanish that count toward the M.Ed. degree. To accommodate our Spanish graduate students, most of whom are teachers working in the Cleveland area, we offer our entire MA program in the evening and on weekends, with additional summer courses geared toward teachers. This is in addition to our study abroad options which we recently broadened. A research methods course is required of all M.A. students who must also complete a three-course distribution (one course each in literature, language and culture) in addition to a 16-credit concentration in linguistics, culture or literature. Study abroad is required of all Spanish M.A. students
although students with appropriate foreign experience and achievement at the “advanced” level on the ACTFL oral proficiency test may petition to be exempted from this requirement. Exit requirements for the M.A. include a written exam (for which 8 credits of extra coursework may be substituted) and a mandatory oral exam based on the coursework of the individual being tested. Students must also work with a faculty member to develop a term paper into a polished exit paper which is also part of the oral exam.

General Education Requirements: Most of our upper-level courses are designated as WAC courses, and many of them meet GenEd requirements for the Humanities, Western Culture and Civilization or Non-Western Culture and Civilization, although this will no longer be the case under the new general education requirements. Many of our faculty have interdisciplinary interests and training and teach courses that are part of interdisciplinary programs such as Women’s Studies, Black Studies, Middle Eastern Studies, Classical and Medieval Studies and Linguistics. However, our contribution to these programs has been scaled back in recent years due to short staffing which limits the number of courses we can teach in English. This also applies to GenEd. The result is that most of our GenEd courses are taught in the target language in order to meet the demands of our major and minor programs. Our faculty would like to offer more courses in English, and experiment with offering special discussion sections in the target language to meet the needs of our majors. This would not only allow us to fill upper-level courses such as Arabic where there are few student qualified to take it in the target language, but also enable us to offer a new interdisciplinary minor in World Literature in Translation with the English department.

Our faculty is also actively involved in advising student clubs and organizing extra-curricular activities that reinforce the contribution that foreign language study can make to informing and enriching our students’ lives. See section on faculty below for more information on these activities.

III. Faculty

Who are we? The DMLA is made up of thirteen full-time faculty members including two Professors, five Associate Professors, four Assistant Professors and two term, non-tenure track instructors. Our language acquisition specialist shares an appointment with Education, and our comparative literature specialists frequently teach courses that include more than one language (i.e. European Romanticism, Non-western World Literature), and that are cross-listed with English. Appendix F shows the current faculty break-down by language or discipline. We receive support for five graduate teaching assistants in Spanish and also employ a number of part-time instructors who teach Spanish, French, Japanese, Latin, Chinese, and Arabic. During Fall semester 2007 our faculty roster included nine part-time instructors. Our department currently hosts two Fulbright Teaching Fellows who teach beginning Arabic. Two of our graduate teaching assistants are from our partner institution in Mexico, Universidad Internacional In Cuernavaca, and are supported by internationalization initiatives sponsored by CISP and CLASS. Visiting international scholars also contribute to our courses on a regular basis. For example, next semester a visiting scholar from India will offer a course for us on Indian culture, and this semester a visiting Fulbright scholar from Egypt is helping with our Introductory course to the Middle East, ARB 274. Several of our faculty teach more than one language, and some offer courses that are cross-listed with other departments such as English, History, Political Science, and Anthropology, or that count toward interdisciplinary programs and certificates.

Programmatic concerns. In recent years, the DMLA has experienced an erosion of full-time faculty due to retirements whose positions were not replaced. This is especially true in German, Spanish and the Classics, although a search is currently underway for a Classicist whose position will be shared with the History Department. A demand for more Spanish teachers in the area impacts our undergraduate and M.A. programs in Spanish. This, coupled with growing enrollments in Spanish at the upper-level, means that our Spanish faculty are stretched especially thin. Upcoming retirements in German and Comparative literature will further hamper our ability to offer a minor in German and teach courses in English outside of our major programs. One result of this erosion is that we are heavily dependent on part-time teachers, especially for first-year
language sequences. This semester, for example, the first year sequence in Spanish, Arabic, Japanese, Latin and Chinese is taught entirely by part-time instructors or teaching assistants. The need for staffing our major programs limits our ability to offer courses in English that contribute to Interdisciplinary programs, the learning communities initiative, the Honors program, and University General Education requirements. Adding a visiting instructor/assistant professor in French and Linguistics (a search is currently underway) would enable our department to contribute regular classes to the Linguistics curriculum, but short staffing is an on-going problem in our department. The World Languages Majors, a curricular initiative under development, will be difficult to put in place without additional faculty who can teach more than one language.

Over the past five years the DMLA has seen five of our senior faculty retire (Martin, Yin, Beatie, Stoll, Labrador). While three of these positions have been replaced, major gaps in expertise have not been filled. The K’ínal Winik cultural center, for example, once a unique feature of our College that drew scholars and served teachers through grant activities, is no longer in operation, and our department no longer has anyone with expertise in Golden Age Spain—a major feature of the Spanish curriculum. The Spanish section is being stretched further since one of its members is now split between Arabic and Spanish, one of the term faculty in Spanish is also teaching Italian, and another of our Spanish faculty is interested in teaching German once our German professor retires.

**Disciplines and Scholarly Interests.** Our full-time faculty are broadly trained and teach a variety of language, literature and culture courses. Specializations include the culture, literature and film of France, Spain the Middle East, Latin America, the Caribbean and the Francophone world, as well as social and applied linguistics. Specific focuses and methodologies relate to second language acquisition, feminist literary theory, border studies, post-colonial studies, Holocaust studies, narratology, women’s studies, film studies, francophone studies, media studies, Caribbean studies, performance studies, gender studies and cultural studies, to name a few. Geographically, our disciplines cover a wide range of areas: Europe, Latin and Central America, the Middle East, and the Far East. Chronologically, we cover ancient, medieval and modern periods. With such a broad array of specializations, our faculty is able to meet the needs of our major and minor programs which include courses in language, linguistics, culture, and literature. We are also well-prepared to contribute to Interdisciplinary programs in the College, although our staffing situation limits our contributions. We are in a good position to develop a minor in Arabic, and an additional faculty member who could teach two languages would enable us to offer the necessary courses for a new major we are developing in World Languages.

**Teaching Load.** Since all of our full-time faculty members are active scholars, the usual teaching load is two courses per semester. Pedagogical concerns necessitate that we cap enrollment in our lower-level language courses at 25. Due in part to attrition and advising/placement errors, our lower division classes average 17 students per class (see data provided by Institution Research in Appendix G). This course size is optimal for teaching languages, and compares well to language programs in the region and elsewhere as well as professional recommendations. Although beginning courses are five credits, to account for the laboratory work assigned to be done outside of scheduled class time, the fifth credit is not counted toward workload assignments. Faculty show their commitment to teaching in a number of ways. For example, many faculty

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3 The Association of Departments of Foreign Languages recommends that “the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.” Source: [http://www.adfl.org/projects/index.htm](http://www.adfl.org/projects/index.htm)
members teach dual level courses with course expectations and assignments adjusted for each level. They also direct independent studies, develop and direct Study Abroad programs, organize and supervise internships and practicums, and develop new courses in response to curricular demand (such as summer workshops for teachers, and non-western world literature). Our faculty serve as mentors to graduate students by facilitating their participation in professional conferences, and are engaged in on-going faculty development activities including Oral proficiency training and the use of multimedia technologies.

**Community Service.** To further serve our students, faculty act as advisors for student clubs (French Club, Club de Español, Muslim Students Organization, Amici d’Italia) and are also involved in a number of faculty-led extra-curricular activities such as the Arabic Salon, our departmental lecture series, Spanish conversation hours, foreign film series and the Cultural Crossing Lecture Series, which members of our department have directed for a number of years. One of our faculty also served as editor of CSU’s Spanish Newsletter, Sancho. Within the community, our faculty are active members of different groups related to their disciplines. For example, one faculty member serves as an advisor to the “Café Bellas Artes,” an organization of the Cleveland Museum of Art, and others maintain contacts and serve as liaisons to the Cleveland International Film Festival, the Council of Hispanic Social Services, the Arab American Community Center for Economic and Social Services, the Islamic Center in Parma, La Mesa Española of Cleveland, La Maison Française de Cleveland, and the Franco-American Chamber of Commerce, among others. Our expertise is often called upon when a local theatre group produces a Molière, play, for example. When the Cleveland Museum of Art mounted its exhibit on “Barcelona and Modernity” this past year, one of our faculty served on the community exhibition committee.

These community connections are important to our program for several reasons. First, we want our students to be engaged in activities outside of the classroom that reinforce the relevance of studying foreign languages and cultures. For many of our classes, students can earn extra credit by participating in extra curricular activities related to their language study. Secondly, these connections also enable us to be responsive to the needs of the community from which we draw our students. Our programs are an important resource for local teachers, for example, and we also try to meet the needs of heritage speakers by offering specialized courses for them. Another link between MLA programs and the community is service learning courses. We have previously involved the local Hispanic community in service learning courses, and plans are underway to create a service learning course tied to the Arabic community.

**University Service.** The relatively small size of our department means that all faculty members are called upon to serve on departmental committees. Even junior faculty members find themselves on search committees and directing study abroad programs. At the College and University level, members of our department serve on a number of different committees. The Cultural Crossings Lecture Series, for example, an activity of the Humanities Consortium, includes five members of our department, among them the past and current director of the series and bi-annual symposium. MLA faculty regularly serve on search committees for the College and University (recent examples include the CLASS Dean and Study Abroad Director for CISP), participate on Task Forces (recent examples include Plagiarism and Global Learning Project) and serve on standing committees in CLASS (recent examples include the PRC, Curriculum and Instruction Committee, and Admissions and Standards). At the University level, some of our faculty are involved in Faculty senate and the AAUP, and participate in the Mentoring Program, and two serve on the Student Life committee.

**Scholarship.** Members of the MLA faculty are also active and productive scholars as illustrated in Appendix H. Although junior faculty make up almost half of the department, the publication record of our current faculty is quite substantial, and includes publication in some of the top refereed journals in our fields. Since 2001, DMLA faculty members have published 72 book chapters and articles in refereed journals and edited or authored three books. In addition. DMLA faculty members have given 185 papers or lectures at professional conferences and institutions including Princeton University, Oberlin College, and the Wagner Society. They
are active in professional organizations where their activities include editing a state-wide newsletter, contributing to national a newsletter, serving on editorial boards for scholarly journals, reviewing books for major presses, working on state-wide standards for the board of education, and working as graders for the Educational Testing Services Advanced Placement tests in Spanish. We define scholarship quite broadly in our department to include translations, the development of teaching materials, and scholarship on the teaching of languages. The wide range of our activities is clear from the variety of journals in which we publish (see faculty CVs). Many of our faculty members are well-known and well respected in their fields, and our junior faculty, some of which work in innovative fields of study, show great promise as scholars. This range and level of scholarly activity is appropriate for a department such as ours and compares well with similar institutions.

Grants and Awards. Faculty from the Department of Modern Languages have been involved in or have been the recipients of a number of large and prestigious grants. Since 2001, members of our department have applied for over 30 grants. Those funded include almost $1.5 million from the U.S. Department of Education for bi-lingual education (with two faculty from the Education College), collaboration with the College of Business on a Title VI-B grant for International Business, co-writing and collaborating on a Title VI-A Federal Grant for the Development of a Middle Eastern Studies Program ($147,000), and a $375,000 National Science Foundation Grant (with two researchers from other institutions). One faculty member, now retired, received one of the largest NEH grant ever awarded ($450,000, shared with a professor from another institution). Others were awarded Fulbright Study Abroad grants, which benefited over 40 are teachers, two Humanities Council Teacher Institute Awards ($25,000), one Fulbright Fellowship, and a Jennings Foundation grant ($5,500 to fund a teacher workshop), in addition to summer stipends to participate in NEH seminars, and a number of internal grants to fund teaching enhancement activities, research and travel. A complete list of funded grants can be found in Appendix E. Note that many of these grants are teaching related.

IV. Students

Advising: The DMLA is working with the new CLASS advising office to identify and advise students about meeting the University and College language requirements. We have produced an informative brochure, “Everything You Always Wanted to Know About Foreign Languages at CSU,” and our web site also contains useful information on the FL requirement. Computerized placement tests in French and Spanish help us to advise students, and we also field inquiries about the FL requirement and placement in person and over the phone. This includes a large number of students with proficiency in a FL who request a waiver of the requirement (averages 60 per semester). We have also worked with International Business and International Relations faculty to define appropriate language requirements specific to their programs, and have organized joint forums with business to advise IB majors about study abroad and career opportunities.

For majors, brochures and check sheets are available outside the departmental office that outline the major requirements. There is also a detailed handbook for Spanish majors and a graduate handbook (in need of updating) for M.A. students in Spanish. (See list in Appendix R). French majors are advised by our two French faculty members, and Spanish undergraduates are advised by an undergraduate advisor. Majors pursuing teaching licensure are advised by our Second Language Acquisition specialist who has a split appointment with the College of Education. The Spanish section also meets with majors and graduate students as a group each fall to advise them about program requirements, study abroad opportunities, and scheduled courses. Graduate students are assigned an advisor, and also work closely with a faculty mentor to produce an exit paper which is a more polished and expanded version of a term paper. Mentors also encourage M.A. students to submit papers to academic conference, with excellent results. 17 graduate students have presented papers at conferences since 2001, and several students are working on co-authored articles with their mentors for publication.
Who are our students? According to our department records, 59 students graduated with an undergraduate degree in either Spanish or French between 2000 and 2007. Of these, 48 majored in Spanish and 11 majored in French. Female students dominated this group (73%). Almost half of this group (49%) completed their degrees in less than four years. This is either because they transferred to CSU, or they began their program with a high degree of FL proficiency because they were native or heritage speakers, or had taken more than 3 years of their major language in high school. 40% of these majors earned a k-12 teaching licensure in French or Spanish either as undergraduates, or returned as post-bac students in Teacher Education. Most of them were hired to teach in local school districts. Our department is the major producer of foreign language teachers in the Greater Cleveland Area. Of these 59 students, 29% enrolled in M.A. programs, and a number of our M.A. students in Spanish have been admitted to Ph.D. programs.

Slightly over half of our majors from 2001-2007 (54%) participated in one of our study abroad programs, during which they completed a field study courses and project. 46 graduate students participated in the department-led study abroad programs between 2001-2007, a program requirement. We encourage students to study abroad, but also have organized internships, service learning and practicums for students to use their language skills outside of the classroom, and we plan to expand these opportunities. Last year, for example, three students completed internships at the International Services Center where they served as interpreters and translations, and over the past three years we have had four of our French students work as English assistants in French schools as part of a government assistantship program. An average of 2-3 students earn “practicum” credit each semester by working as language tutors. As part of our service learning course, “Hispanic Resources of Cleveland,” 26 students were placed in Hispanic community organizations such as Esperanza. This is in addition to extra-curricular activities such as museum visits, foreign films, concerts, lectures, theatre outings, organized by our faculty or the student clubs they advise.

Current Students: In Fall 2007 the DMLA conducted a “snap shot” survey of students enrolled in MLA courses at all levels in order to identify who was taking our courses and why (See Appendix I). We also wanted to quantify the international orientation of these students by asking them about their plans to study abroad, to pursue careers where skills in foreign languages and cultures would be useful, and their personal contact with people who speak a language other than English and/or come from a foreign culture. The results, which are summarized in Appendix J, indicate that only 21% of our current students are enrolled in MLA courses to fulfill the College FL requirement. 57% indicated “personal enrichment” as their reason for taking a foreign language class. Our current students also have a strong international orientation. One third indicated their intention to study abroad, and well over half (64%) plan to pursue a career where they would need skills in foreign languages and cultures. (Additional student statistics can be found in Appendix K).

Student satisfaction: There are several measures of student satisfaction that indicate students are generally quite satisfied with the quality of our programs. First, results of the student evaluations show that our instructors are rated well above the college average on question #18: Overall evaluation of instructor. For our service learning courses, evaluations from 2003-2007 show an average score of 4.57 compared to the College average of 4.2. For upper level courses, the instructor average for item #18 is 4.57; again this is well above the College average of 4.2. (See Appendix L). Another measure of satisfaction is the return rate. More than one-third of the 49 students who earned a B.A. in Spanish between 2001 and 2007 returned to CSU to earn an M.A. (10 out of 49) or teaching licensure (8 out of 49). We also survey our graduating Spanish majors as part of our assessment. Of the 16 surveys returned between 2001 and 2007, 94% of students indicated they were either “very satisfied” or “moderately satisfied” with how well the Spanish major prepared them. (See B.A. Alumni Survey Appendix M.)

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4 The data on French and Spanish majors referred to above does not include Post-Bac students many of whom enroll in major-level courses as they complete the requirements for FL teaching licensure. Note that our department records show more majors than the data compiled by IR.
V. Assessment:

The Spanish and French sections have developed student outcome assessment plans which we use to modify the major programs. **Appendix N** contains our assessment reports from the past two years, and this process is on-going. Both sections use ACTFL proficiency standards to set proficiency goals. Five of our faculty recently completed workshops on Oral proficiency interviews, an assessment tool that we will now incorporate into our assessment process. The capstone course currently being developed will provide another assessment measure for our majors. We currently rely on a combination of writing samples, oral and written exams, exit interviews and portfolios to access whether students have met the goals we have set.

VI. Resource Support

**Technology:** The DMLA is a heavy user of technology which is integrated in to our teaching across the full curriculum. We have updated computers in our offices which we use for our research and class preparation and are regular users of email and the internet for research purposes and professional communication. Most of our language textbooks are supported with web-based materials that may be assigned or used for optional practice. Audio materials may be accessed through electronic reserve which is one of the many support services provided by Instructional media Services (IMS). IMS supports instruction in Modern Languages in their media lab which is located on the third floor of the University Library (Rhodes Tower 301). The IMS lab is equipped with ten (10) Mac computers, and ten (10) personal computers that students may use for language instruction purposes. These computers have current operating systems, DVD players, and access to the computer network, including internet access. Language students are usually assigned to work in the lab outside of scheduled class time, and also have the option of copying materials to use at home, or accessing audio files through electronic reserve (see below).

The IMS lab has a dedicated listening room that includes a console system equipped for classes of up to twelve (12) students. Unfortunately, this space is too small to accommodate most language classes. There is also a viewing room that seats up to 25 students for viewing DVDs or VHS cassettes as a class, as well as individual viewing rooms and a practice room for multimedia presentations. In addition to the IMS lab, the Department of Modern Languages has two classrooms dedicated to language instruction (MC 212 and MC 222) which are equipped with smartboards, DVD and VHS players and television screens, and a networked computer that may be connected to the internet. We have plans to add document cameras to these rooms if our funding request is approved. These two classrooms seat up to 32 students. The Dept. of Modern Languages also has a smaller seminar room (RT 1616) that seats up to 20 students with similar equipment. All three of these rooms are used almost constantly, mainly for Spanish classes with graduate courses meeting in our seminar room. The demand for multimedia equipped classrooms is increasing as our faculty make multimedia a regular part of their teaching methodologies and also require students to make powerpoint presentations in class. Faculty who teach in classrooms other than the three mentioned above are required to check out equipment and move it to their classes. Our teaching would be better supported if CSU would make fully equipped multimedia classrooms available to all faculty.

**Library:** DMLA faculty rely heavily on OhioLink and Interlibrary loan for materials not available in the CSU collection for their scholarly research and course preparation. Electronic resources are also helping to make up for the recent cuts in foreign language periodicals and serials. We recommend adding more print, and multimedia materials to the collection in Arabic and Chinese in anticipation of growth in these two language groups. Library materials in our subject areas are listed in **Appendix O**.

**Other support—Facilities, Travel, Staff, etc:** As indicated in the Technology section above, our faculty need access to better equipped classrooms as we increase our use of multimedia for teaching. Office computers, copying facilities and telephone service are adequate for faculty needs. Since our last self-study, support for faculty travel has increased, but for faculty who need to travel abroad to conduct research and participate in
international conferences, the support is still inadequate. Faculty in our department are allotted $1,175.00
(combination of CLASS and department funds) for faculty development. This is enough to pay for travel to
one conference in the U.S. Special travel funds for international research and travel should be made available
as part of the University’s support for internationalization.

There is a real need for more office support staff. Since 1991, our office staff has been reduced to one full-
time classified Administrative Assistant and 2-3 student workers. The Faculty to staff FTE ration is 17.56 to
one. All departments of similar size at CSU have more office staff than DMLA. While this is already a high
ratio, the increasing complexity of our department has overburdened our Administrative Assistant, and forced
us to rely too heavily on student help which cannot be utilized for much of our sensitive work. In particular,
our increase in part-time and foreign workers, (TAs and FLTAs) as well as increased grant activities have
meant additional work (especially budgets, contracts, personnel paperwork) for our Administrative Assistant
to accomplish, while her regular duties have not decreased. At a minimum, a part-time secretary should be
added to the DMLA staff.

VI. Statistical Trends Analysis:

National Enrollment trends: National trends in language enrollments indicate that after a period of decline in
the 90s, enrollment in foreign languages is increasing for all languages. (See the date complied by the MLA
in Appendix P which shows national enrollments up to 2002.) A new report from the MLA is due out this
fall, and continued growth is expected, especially due to the impact of 9/11, which revealed how unprepared
our nation was when it came to foreign language and culture skills. The MLA survey indicates that the
demand for Spanish courses dominates and accounts for more than half of overall FL enrollment. The largest
increase is in Sign Language (432% increase between 1998 and 2002), with a 92% increase in Arabic. Italian,
Chinese, and Japanese have also grown by more than 20%, with slight increases in French and German.
Nationally, Arabic is expected to continue its rapid growth, and Chinese is also expected to increase.

DMLA Enrollment trends: Language enrollment patterns at CSU match the breakdown indicated on the last
MLA survey with respect to Spanish which dominates and makes up more than half of our student enrollment
in FL at CSU. Our enrollment patterns for our French and Arabic classes, however, do not correspond.
French has been uneven with no real growth, and our total enrollment in Arabic now equals that of French
(although French has more advanced speakers). We are ahead of the national trend with respect to Arabic.
In general, foreign language enrollment at CSU has not kept pace with the national trend. This may be due to
a decrease in overall enrollment at the University, or the impact of splitting the College of Arts and Sciences
since the new College of Science has eliminated the Foreign Language requirement for students in their
College. Our lack of growth may also reflect the lack of resources committed by the University to this
department and to the promotion of language study in general. The University needs to make
internationalization more of a priority by increasing its support for study and research abroad, for example,
and by replacing faculty who retire in our department. Advising also plays a role here as does advertising and
support from other units. International Business majors, for example, should be able to participate in our
study abroad programs and have it count toward the “experiential” component of their degree.

Total SCH production of the DMLA over the past three years (AY 2004-05, AY 2005-06, AY 2006-2007)
has remained almost flat, showing little growth. The figures supplied by IR, however, reveal a 70% increase
in upper-division SCH production. The chart found in Appendix Q, which breaks down enrollment by
language and level (taken from CampusNet enrollment figures), shows an increase in students enrolled in
upper-division Spanish classes, which corresponds with a doubling of Spanish majors from 21 in AY 2004-
2005 to 46 in 2006-2007. French majors also doubled from 6 in AY 2004-05 to 12 in AY 2006-07, although
the number of upper-division French students recently dropped from a high in 05-06. Institutional research
figures further indicate an increase in double majors from 3 in AY 04-05 to 12 in AY 06-07. The chart also
shows that growth in lower division languages such as Italian and Arabic is uneven, and is off-set by
decreased enrollment in other languages such as Latin and German. German, for example, plunged from a high of 88 students in AY 05-06 to only 48 students in AY 06-07, while Latin dropped from a high of 94 students in AY 04-05 to only 55 in AY 06-07. Arabic enrollment, which nearly tripled between the first and second years of the new Middle Eastern Studies minor, did not grow overall last year, although more students did enroll in upper-level Arabic classes. Our Chinese enrollment, which is expected to grow rapidly in the coming years, shows a decrease during the past three years, as does Japanese. Our Spanish M.A. program has grown very slightly over the past three years with an increase from 11 to 13 students, although the SCH production decreased last year. The need for Spanish speakers and Spanish teachers in particular, identified in the recent Ohio language summit, presents an opportunity for growth in our both our undergraduate Spanish program and our Spanish M.A. program. That same report identified Arabic and Chinese as critical languages with the potential to attract new students.

**Staffing:** There is a clear correlation between SCH production and staffing in DMLA. Our peak year, AY 05-06, which produced 7,039 SCH was also a year when DMLA had 11 tenure or tenure-track faculty members, 4 term or visiting faculty (one of which we shared with Anthropology), 5 TAs, two Fulbright Teaching Fellows, and 7 part-time instructors. Our reliance on part-time instructors has increased over the past three years, with Japanese, Latin, and Chinese being completely taught by part-time instructors. More than half of the total SCH produced by DMLA are generated by part-time faculty.

**Productivity:** The Delaware Study Benchmarks indicate that DMLA has fewer than half the FTE of peer institutions, yet we produce 15% more SCH and have a of FTE students to FTE faculty that is 19% higher than peer institutions. This indicates our department is quite productive compared to peer institutions.

**Summary**

The Department of Modern Languages views this self-study as an important first step as we begin a dialogue about the contribution our department does and can make to Cleveland State University. We have remained a vital and productive department in the face of shrinking full-time faculty, and have been responsive to the needs of our students and the community as shifts in demand for certain languages impact our programs. Our record and qualifications suggest that we are a diverse and flexible department that can make an even stronger contribution to the university’s international mission and liberal arts vision. With the new GenEd requirements being phased in, university initiatives to create learning communities, and new support for interdisciplinary programs and internationalization by CLASS, this is an opportune time for us to discuss future directions for our department. While keeping our language programs strong, we are prepared to work beyond the confines of our major and minor programs to make our international expertise more relevant to the University as a whole if we receive the institutional support to do so.