

2020-2021 Annual Report

Department of World Languages and Cultures (WLC)
Sophie Adamson, Chair

Department Mission Statement

“In support of Elon University's commitment to diversity and global engagement, and the preparation of responsible global citizens, the Department of World Languages and Cultures provides students with the indispensable cultural and linguistic tools that permit them to understand and evaluate complex ideas from intercultural perspectives.”

Language & interdisciplinary programs

Our department is made up of twenty-one full-time colleagues in eight language programs: Arabic (1), Chinese (1), French (4), German (2), Hebrew (0), Italian (2), Latin (1), and Spanish (10). We also rely on approximately 8-10 part-time colleagues every semester. We currently offer majors in French and Spanish, and a new Classical Studies major will be offered in 2021-2022. Additionally, we offer language minors in French and Spanish, and our language courses count towards a variety of [interdisciplinary minor programs](#): Asian Studies, Classical Studies, German Studies, Italian Studies, Jewish Studies, Latin American Studies, and Mideast Studies. A variety of our courses also count towards academic programs that include Global and International Studies, Women's Gender and Sexualities Studies, Poverty Studies, and Peace & Conflict Studies. Our courses attract students from a variety of disciplines, with the most typical double major combinations being Global and International Studies, International Business, Communications, Public Health Studies, Human Service Studies, Education, Political Science, and Art History. Students may also create independent majors, as we have seen in Classical Studies, German Studies (in progress) and Italian Studies (in progress). Through our engaging curriculum, with its emphasis on language proficiency, intercultural competency, critical thinking, and study abroad, we aim to prepare students for global civic engagement. Above all, we are committed to engaging minds and inspiring responsible citizens for the global good.

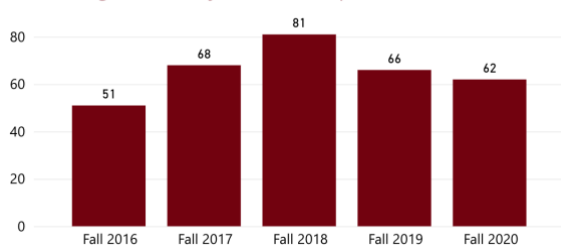
Department chair's overview

This is a unique EOY report due to our 2020-2021 academic year of pandemic pedagogy. Faculty taught online and/or wore in masks in person for hybrid courses, and the department's successes were in large part due to our extraordinarily dedicated colleagues and our shared investment in student learning. Across our eight languages, WLC colleagues collaborated on objectives related to language acquisition, intercultural competency, and student writing. We participated in virtual department meetings/retreats, workshops (organized by WLC, CATL, and TLT), and reading/writing groups about best practices in online teaching & learning of L2 pedagogy. Committed to our mission statement, WLC faculty members designed and offered a wide variety of new and revised courses in 2020-2021 that explicitly addressed WLC and Elon objectives. Examples included (but are not limited to) *Germany in the Media*, *Italian Cuisine and Literature*, *Falafel Nation* (Hebrew), *Texts and Social Change* (Spanish), *Race & Ethnicity in the Ancient Mediterranean World* (Classics), *Business Chinese*, *French Cultural Shifts through Music*, *Culture of Food* (Honors), *Private and Public Space of Hospitality* (COR in Florence, Italy), and *Fútbol: Passion, Politics, and Culture in the U.S. and Spain* (projected to be taught in Spain in WT 2022). Although teaching was top priority, colleagues engaged in research and virtual conferences, when possible, and they continued to engage in service activities to support the university. Examples included committee membership and leadership roles in the Core Curriculum, Academic Council, CATL, Residence Life, American Studies, Latin American Studies, Peace & Conflict Studies, among many more. We turned our attention to the last portion of our five-year plan, and we discussed and mapped out future priorities for our next 3-year plan.

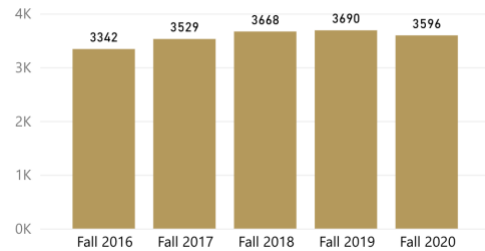
WLC majors & minors

As illustrated below, the overall number of declared WLC **majors and minors** decreased slightly from fall 2019 to fall 2020. We had a -6.06% decrease in majors from 66 to 62, and the number of minors decreased by -2.55% from 3690 in fall 2019 to 3596 in fall 2020. According to external reviewer, Dr. Fernando Rubio, in his spring 2021 report, “although overall enrollments in WLC are generally strong, these are potentially concerning trends that the department should monitor.” Based on his recommendations, we plan to consider solutions that will “build pipelines” designed to achieve three interrelated goals: (1) increasing overall enrollments in the department; (2) increasing the retention of students beyond 1st and 2nd year; and (3) increasing the number of students enrolled in upper division courses and, by extension, the number of potential minors and majors.

Fall Undergraduate Majors in Your Dept



Fall Undergraduate Minors in your Dept



Degrees awarded to WLC majors & minors in interdisciplinary language pgms in spring 2021

In the graduating class of 2021, there were 26 major degrees awarded from our department (up 52% from 17 in 2020) in French (3), and Spanish (23). Minor degrees were awarded to 132 students in interdisciplinary language programs (up 2% from 2020 when there were 129 students): Asian Studies (14), Classical Studies (7), French (8), German Studies (12), Italian Studies (17), Jewish Studies (9), Latin American Studies (11), Middle Eastern Studies (5), Spanish (49). Although I have not included these in our numbers, it is important to share that three WLC colleagues serve as the faculty advisors to interdisciplinary minors that serve and enrich our language programs: American Studies (5), Peace & Conflict Studies (18), and Poverty & Social Justice (24).

Undergraduate Research in 2020-2021

We are committed to supporting the mentoring of undergraduate research, and so I am very pleased to report that nearly one-third of the faculty in our department (28.6%) mentored undergraduate research in 2020-2021, and eight students presented at SURF. Our department had 6 faculty mentor a total of 9 unique Elon undergraduate research students during the academic year for a total of 37 499/498 credits. Our information takes into account participation in 498/499 research credits as well as activities that Elon's UR Program oversees, including SURF, SURE, NCUR, and our various grant funding mechanisms (grants in aid of research, endowed grants, mentor development grants, and SURF Symposium grants). Prof. Olivia Choplin, for example, is working with two students during the Summer Undergraduate Research Experience (SURE 2021), Aniyah Adams and Ivy Montague. Aniyah is examining the transmission of traumatic memory in the works of Haitian-Québécois author Marie-Célie Agnant. Ivy is examining the impact of the Covid-19 pandemic on the arts sector in France via media analysis and interviews with artists and those who work in the arts sector.

Additional information:

- Number of 499 credits mentored by WLC faculty: 34
- Number of unique 499 students mentored by WLC faculty: 8
- Number of WLC faculty who mentored 499 research: 6

- Number of 498 credits mentored by WLC faculty: 3
- Number of unique 498 students mentored by WLC faculty: 1
- Number of WLC faculty who mentored 498: 1
- Number of WLC students who presented at SURF: 8
- Number of WLC students who presented at the National Conference on Undergraduate Research: 0
- Number of students who participated in SURE: 2

Goals & highlights from 2020-2021

I. Raise cross-campus awareness of the vital role of languages & cultures. This has been a multi-year goal in our WLC five-year plan to help students become informed global-minded citizens who are aware of and open to multiple types of diversity. We aim to develop intercultural awareness that equips them for responsible civic engagement and discourse in the twenty-first century. WLC initiatives in 2020-2021 included:

- A photo exhibition in Carlton Commons. Prof. Juan Leal-Ugalde coordinated a photo exhibition of works by the Mayan-Kaqchikel photojournalist Roderico Y. Díaz: “Defending Truth and Memory: The Path Towards Justice in Guatemala.”
- The [Indigenous Resistance in Latin American Initiative](#) focused on different forms of resistance against the threats that have historically affected indigenous languages, identities, and territories. It featured the following three webinars and the photo exhibition in Carlton Commons (mentioned above):
 1. “Siwar Mayu, A river of hummingbirds” by Dr. Juan Sánchez.
 2. “Human Rights after the Colombian Peace Accords,” by Yohana Milena Castaño and Santiago Salinas.
 3. “¡Turpü gelayay konkülenaliyiñ iñchiñ! / Never again without us,” by Antonio Catrileo and Manuel Carrión.
- The [Pandemic, Crisis, and Social Justice Symposium](#) covered some of the most urgent social justice issues related to the ongoing crisis provoked by the coronavirus pandemic. The webinars allowed the Elon community to critically reflect on the consequences of the COVID-19 in different communities in the US and Latin America. The events provided opportunities to discuss and explore different activist initiatives, political responses, and community-based projects that have confronted the adversities provoked by the pandemic. The series consisted of the following four webinars:
 1. “Temporary Migrant Workers and Contemporary Struggles in the Fields of North Carolina” by Leticia Zavala.
 2. “Prison Abolition in Times of Pandemia” by Dr. Alejo Stark.
 3. “Remembering Berta Cáceres and the Struggles of Indigenous People in Honduras” by Emily Rhyne, Meghan Krausch, and Dunia Sanchez.
 4. “Notes from Portland: Mutual Aid in Pandemic and Protest” by Dr. Magalí Rabasa (Lewis & Clark College).
- Prof. Juan Leal-Ugalde organized a virtual special event for his SPN 358 course titled: “Migrations from Central America to the U.S.: On the Temporary Protected Status (TPS).” The event featured guest speakers from the TPS National Alliance, an organization that defends the rights of refugees in the United States.
- For its annual research series, the Latin American Studies (LAS) interdisciplinary program organized a talk by Dr. Matias Beverinotti titled “Border as method in Alex Rivera’s Sleep Dealer: the future of work and the impossible possibility of a post-work society.”

- The 2021 Latin American Studies Documentary Series featured three documentaries on Latinx and Latin American music and politics. Prof. Pablo Celis-Castillo also recorded an episode of “Elon in español” for the Office of Admissions where he discussed in Spanish the academic atmosphere at the University alongside Mackenzie Martinez. The recording is available [here](#) on the Admission’s Facebook site.
- WLC Teaching Series: Spearheaded by Prof. Federico Pous, our WLC Teaching Series is designed to support our L2 pedagogical practices but open to all interested faculty or staff. In spring 2021, WLC colleagues offered a panel discussion on “Un-grading/Contract Grading” by colleagues from the English department, Margaret Chapman, Jennifer Eidum, and Craig Morehead. The panel had over 30 colleagues in attendance and prompted our department to organize a reading group in summer 2021 about the book, *Ungrading*, by Susan Blum (2020).
- The Arabic Language Organization partnered with the Global Neighborhood for a film screening that was followed by a Q/A session on life in Lebanon and the culture of the Middle East.
- The Arabic Language Organization (ALO) held two online events to discuss study abroad opportunities and challenges. One event was with two students who were in Amman, Jordan at the time dealing with the realities of the pandemic as the Jordanian government and institutions were handling the situation. The other event was with students who had studied abroad in previous years as they shared about their experiences, which allowed for a compare/contrast with the current situation. Due to the pandemic, the ALO replaced its regular cooking classes, which were among the most popular and most attended events with two virtual cooking classes and a video rendition of one that was posted to the organization Instagram account and received positive feedback.
- Campus-wide invitation to Chinese: Prof. Binnan Gao offered a bi-weekly Chinese language table, and she successfully initiated Elon’s first-ever Chinese Club in fall 2020.
- In spring 2021, Spanish, French, and German Studies inducted members into their national honor societies. German Studies, for example, inducted members to *Delta Phi Alpha*, as featured [here](#).
- Together with the GEC and Dr. Ifeoma Udeh (Love School of Business), developed and promoted a brand-new winter term study abroad program (GBL 2600: *Taking Care of Business*). They held several information sessions, and enrollment is already at 25 students.
- Innovative Latin in the Maker Hub: Visiting Professor of Latin and Classical Studies, Tedd Wimperis, participated in Maker Hub events to highlight work by his LAT 121 and 122 students that integrated language and culture learning.
- In the Polyglot Language House Living-Learning Community (LLC), students studying any language live together in the Zambezi House (Global D, 4th floor) of the Global Neighborhood. As co-advisors of the Polyglot LLC, Profs. Olivia Choplin and Ricardo Mendoza continued to host the Polyglot Lunches throughout the pandemic for students living

II. Deepen and extend interdisciplinary initiatives to convey the centrality of language study in numerous aspects of today’s world. In addition to collaborations already mentioned, a wide variety of interdisciplinary initiatives were undertaken, such as the following:

- Curricular Development in Classical Studies. Prof. Kristina Meinking successfully submitted a proposal for a Classical Studies major for the 2021-2022 academic catalog, and revisions were made to the Classical Studies minor to deepen connections across contributing departments and allow for flexibility

- for students who wish to focus on either language or civilization. In addition, a new Classics Club, initiated by one of our undergraduates, is making headway through the approval process.
- Elementary Latin students collaborated on an exhibit of 3D-printed Roman busts and statues that was displayed in Carlton Commons at the end of the spring term.
 - Interdisciplinarity in Italian Studies. Italian Studies continued to show very strong numbers with 45 declared minors in spring 2021. The minor consists of courses from a variety of disciplines – in Italian and in English – that focus on what fascinates us about the experiences and cultures of people in Italy and outside of Italy as a part of the Italian diaspora: language, cuisine, art, literature, history, film, media, business, fashion, and more. Its courses are designed to develop expertise about Italy, its language, peoples, and cultures, as well as kindle a passion, curiosity, and concern for other cultures more broadly. The program is built upon traditional and innovative teaching and learning approaches: from close reading and analysis of literature, works of art, and film; to hands-on culinary classes and language learning through cutting-edge video games.
 - During Winter Term 2021, Prof. Olivia Choplin adapted her FRE 349 course, *French Theater in Production*, to pandemic circumstances by hosting the first ever YouTube premier of a show. Students collaborated to create an original work inspired by Jean-Paul Sartre’s play *Huis clos (No Exit)* using Zoom as their theatrical space. In addition to thinking about the ideological principles of existentialism, students examined how a sense of theatricality and spectacle could be adapted to the digital medium--and how the technology itself could serve their artistic purposes. The resulting show “L’enfer, c’est....Méditations contemporaines sur l’existentialisme” explored the impact of human choice in various contexts: socioeconomic inequality, mental health challenges, the pandemic, and the world of social media.
 - Innovative courses in Hebrew & Jewish Studies. In spring 2021, Prof. Boaz Avraham-Katz offered HEB 370: *Falafel Nation* despite the challenges of pandemic pedagogy. Students were able to meet and cook outdoors with the help of Elon Dining, and they studied world trends such as globalization, glocalization, and political and regional changes and how trends impacted the national narrative.
 - Italian Studies course in English for wider accessibility. Prof. Brandon Essary designed and offered a new course, ITL 1790: *Intensive Italian for Gamers* for the first time in fall 2020. The course is designed to leverage students’ interest in games and gaming and channel it toward their interest in language and culture. The course went well and was featured [here in Today at Elon](#).
 - Students in each level of Arabic courses were paired with a language partner overseas (a native speaker of the language) for weekly 15-minute sessions that focused on practicing the new content covered in class each week.
 - Student-faculty partnerships: Prof. Ketevan Kapatadze, faculty scholar with the Center for Engaged Learning, continued SoTL research involving students as partners in curriculum design and development. Previously, she had co-developed SPN 357 and the WLC 301-302-303 sequence with student partners, and she incorporated student partnerships into the development of assignment(s), rubrics and syllabi.
 - The Chinese curriculum continues to broaden to business. In CHN 376: *Business Chinese*, Prof. Binnan Gao’s students were able to further develop their critical thinking skills and intercultural competency while reading, writing and presenting real cases of multinational companies’ success or failure stories.

- Multiculturalism through Classical Studies. Prof. Tedd Wimperis offered CLA 373: *Race & Ethnicity in the Ancient Mediterranean World*. The course focused on how the Greeks and Romans viewed multiculturalism and how their views are relevant to today's society. The content covered primary sources such as ethnographies and Greek tragedies along with other academia such as more modern research in order to take a more scientific lens.
- Interdisciplinary course on Germany in the media. Profs. Kristin Lange and Scott Windham designed and proposed a new GER 300 course, *Germany in the Media*, and they redesigned the GER minor with four tracks: A Cultural Studies track with a primary focus on German culture, society, and civilization; an Interdisciplinary German Studies track with a balance between German courses and society/civilization courses; an Advanced German Proficiency track with all coursework in German; and a track in German for the Careers featuring Business German.
- Virtual visits from widespread graduates. French courses hosted alumni in courses, virtually, so that students could see what they are doing now and hear first-hand how language and cultural studies have helped their trajectory. Examples included alumni in the UN immigration office/field and entrepreneurial work tailored to cultural heritage in third world countries.
- Social justice topics infused throughout the French curriculum: Prof. Patti Burns continued refining the 100-level French courses, without a traditional textbook, infused with more target culture and social justice work. French faculty also began discussions of re-scaffolding research and writing skills across our curriculum. Senior French majors each did research projects that fell under a social justice umbrella, and each of the FRE 350 texts dealt with issues of social justice and almost all texts were authored by women and people of color.
- International politics and policies in Spanish course. Prof. Federico Pous designed the Spanish course, *Texts and Social Change*, for the 400-level, to include critical reflection on the impact of current social movements in Spain and Latin America. Primary topics of the course were the new feminist wave in the continent from the #metoo movement in US to the *Ni una menos* in Argentina; and a critical reflection on the immigration policies implemented in the U.S. and how it impacted migrant populations from Mexico and Central America.
- Collaborations with other programs and departments. The WLC continued to collaborate with the Center for Race, Ethnicity, and Diversity Education (CREDE) as well as the Truitt Center for Religious and Spiritual Life, El Centro, the Isabella Cannon Global Education Center, Global & International Relations, the School of Education, the Department of Religious Studies, the Department of History & Anthropology, and other departments and programs.
- WLC partnered with the Global Neighborhood and the Chinese Club to screen an award-winning movie titled *The Farewell* followed by a Q&A session led by Prof. Binnan Gao.
- The Chinese club co-organized the annual Lunar New Year Celebration with two other student organizations, APSA and EMPRESS.
- Prof. Binnan Gao gave a talk on culture and history behind Chinese and American names over Zoom for Life@Elon program in spring 2021.
- Interdisciplinary leadership and outreach positions. Many WLC colleagues are members of committees and hold leadership positions in other departments or programs. Examples from 2020-2021 include (but are not limited to): an assistant director of CATL; a coordinator of Elon Core Capstones; a coordinator of Elon Core Assessment; a coordinator for the Middle Eastern Studies Program; a coordinator of Latin American Studies; a coordinator of Peace & Conflict Studies; an associate director

of Project Pericles; a co-leader of the Center for Engaged Learning's Seminar on Global Learning; a member of the Admissions committee; a member of the Curriculum Committee; several members of the Fulbright Campus Committee; a member of the CAS strategic planning committee; appointed members of the implementation task force for second language proficiency; a member of the chairs task force; and a co-leader of Advocates for Global Education (AGE) with parents of the Alamance-Burlington School System.

- **Invited guest speakers interact virtually with WLC students.**
 - In fall 2020, Prof. Federico Pous invited scholar, Karina Fellitti, from Argentina to give a virtual lecture class in SPN 353 about the feminist campaign pro-choice in Argentina.
 - In his course, *Latin America from the Margins*, Prof. Pablo Celis-Castillo invited Peruvian author, Karina Pacheco Medrano, to speak about her novel, *La voluntad del molle*, and historically marginalized communities. Students had read her work for class and were able to ask questions in Spanish to the author about the novel and the sociocultural context associated with it.
 - In SPN 333, *Exploring Identity*, Prof. Ricardo Mendoza covered 21 Spanish-speaking countries and wide-ranging topics including history, politics, economics, and culture(s). In the course of the semester, 14 guest speakers who joined the students virtually from different countries and disciplines.
- Unique curricular initiatives in Italian and German. ITL 375: *Italian Literature and Video Games* is one course in a new four-course sequence that will ensure a challenging 300-level Italian course is offered each term. In this course taught by Prof. Brandon Essary, students study games such as *Beyond: Two Souls*, *Uncharted 2*, and *Assassin's Creed: Origins* and *Rise of the Tomb Raider*, and they play through the games with audio and subtitles in Italian to analyze the literary elements of their complex narratives. Other courses in the sequence will focus on cinema, cuisine, and contemporary Italy, with each course being offered every other year. In a similar vein, the German program offered its new course, GER 331: *Heimat, Identity and Space* as it continues to roll out its new 300-level courses in an engaging new curriculum.
- WLC 301-302-303. The experimental 3-part course sequence (previously "WLC 371-372-373"), designed to deepen study abroad experiences for our students, is no longer experimental. Notably for 2019-2020, the first cohort of WLC study abroad students since the re-design of the series created their digital portfolios in the form of websites this spring 2020. The portfolios demonstrated deep cultural learning as well as the integration of their study abroad experiences. Due to the pandemic, students were not able to study abroad in 2020-2021.
- Interdisciplinary research & partnerships. Faculty members within the Department of World Languages & Cultures worked on curricular and research projects related to writing excellence. Profs. Nina Namaste and Olivia Choplin, for example, worked with a multi-departmental team on a grant sponsored by the Colonial Academic Alliance and the Center for Research on Global Engagement to study student reintegration after study abroad. The grant title is "Engaging Difference: A Deep Dive into the Assessment of Transformative Learning."

III. Stay in contact and support alumni in languages & cultures. Students' recent successes attest to their appreciation of how language, cultural fluency and career interests make them uniquely competitive for awards, internships, graduate study and employment offers. Some recent spotlights include:

- Monroe Dzierzk, '21 Classical Studies major, is planning to pursue a master's degree at the Anglo-American University in Prague.

- Mitchell Bergens '19, who graduated with a minor in German Studies, completed his master's degree program in International Affairs at George Washington University and began working for the State Department's Foreign Service Institute with their languages program.
- Alyssa Romano, German, attending medical school (auf Deutsch!) at the Universität Tübingen in Germany.
- Michael Kaether, German, enrolled in the MAGES master's program at Georgetown.
- Sam Geha, German, Management Consultant at Protiviti.
- [Sarah Barron](#) '20, a Spanish major with teaching licensure who received a Fulbright Award to teach English in Spain, will be starting at UNC Law School this fall. The internships she has had related to immigration sparked her passion in immigration law and led her to this new career path. She will also be using her education skills working as a sub for the teacher she did her student teaching with at Chapel Hill High School and will teach ESL in the Newcomer program this fall.
- Aiden Connerty, class of 2019 and Spanish minor, has accepted a job offer with the Manhattan District Attorney's office.
- Anna deDufour, Spanish minor and Periclean Scholar, class of 2016, graduated from American University with a Master's in Public Policy with a tailored concentration in US Immigration Policy and Administration. She had the opportunity to work alongside a former DOJ appointee to help state and local leaders access federal funding for legal programs serving low-income individuals; co-author an article for a legal aid journal; conduct a novel case study on a Missouri mediation program and present findings to key stakeholders; work with a nonprofit in Uttar Pradesh, India to design better health data collection systems; participate in NASPAA-Batten's national public policy competition; and join the Pi Alpha Alpha national honors society for public affairs and administration. She is now beginning a research internship with the Migration Policy Institute's Human Services Initiative.
- Krisandra Provencher '19 (Spanish) is a graduate student working toward her Masters in Sustainability Solutions at Arizona State U.
- Sofia Huster '19 (Spanish) is a graduate student working on a Master's in Public Health in Community Health Development at Rollins School of Public Health from Emory University.
- Melynn Oliver, a graduate of 2020, was accepted to Asian Studies Master Program of George Washington University with a merit-based scholarship. She majored in Political Science and International and Global Studies with a minor in Asian Studies. She thanked me for mentoring her and writing her a strong letter of recommendation. She planned to find work that will benefit China and U.S relations when she graduates.
- [Caley Mikesell](#) '20, a Public Health major and Spanish Minor, spent five years working as a project manager for the dean of the medical school in Quito, Ecuador. Mikesell has moved back to the U.S. and is working for a company in Cary, NC using her Spanish to publish materials for a company that helps patients change behaviors based on doctor's recommendations. She is applying to MA and Phd programs in psychology, with a focus on serving [LatinX/Latin@/Hispanic populations in the U.S.](#) At Elon, Mikesell was a Lumen Scholar and a Watson & Odyssey Scholar. She was also named a [SEEKHO](#) Summer 2014 Innovative Fellow. Her Lumen project title was: "Latino Voices: Expertise in educational inclusivity and paternal involvement from engaged fathers."

- Recent Elon graduates [Jonathan Granville '19](#) and [Crystal Sharp '19](#), members of the National German Honor Society, Delta Phi Alpha, have been teaching in English in Austria this academic year with support from grants offered by the Fulbright Commission in Austria. In this program, known as USTA, English-speaking college graduates work as teaching assistants in Austria. The TAs support teachers in English classrooms, providing conversation practice, language instruction, and a first-hand perspective on US-American culture. The grant program is managed by the Fulbright Commission in Austria.
- Granville, a sport management major with minors in German Studies and Business Administration, is working with future English teachers at a university in Klagenfurt in southern Austria.
- Sharp, who double-majored in German studies and art history, minored in history, and was Elon's first-ever German studies major, teaches at two schools in Vienna's city center. There, she works with students aged 10-18 and assists during after-school programs. One of the schools is a high-performing UNESCO school, while the second is art focused, allowing her to make connections to her art history major. Sharp has been admitted to the University of Glasgow's "English Language and Linguistics master's program.
- [Taylor Garner '20](#) and [Kathryn Gerry '20](#), students of Arabic, will have the opportunity to study foreign languages deemed critical to U.S. diplomacy and outreach. Both students received awards through a federal scholarship program designed to further their study of Arabic through the U.S. Department of State's Critical Language Scholarship (CLS) Program, which this year considered nearly 5,000 applications. Garner will have the opportunity to study Arabic in Jordan, and Gerry has been selected to study Arabic in Ibb, Oman.
- Monroe Dzierk, 2021 Classical Studies major, is planning to pursue a master's degree at the Anglo-American University in Prague.
- [Taylor Garner '20](#), who majored in international and global studies, has also received a Fulbright Award to teach English in Colombia. In addition, she received the [Forum on Education Abroad 2019 Award for Academic Achievement Abroad](#) during the forum's virtual annual conference in spring 2020. Garner was one of two recipients for the competitive, national award, and she was the first Elon University to receive it. An Honors Fellow and Rawls Scholar, Garner has studied abroad in Argentina and Palestine while conducting research into women's intergenerational memories during political violence in the two countries. She says she fell in love with learning about different languages and cultures growing up as her parents served in the Peace Corps. "I have taught English all over the world because I believe language acquisition is an essential tool for building relationships and affording opportunities for children to succeed later in life," Garner said. "I am thrilled to have an opportunity to continue creating relationships and mobilizing college students through language acquisition in Colombia as a Fulbright recipient." Garner hopes to attend graduate school following her experience in the Fulbright Program with a focus on international development, with plans to eventually become a foreign service officer. Garner also completed Elon's [Peace Corps Preparation Program](#) in 2020.
- Michael Kaether '19, German Studies minor, was accepted into the MAGES program at Georgetown's Walsh School of Foreign Service for a Master's in Art in German and European Studies. The program is a two-year, full-time, interdisciplinary course of study. It provides a firm rooting in each of the program's five disciplines – comparative politics, cultural studies, economics, history, and international relations – while offering the flexibility for students to deepen their knowledge in a chosen concentration.

- [Amy Belfer](#) '19 and Nicole Harrison '19, both students of Spanish and Peace & Conflict Studies, spent a year abroad in the Dominican Republic through Princeton in Latin America Program. Belfer been accepted to pursue a master's in social work at the University of Michigan.
- [Trinity Dixon](#) '23, student in Spanish and Human Service Studies, was among fifteen rising juniors at Elon have been selected to receive the 2020 Lumen Prize, the university's premier award that comes with a \$20,000 scholarship to support and celebrate their academic achievements and research proposals. She will work closely with her mentor, Prof. Nina Namaste, for two years to pursue and complete her project titled: "The Reclamation: Stories from the margins and the LGBTQIA+ communities in El Salvador."
- [Valerie Medlin](#) '20, a Spanish major, will be teaching Spanish in Atlanta, GA.
- [Franceska Karasinski](#) '21, a student of French with a middle grades education major and a concentration in social studies, has received a Fulbright award to teach English in South Korea. A Teaching Fellow and recipient of the Presidential Scholarship, she is a member of the Pi Gamma Mu, Phi Alpha Theta and Psi Chi honor societies. Karasinski studied in Oxford, England, and has conducted research into international education and literacy. "I believe that this will be a fantastic opportunity to experience a culture different from my own," Karasinski said. "I hope that by spending some time abroad exploring the world, I will be able to broaden my horizons as a teacher and a person." Karasinski plans to be a classroom teacher and pursue a master's degree in education. She notes that spending time in South Korea "studying the history and culture of another country first-hand will enable me to better teach about the global events that encompass world history."
- [Emily Ford](#) '20, an elementary education major minoring in Spanish, has received a Fulbright Award to teach English in Spain. A Teaching Fellow and member of the Phi Eta Sigma, Omicron Delta Kappa, Sigma Delta Pi and Phi Kappa Phi honor societies, Ford studied abroad in Argentina and has conducted research on preparing students for studying abroad, and for reintegrating after studying abroad. "Inspired by my research, I wish to continue to explore global learning and cultural competence through further study, and this program provides an incredible first-hand opportunity for continued study while I live abroad," Ford said. "it is an incredible opportunity for a future teacher to explore what teaching and learning is in another country, to explore teaching English as a second language, and to learn from peers who have had different educational experiences than I have had."
- [Sarah Gostomski](#) '20, has majored in elementary and special education with a minor in Spanish and has received a Fulbright award to teach English in Ecuador. A Teaching Fellow and member of the Sigma Delta Pi, Omicron Delta Kappa and Kappa Delta Pi honor societies, she has studied abroad in Argentina. Her research interests including least restrictive environments for students with autism as well as social emotional learning and how community gardens can impact health. Her study abroad experience in Argentina increased her interest in exploring and better understanding different cultures. "The Fulbright Award will provide me with not only necessary teaching experience but also cultural experience that I will be sure to share with my future students for many years to come," Gostomski said. "I expect to grow in tolerance and understanding of this culture and to learn more about teaching in a different academic system and from teaching English as a second language." Participating in the Fulbright program will be a step toward her career goal of becoming a special education resource room teacher for an elementary school.
- [Kristen O'Neill](#) '19, studied Spanish and graduated in 2019 with a degree in elementary and special education. She has received a Fulbright Award to teach English in Greece. She was an Honors

Fellow and recipient of the Presidential Scholarship, and studied abroad in Malawi, Thailand and Peru while at Elon. Since graduating, she has been teaching in Madrid, Spain, as an English language assistant with a multilingual education development and support organization. O'Neill notes that the several weeks she spent teaching and learning with three 12-year-old boys at a primary school in Malawi during a 2017 study abroad program were some of the most rewarding of her life, and inspired her academically and professionally. "It has been a dream of mine since high school to be selected as a Fulbright scholar, but as I've grown as a person and an educator, it has become clear to me that this opportunity enables me to pursue both my personal and professional passions," O'Neill said. "I am extremely passionate about teaching, learning about and living in other cultures, and broadening mine and my students' perspectives as global citizens." After the conclusion of the Fulbright program, she anticipates teaching in a public school in North Carolina and pursuing postgraduate studies in teaching English to speakers of other languages and reading education.

- [Junie Burke](#) '20 has received a Fulbright Award to teach English in Spain after majoring in human service studies and strategic communications at Elon. Originally from Raleigh, N.C., Burke is an Honors Fellow, Presidential Scholarship recipient and Odyssey Program scholar who was inducted into the Phi Beta Kappa and Phi Kappa Phi honor societies. "This award is a testament to the relentless support I've received from my family, friends and academic mentors at Elon," Burke said. "I hope to return from this experience not only with a more grounded appreciation for Spain and its culture, but also with a more evolved understanding of how to navigate cultural differences in pursuit of storytelling and peace." At Elon, Burke studied Spanish and pursued research in psychotherapeutic interventions, pediatric oncology, integrative care and psychosocial standards of care. She anticipates pursuing a graduate degree at the UNC Chapel Hill School of Social Work following the conclusion of the Fulbright program.
- [Simone Jasper](#) '16, double major in Spanish and Communications, has been one of several reporters at the *News & Observer* in Raleigh providing daily coverage of the Coronavirus in North Carolina. While at Elon, Jasper wrote a [wide variety of articles](#) for the *Elon News Network*.
- [Claire Gerkins](#) '20, a French major and Honors Fellow, was awarded the Prix d'Excellence dans le Programme de Français for 2020. After graduation, she will be working as a veterinary assistant at an animal emergency clinic while applying to vet school. She is hoping to pursue a career in veterinary pathology or veterinary microbiology.
- Devon Rosenberger '20, double major in French and Art History, has been accepted to the master's program in Art History at the University of St. Andrews in Scotland.
- Madison Aycock '20, a major in Classical Studies, was a Provost Scholar and received the award for Outstanding Student in Classical Studies for 2019-2020.
- [Eliza Brinkley](#) '15, a French major, was accepted to the Young Adult Service Corps and taught English in Cap-Haitien, Haiti, to young farmers at St. Barnabas Agricultural School. She then completed the [master of arts in teaching](#) (MAT) program at UNC-Chapel Hill in 2018 and she is currently teaching English at Northwood High School in Pittsboro, NC.
- Elliot Dawes '13, who graduated with majors in French and International Studies, received a master's degree in International Education Policy and Management from Vanderbilt University. He also worked at Elon for the Global Education Center, and he is currently applying to become a Foreign Service Officer at the State Department to work at embassies around the world to facilitate international relations through state-sponsored cultural and educational programming.

- Krisandra Provencher '19, a Spanish major who received both the Spanish and the Latin American Studies Outstanding Student Awards (as well as a similar award from International and Global Studies), will be pursuing a master's degree in Sustainable Development in Arizona State University.
- Isabel Treanor '19, a double major in Spanish and International and Global Studies, has been accepted to a master's program in Pedagogy: Teach & Learn in Spain at Instituto Franklin-UAH. She has also collaborated with Elon faculty on developing an ISSOTL pre-conference workshop on student-faculty partnerships and worked in collaboration on a research paper (in progress) based on the workshop. It is also notable that in November 2018, she was a student at Elon, Treanor presented her research for a panel on "[\(Socio\)Political: Where Culture and Genre Meet](#)" at Undergraduate Research Forum at South Atlantic Modern Languages Annual Conference in Birmingham, Alabama.
- [Amber Christino](#) '10, a double major in French and International and Global Studies, was featured on E-Net in 2020 for her work with the International Organization for Migration in Burundi, a U.N. agency that supports migrants of all kinds. Excerpt from the article by Michael Abernethy: "For the past few years, Christino has worked for the IOM in Burundi to support migrants of any kind — displaced by scarcity, natural disasters, labor migration and even human trafficking — and their communities. At Elon, Christino majored in French and International and Global Studies, and Burundi is a French-speaking country. She pursued her graduate degree in France after studying there as an undergraduate. She recently gained her French citizenship. At first, as an IOM intern, she helped plan projects on the ground in Burundi. Now, she coordinates communication about those projects' outcomes — visiting and reporting from the business startups and restaurants helping communities thrive — to member nations. She calls it the best job ever. But in the face of COVID-19, her role — like so many others — has shifted. 'We're now focused on crisis communication around health and mental health and sensitizing colleagues and the Burundi population as a whole to information about COVID-19,' Christino said."
- [Judith \(Quiqui\) \(Hilgartner\) Lin](#) '10, a Spanish major, received the position of Visiting Assistant Professor of Spanish at Davidson College. She defended her PhD dissertation in 2017 from the University of Virginia. She received her doctorate in Latin American Literature and Sephardic Studies. In her PhD dissertation, *Belonging to Exile: The Elusive Homelands of the Sephardic Jews*, she examined the themes of exile and homeland in contemporary Sephardic literature. Through the literary lens of different cities that the Sephardim have called home over the centuries, she argued that the concept of Sephardic exile is an invented and carefully constructed narrative from which belonging is forged and questioned.
- Jacob Bloom '18, majored in Finance and International Business with a minor in Asian Studies. Jacob spent the summer abroad in Shanghai furthering his Chinese language skills and participating in an internship. His experience from his Business Chinese course with Professor Gao are assisting him in communicating and collaborating with coworkers and clients at his current job at S&P Global.
- Taylor Kelly '16, a French major, graduated in spring 2019 from her master's program in International Affairs at the American University of Paris (AUP) and served as an intern at the German Marshall Fund of the United States.
- Emily Cline '19, Spanish major, was selected to teach English in Malaga, Spain.
- Lucy Crenshaw '19, a Classics major, was accepted with funding to all five of the MA programs to which she applied. She began her graduate studies at FSU for a MA in Classics in August 2019.

- [Brandon Reynolds](#) '19, French major, was accepted to the Teaching Assistant Program in France sponsored by the French government where he taught English in France in 2019-2020. He reflects back on his semester abroad: “My study abroad experience in Montpellier, France, was full of growth, experiences, and reassurance. I felt I grew as person and global student and grew towards my future self. I had many experiences that I never thought I'd have all in one semester. And I was reassured that even as I was enjoying myself, I would be coming home with knowledge that I could share with my family.”
- Macy Buck '19 and Katie Schneider '19, majors in Spanish, will be going overseas to teach English in Spain through CIEE.
- [Ben Lutz](#) '17 and [Alex Mancuso](#) '19, both students of Arabic, received scholarships from the federal government to further their studies of Arabic, a language critical to U.S. diplomacy and outreach. Lutz and Mancuso are among more than 500 undergraduate and graduate students selected for the U.S. State Department's Critical Language Scholarship Program. The program provides fully funded, group-based intensive language instruction and structured cultural enrichment experiences designed to increase language fluency and cultural competency. Lutz studied in Jordan in summer 2018, while Mancuso studied in Tangier, Morocco, at the Arab American Language Institute.
- [Christina Peterson](#) '10 received [the distinguished alumna award](#) from Elon's College of Arts & Sciences in 2018. Christina graduated from Elon with degrees in French and international studies and a minor in business. She moved to Paris shortly after graduation to pursue a master's degree in cross-cultural and sustainable business management from American University in Paris. While in Paris, and after completing numerous internships in French companies, she joined Orange Telecommunications, a prominent French telecommunications company, first as a marketing consultant and later as a strategic marketing manager. In those roles, she helped clients understand and better integrate new digital tools within their companies. In 2015 she returned to the United States to join Google where she currently works as senior account manager in its telecom division. During her time at Elon, Peterson was a member of Pi Delta Phi, the National French Honor Society, and vice president of the Alpha Phi Omega service fraternity. She also worked as an orientation leader. She has remained connected to her alma mater, returning in 2016 to participate in the first annual Undergraduate Conference on Languages and Cultures (UCLC), sponsored by the Department of World Languages. She was part of a panel on professionalization, in which she talked to students about how her arts and science degree at Elon and her experience as a French major have contributed to her successful career trajectory. She has also served as a reunion volunteer for Homecoming and is active both at Elon and at American University in Paris with alumni mentorship programs.
- [Sophie Bauers](#) '12 and [Justin Seifts](#) '09, both Spanish majors, are Spanish teachers at East Chapel Hill High School. Bauers received a masters in Spanish Education from Wake Forest University. Seifts is also a board member of FLANC (Foreign Languages Association of North Carolina).
- Zach Gianelle '17, who majored in both Classics and English Literature, pursued a master's degree in Classics (Latin Philology focus) at the University of Arizona.
- Jack Doyle '17, who majored in both International & Global Studies and Religious Studies with a minor in German Studies, pursued a master's degree in International Affairs. Jack studied in Heidelberg and won (but turned down) a two-year Fulbright to earn a master's in Political Science at the Universität Heidelberg.

- Maddy Wetterhall '18, who graduated with a minor in German Studies, served as a Fulbright Teaching Assistant in Germany in 2018-2019.

Christopher Pottorff ('20, German Studies minor): Working for Harmonia, a mid-sized federal government contractor in the IT industry, as a Human Resources Assistant.

Julia Towner ('21, German Studies major): will attend Belmont University for a graduate degree in Music.

Catherine Howitt ('21, German Studies minor): will attend Creighton University for Law School

- Michelle Rich '16, who was a dual-degree German business student, is working to help the German supermarket chain, Aldi, expand its operations in North America.
- Brett Tolley '03, a Spanish minor, produced a documentary film while he was at Elon entitled *Dying to Get In* about immigrants who die crossing the Mexico-Arizona border. In 2017, he spoke to WLC students (via Skype) in the course "Latinos in the U.S." During their conversation, they learned that Tolley had recently given a speech at the United Nations. He is currently working as Community Organizer with a non-profit called the Northwest Atlantic Marine Alliance. In his words: "My Spanish has opened so many doors for me. During my time organizing in Brooklyn, over the course of 4 years, I primarily spoke Spanish. All my experiences allowed me to then transition into my current job, which is Community Organizer with a non-profit called the Northwest Atlantic Marine Alliance. We organize fishing communities at the intersection of marine conservation and social justice. In the big picture, the same global policies that displace farmers from their lands in south Mexico or wherever else, are mimicking themselves on the ocean and displacing family fishermen like my father and brother . . . Most of the fish processing workers are Spanish speakers and my Spanish has come in handy there. Our network is engaging more and more in this area."
- Alyssa Romano '16, a German Studies minor and Biochemistry major, attends medical school in Germany at the University of Tübingen. After graduating from Elon, Romano spent 11 weeks at the Ruprecht-Karls-Universität in Heidelberg, at the Organic Chemistry Institute. The research group she joined worked on synthesizing new gold catalyst compounds and analyzing how efficiently they speed up specific chemical reactions. This research was directly related to Romano's Lumen project. "After doing research at Elon through SURE and then studying abroad in Germany the following semester, I knew the next step was to combine research and German," she said. "This experience will propel me forward as an applicant to medical schools and Ph.D. programs in Germany. I also hope to continue improving my fluency in German and learn what it is like to work in a laboratory in Germany." Romano took multiple advanced-level German courses at Elon, including a seminar on post-war Germany and a course on Germany in the new millennium. She studied abroad in Heidelberg in fall 2015, an experience she describes as transformative. "I hope to inspire others to study abroad. It has really brought together my true passions and helped me figure out what I want to do in life," she says.
- Kailyn Schmidt '16, a minor in German Studies and major in Strategic Communications major, completed her year in the highly selective Congress-Bundestag exchange program, where she took graduate courses in Communications (in German) at the University of Marburg and completed a lengthy internship at a communications firm.
- Tayler Kent '08, a journalism major with a minor in German Studies and a PhD in German from UNC-Chapel Hill began a job as lecturer in German at Auburn University.

- Megan Sweeney '16, a Classical Studies major, currently teaches Latin at Dominion Christian School in Reston, VA. Sweeney and Prof. In 2016, Meinking co-authored an essay for *Teaching and Learning Together in Higher Education*, "[The Peer Mentor: A Pivotal Teaching and Learning Partner in Elementary Latin.](#)"
- Zachary Ginaelle '17, a Classical Studies and English double major, pursued a master's degree in Classical Studies with a focus on Latin Philology at the University of Arizona.
- Lucy Crenshaw '19, a Classical Studies and Accounting double major, was awarded a Lumen Prize for 2017-2019. Her project, "Gods, Myth, and Men: Analyzing Conceptions of the Divine in the Ancient Roman World," was mentored by Prof. Meinking.
- Maggie Liston '16, a French and International Studies double major with minors in Political Science and Middle East Studies, completed her master's degree program in 2018 in international security, with concentrations in global risks and Middle East studies, at the Paris School of International Affairs (PSIA) at Sciences Po in Paris. She currently works at a geopolitical risk consulting firm where she covers the Middle East and North Africa.
- Holland Carlton '17, a Spanish minor and Cinema and Television Arts major, and Kelsea Johnson, '17, a Spanish minor and Political Science major, completed their English teaching positions to local school children in Madrid, Spain, in partnership with the Council on International Educational Exchange (CIEE).

IV. Support faculty development.

The department takes great pride in our multi-cultural and multilingual nature. We are a reflection of global diversity with unique value to the university. Six of the eight languages we offer are in non-major programs staffed by only one or two permanent faculty members. These faculty members face numerous challenges that require different types of support (Institutional Priority #15), and it is a priority to support, strengthen and grow these language programs. In 2016-2018 we brought in Teaching Fellows from China through the ALLEX Foundation, for example, to support the Chinese program. In 2018-2020 we were extremely lucky to have found an excellent part-time adjunct who lived locally, but we are keeping our eyes and ears open for additional resources. With support from the dean's office, we now offer "Language Tutorials" (LTs) to help compensate faculty for independent language studies they provide outside the traditional course load.

Emphasis on social justice, diversity, equity, and inclusion

- Colleagues attended workshops focusing on **DEI**, such as:
- Cultural and Linguistic Competence through Social Justice, Center for Educational Resources in Culture, Language, and Literacies (CERCLL), September 12, 2020 University of Arizona, Dr. L.J. Randolph
- Deliberative Dialogue Facilitator Training, January 5, 2021 Elon University, Dr. Mary Morrison
- After COVID: Language, Diversity, and Social Justice, June 18 – 19, 2021, Rice University

Colleagues attended workshops focusing on **pedagogy and online teaching**, such as:

- Motivating Learners Virtually: Starting Strong, June 22 – July 3, 2020, Gardner Institute
- What Students Wish Their Professors Knew, September 22, 2020, Chronicle of Higher Education
- Creating an Effective Moodle Course, Teaching and Learning Technologies (TLT), December 10, 2020, Elon University
- H5P Creator Course, May 2021, eThink
- Foreign Language Literacies: Using Target Language Texts to Improve Communication, July 2021, Carla Summer Institute

The university offers multiple venues that support faculty initiatives. A majority of WLC faculty members attended CATL offerings and used CATL services to work on new course designs, jump-start personal research, and enhance student perceptions of learning. WLC colleagues successfully competed for internal grants to support research, curricular development and pedagogical work. Departmental accomplishments included the following:

- Two faculty members presented at the summer 2021 CATL Teaching & Learning Conference.
- Faculty members received FR&D funding and FR&D summer fellowships.
- Faculty members received CATL funding in the form of Teaching and Learning Mini-Grants, CATL Scholars grants, diversity and inclusion grants, and travel grants.
- One faculty member named Center for Engaged Learning Scholar to work on student-faculty partnerships in teaching and learning.
- Two faculty members received grants from the Fund for Excellence.

V. Adapt and design curricula and content to implement university priorities in individual courses.

WLC faculty members in all programs worked intentionally and intensively to weave institutional and departmental priorities of writing excellence, critical thinking, intercultural awareness, informed recognition of local and global diversity, engaged learning and engaged civic discourse into specific courses, assignments and other activities.

These priorities continued in 2020-2021 when we shifted to hybrid teaching & learning. Below are some snapshots of how colleagues adapted their teaching to the masked, hybrid, and/or virtual platforms:

- Prof. Kristina Meinking in Latin and Classical Studies used co-creation in teaching & learning as foundational pedagogy for all of her courses. This was a way to make the transition to remote learning easier, as students had already created much of the course activities and modes of engagement and also made decisions about how to work toward course goals when courses went online. Students' end of term feedback and weekly reflections convey their ownership of those processes and their learning. Meinking reports: "I used co-creation in teaching & learning as foundational pedagogies in all of my courses. This pedagogy has been shown to be (and my course data confirms that) an inclusive pedagogy with important benefits for students (e.g. autonomy, motivation, and working in teams). I used ungrading in all of my courses. This too has been shown (and my course data confirms that) this is a significant practice for promoting, among other things, equity and metacognition for students."
- Prof. Tedd Wimperis in Latin and Classical Studies shared the following: "My adaptations for pandemic teaching included the use of new virtual platforms (mostly Microsoft Teams) and converting my graded quizzes and tests into Word .docs with fillable forms that students could complete anywhere on their devices. For my Elementary Latin classes, I made a full set of narrated instructional videos (36 in all, recorded on Kaltura and Loom) that walked students through each chapter of our textbook, so students who were remote and in-person could

consult the material at their own pace, on an equal footing. For situations in spring when my classroom sizes required a hybrid arrangement, I created Google Form polls so that students had a voice in their own balance of remote and in-person participation in the course.” Student Elli Knowlton wrote the following in our [spring 2020 department newsletter](#): “Latin professor Tedd Wimperis has found a way to continue teaching and supporting his students despite working remotely due to the COVID-19 pandemic. Adapting to remote teaching in an online format was not an easy process, considering that collaborative problem-solving and group dynamics are important aspects of the classroom. For Prof. Wimperis, the transition to an online course has meant finding a balance between maintaining the pace and work expectations, while also making the course flexible to fit the new online medium. Students are experiencing pressures from the impact of the global crisis in addition to adapting to online learning, and with this in mind, Prof. Wimperis has structured his online courses with simplicity and flexibility as guiding principles. Each week there are two lesson and assignment clusters, with a single weekly deadline for all submitted work, and lectures are recorded with Kaltura so that students can view them on Moodle anytime. There are also optional scheduled “Homework Hangouts” on Zoom for anyone who wants to do work or ask questions in a group setting. Using quick surveys helps Prof. Wimperis connect with his students, get a sense of how the online change is affecting them, and helps him be more responsive to students’ circumstances. Prof. Wimperis hopes that learning Latin and exploring ancient Greece and Rome can provide something stable, affirming, and engaging for his students in this difficult time.”

- Our professors of German continued to strengthen all three WLC learning goals through a *literacy approach* in which texts are the locus of work for all three WLC learning goals. Students study language as it is presented in its native form in the text; they work to understand grammar as a system of meaning creation rather than rules for getting things right; and they use that grammar to discuss and write about the topics and problems raised in the text. This approach—grounded in research by scholars such as Richard Kern, Heidi Byrnes, and Claire Kramersch—unifies all three WLC learning goals and establishes grammar as the means through which learners pursue those goals.
- Prof. Windham also reported that he continued efforts with democratic classroom: “I dramatically expanded the effort to let students choose specific texts/videos within each course unit. In German 121, 122, 221, and 222, students chose from up to five texts or videos per unit, then formed groups based on those choices and gave brief presentations on their text/video. Students were expected to take other groups’ presentations into account in discussions and written work.”
- Some colleagues taught 100% over Zoom and employed polls and chat as well as breakout rooms regularly in those classes for content collaboration and community building as well as morale gauges. One professor reports having used Moodle and Google Docs every day for quizzes, content dissemination, collaborations, article sharing and announcements, discussion boards, assignment submission, and more.
- Students in all levels of Spanish had the opportunity to converse with native speakers from all over the Spanish-speaking world using the program *Talk.Abroad*. The students were assigned 3-4, 15-minute conversations during the semester for which they had to do some preliminary research and prepare thoughtful questions. Students’ confidence improved and the assignments helped increase their speaking and listening comprehension skills as well as aided in their reading through the research and writing with their reflection papers. Faculty also used

technology such as Flipgrid that allowed students to respond to one another in a video format about current events they were studying to help them engage outside the classroom.

Talk Abroad allows students to interact with native speakers of Spanish from different parts of the world. Prof. Pablo Celis-Castillo reports that this was “a decisive move” for the following reasons:

- “My students were able to practice (and thus improve) their speaking and listening skills with native speakers of Spanish outside of the sometimes anxiety-provoking environment of the classroom.
 - My students were exposed to different accents and lexical choices than the ones used by their professor or by the materials reviewed in class.
 - I made sure to include in all *Talk Abroad* assignments discussion prompts that would allow my students to unobtrusively inquire with their conversation partners about the effects that the pandemic was having in their specific countries and societies. Later, I requested them to reflect on this information and to write a paragraph or two pondering in how similar/different where these effects in their own communities. I could sense in these paragraphs empathy and sentiments of global awareness and personal and social responsibility that could have been difficult to achieve if they had not the chance of having these interactions.”
- Real-world connections: In Spring 2021, students from SPN 330: *The Spanish-speaking World thru Media* had the opportunity to talk to local Argentinian business owners from Inés bakery and try their fresh empanadas and alfajores (Argentinian shortbread cookie with dulce de leche (caramel)). They also spoke to the uncle of one of the students and his team of employees in Colombia about business. Another day they were able to speak to a Cuban pastor who recently had to leave Cuba with his family and is living in Burlington. All of these conversations were particularly relevant during units on beliefs and values and diversity as the students got a chance to explore diverse ways of thinking. In SPN 122 during Winter Term, students had the opportunity to talk to the principal of a school in Guatemala and learn about how the pandemic has affected education for students in rural schools.
 - Many colleagues, such as Prof. Mina Garcia, prepared class meetings in three modalities: for in-person teaching, hybrid, and fully remote teaching. Prof. Garcia shared that she implemented the following strategies:
 - “Rotation of students every class period (in person and on Zoom). This meant that I constantly juggled both formats in my synchronous teaching, but it also allowed students to transition from one to the other smoothly depending on their situation. 94% of my students confirmed this in their end-of-semester survey in class.
 - Reunion of all the students in class in outdoor spaces (tents) for special assignments.
 - Opening of spaces to talk about well-being, to listen to their concerns and request their ideas about how to proceed.
 - Discussion of how flexibility had been built into the syllabus and the assignments, modified for this semester.
 - Creation of “families” of students who helped each other but also became a close group. This facilitated community- building and addressed the 84% of students who said it was not very easy to know other students (Dooley, Student Survey). Over 90% of students surveyed anonymously attributed to the families a strong sense of community.
 - In lieu of the cultural events that students would have attended on a regular semester; students participated in real conversations with native speakers abroad (Talk Abroad). Strangely, the fact that the whole world is going through the same experience, made these conversations with the native partners easier, enabling students in their second semester

of Spanish to learn from others across the world. The intercultural competency developed in my class offered students opportunities to consider their own culture in a new light, and to gain insight into themselves and others. 100% of students surveyed were happy with the opportunities I provided to practice grammar and culture in context.

- I listened carefully to students' concerns to answer to their emotional and cognitive needs. For instance, in my SPN 122 Fall 2020 class I incorporated some changes based on student's input. For that reason, I decided to split my syllabus into two distinct documents. I created a less intimidating, friendlier syllabus, to help students ease into class. I also included an explicit statement on Diversity, Equity, and Inclusion, as well as a statement regarding my concern for students' well-being and mutual support in times of distress, making visible some of the core values of my teaching. This document was paired with a course calendar, mentioned above, to be used as the pathway to all the necessary elements of the course. They also said that the use of two digital platforms (Moodle and Google Classroom) was confusing. I created folders in Moodle and explained the pedagogical reasons behind my choice and how/when to use them, but it still created confusion. The following semester I ended up using only Google Classroom, which made the flow of the course a lot easier and allowed me to focus on process, multiple versions of writing assignments and increased student collaboration.
- In Spring 2021, I took it one step further and fully adopted Google Classroom for all my materials and learned how to make headings on GoogleDocs so the syllabus was easier to navigate.”
- Prof. Ketevan Kupatadze promoted critical thinking about global awareness, civic engagement, diversity, equity, and inclusion through her teaching of SPN 362: *Race, Gender and Class*. “Students were exposed to texts of varied genres through which they discussed topics related to indigenous people’s rights/treatment/histories; the rights/ working conditions of women in the border city of Juarez; the treatment of homosexual intellectuals/people in Castro’s Cuba, etc.”
- Faculty embedded resources and student activities related to DEI in their sections of COR 110. The following examples come from Prof. Elena Schoonmaker-Gates:
 - Class discussion about reading on hindrances to racial harmony (*Mindful of Race*, by Ruth King)
 - Class discussion about reading on white fragility (*White Fragility*, by Robin Diangelo)
 - Class discussion about common reading and implicit racial bias (*Biased*, by Jennifer Eberhardt)
 - Class discussion and written reflections on Kendi TED interview on how to be an antiracist
 - Campus-wide discussion and written reflections on 13th (the documentary), about mass incarceration
 - Class discussion of *Seeing White* podcast (2 episodes), on the history of how race and racism were established in the U.S. and on “White Affirmative Action”
 - Deliberative dialogue (in class) and written reflections on *Policing Equitably* (in response to police brutality and the Black Lives Matter movement)

COR 361: Student activities related to DEI

- Discussion of Dixon et al. (2002) and Barta TED talk on language and racial bias in the courtroom
- Discussion of Castellanos (1980) on attitudes and racial stereotypes about regional varieties of Spanish

- Discussion of Mejías y Anderson (1988) and Medina-Rivera (2019) on use of and attitudes toward Spanish and Spanglish in the U.S. as it relates to the Latino identity
- Discussion of Solé (1970) on the effects of gender and social class on language use in three Spanish-speaking societies
- Discussion of Walker et al. (2014) on the differential perceptions of status and heteronormativity due to regional accent differences in Mexico and Puerto Rico

Evidence of student DEI learning in anonymous end-of-semester SPOTS:

- “I learned to be a better global citizen in this class. I am more self-aware and mindful of my action and how they impact others. I also learned what it means to be an anti-racist which is a very important quality to learn.”
 - “I learned that all the systems of America are plagued with injustice. Everything is about money, not morality. It isn't we the people. It's more so we the rich white men.”
 - “I learned to really keep an open mind when thinking about other people and their struggles because I don't know how difficult life is for some people because I never experienced anything like that. I also learned how to be anti-racist and understand more of the struggles of black people and the racism in our country.”
 - “In this class, I learned to be mindful of my initial responses towards others, how my worldview has been shaped, and the indirect consequences that can occur because of my actions. I learned that systems designed with good intent are not always fair and that people have hardships that are often overlooked.”
- Prof. Olivia Choplin experimented with alternative grading techniques in her Intermediate French courses, using a daily writing journal as an exercise to promote student improvement in writing as well as their own metacognition about their learning. Offering feedback on student writing without grades, she periodically asked students to grade themselves according to a rubric of her own design and write a reflection about their writing processes. The students greatly appreciated the alternative grading structure and expressed the feeling that their writing had improved significantly over the course of the semester.
 - The German faculty arranged common instruction for all courses at all levels on two occasions. The first was a joint class session co-taught by Drs. Lange and Windham (held in an outdoor space due to COVID). Students from 100-, 200-, and 300-level German met in a combined session to discuss the relevance of German to their academic and career plans. Dr. Mark Kurt, head of the business dual degree program, also made an appearance. This combined session typically includes a virtual visit from German alumni, but the complexity of technical arrangements made the virtual visits impossible. Students in 100- and 200-level German subsequently completed a 3-day mini-unit called “German and You” to further explore career options, study abroad, and other opportunities in the German program. The second was a common unit on current events, promoting critical thinking about DEI. Students across levels voted on a topic to study -- their choice was racism and the Black Lives Matter movement in Germany -- and the faculty chose texts and videos to fit the topic. A planned common discussion could not take place due to scheduling problems.

VI. Serve and engage through leadership & committee positions

WLC faculty members actively contributed to our campus community, as the following examples show:

- Assistant director of CATL (2021-);
- Assistant Director of the Core Curriculum (focus: Assessment);
- Assistant Director of Independent Majors and CORE Seminars;
- Arts & Humanities Branch Director for Elon College Fellows;
- Associate Director for the Project Pericles;
- Coordinator of Peace & Conflict Studies (PSC);
- Coordinator of Latin American Studies (LAS);
- Coordinator of American Studies (AMS);
- Faculty Advisor to the Liberal Arts Forum;
- Coordinator of WLC 301-302-303;
- Coordinator of the WLC Research Series;
- Coordinator of the WLC research group on SoTL;
- Co-leader of the Center for Engaged Learning's Seminar on Global Learning;
- Co-leader of SAGIC (Sexual Assault and Gender Issues Committee);
- Co-leader of the Global Medical Brigade;
- Co-chairs of university-wide search committees
- Members of Academic Council;
- Member of the Institutional Review Board;
- Members of the Faculty Research & Development Committee (FR&D);
- Members of UCC;
- Member of the Latinx Implementation Team;
- Member of the chairs task force;
- Members of the second language proficiency committee;
- Member of the Honors Advisory Committee;
- Member of the Fulbright Scholarship Committee;
- Members of the Community of Practice Research Group;
- Member of the Lumen Committee;
- Members of the Elon Center for the Study of Religion, Culture, and Society;
- Member of Leadership Education Faculty Scholars, Elon Center for Leadership.
- Member of a working group with Provost to identify and suggest future steps for the Imagining the Internet Center. The charge to this group is to: Suggest a structure for a university-wide, interdisciplinary research center aimed at investigating the impact and future directions for digital media. Identify and develop potential strategic focal areas and scholarly directions that will guide the center's activities over the next five to ten years.
- Elon Faculty-in-Residence at the Accademia Europea di Firenze (AEF) in spring 2021.

WLC faculty members contributed to on-campus, national and international venues, fulfilling responsibilities and garnering achievements. Colleagues worked on co-edited books, book proposals, co-edited volumes, book chapters, peer-reviewed articles, keynote addresses, invited lectures, book reviews, presentations at professional meetings/conferences, blog posts published with the Center for Engaged Learning, and much more.

External reviews for journals included:

- *Journal of Excellence in College Teaching*
- *Journal of the European Association for Computer Assisted Language Learning*;
- *Revista Canadiense de Estudios Hispánicos*;
- *Routledge Handbook on Spanish Dialectology*;
- *Studies in Second Language Acquisition*;

In addition, colleagues served as leaders in the following examples:

- Co-Editor of the journal *Annali d'Italianistica*;
- Associate Editor of the *American Review of Canadian Studies*;
- Co-organizer of Elon's 2021 annual teaching & learning conference;
- Consulting editor for *Critique: Studies in Contemporary Fiction*;
- Member of the editorial board of journal, *L'erudit franco-espagnol*;
- Vice President of the *Italian American Studies Association* and the *American Studies Committee*;
- Representative of the southern region to the Delegate Assembly of the Modern Languages Association;
- Co-leader of the Global Learning Seminar.
- Co-leader of Advocates for Global Education (AGE) with parents of the Alamance-Burlington School System;
- Member of the executive board of BRIDGES, a leadership program for women organized by UNC-Chapel Hill;

VII. & VIII. Department's objectives/strategies, including those from the 5-year plan for the past year and department's outcomes for objectives/strategies for next year (combined)

Goal 1: Identity

Articulate and project our identity as a department, i.e. what we do as teachers and scholars.

Action steps taken included:

- Led by Prof. Kristin Lange, we revamped our WLC website so that the information consistently and correctly represented our department. We wanted to convey the centrality of language, intercultural competency, and successfully promote our department.
- We significantly enhanced the content on Carlton's highly visible digital screen on the first floor. By partnering with WLC student assistants, we created flyers, announcements about current courses and activities, and we posted photos and success stories about WLC alums.
- We wrote and circulated our digital student-authored WLC newsletter in fall 2020 and spring 2021 and received enthusiastic feedback from faculty and staff all over campus.
- Our language assessment and placement are notably more efficient and effective thanks to extraordinary work by associate chair, Brandon Essary, who continues to revamp procedures, messaging, timelines, and collaborations with Academic Advising, the Provost's office, and the Registrar.

Objectives and strategies for 2021-2022:

- Make new connections with the SPDC to identify internships and job opportunities related to world languages and cultures. Invite staff from the SPDC into *more* of our first-year courses to talk about the importance and leverage of having a second language. Also, recognize that our own faculty members are important resources as we have connections and are able to communicate in the target languages with potential employers/partners for our students.

- Finalize our WLC “info card” (postcard) for visitors who come into Carlton to promote languages & cultures at Elon.
- Continue providing department events – even (and especially) if they need to be virtual – such as brown bag lunches, research talks, interdisciplinary panels, lectures, films, book discussions, an undergraduate conference on languages & cultures, and outreach events for the greater community.

Goal 2: Faculty development

Develop a culture of growth and learning that leads to excellence in teaching, research, and service.

Action steps taken included:

- We continued offering the WLC research and WLC teaching series.
- At the start of the academic year, we formed small WLC peer mentoring groups, spearheaded by Profs. Sarah Glasco and Federico Pous. Groups met for drinks + conversations throughout the year (with WLC support/reimbursement).
- In summer 2020, Prof. Burns spearheaded and offered a 3-day virtual workshop about best practices in online teaching in partnership with Michael Vaughn from Teaching & Learning Technologies (TLT).

Objectives and strategies for 2021-2022:

- Continue to cultivate professional interactions and collaborations among WLC faculty by offering reimbursements and gift cards as an incentive to meet for coffee.
- Encourage colleagues to take advantage of WLC, TLT, and CATL workshops related to online/hybrid teaching & learning.
- Meet regularly as a department as well as in small groups with language sections and section coordinators, for ongoing peer mentoring/support.

Goal 4: Curriculum

Attain the highest levels of achievement across each language program.

Action steps taken:

- The French and Spanish sections (our 2 majors) began assessing learning outcomes;
- We worked on strengthening our programs’ curricula to reflect the department’s mission; to represent quality, variety, cohesiveness, and articulation; to provide flexibility; to appeal to student interest; to challenge students to become active learners; to reflect national standards; and to pursue connections to other disciplines, departments and programs. We dedicated each retreat to curriculum and intercultural competency across languages.

Objectives and strategies for 2021-2022:

- Continue to focus on curriculum and assessment during our retreats, and we plan to look carefully at courses at the 100, 200, and 300 levels frequently taken by non-majors. This will allow us to assess the department’s effectiveness in facilitating proficiency for every Elon graduate.

- Work with Prof. Choplin, coordinator of WLC 301-302-303, to support and strengthen the three-part course series. Goals include:
 - Maintain contact with the GEC for lists of the students with a declared FRE/SPN minor or major who applied to study abroad programs each semester, and then contact the SPN/FRE minors/majors by email about the course;
 - Ask student assistants for help making digital flyers about the course to “market” it the way we would our other WLC courses;
 - Include information in our WLC newsletter for more visibility;
 - Coordinate staffing of sections by discussing it with SPN + FRE section heads well in advance;
 - Communicate/coordinate with chair, curriculum working group, and WLC faculty as appropriate;
 - Continue brainstorming with GEC about ways to collaborate and make the series sustainable (example: a potential pilot of Sentia for WLC 301);
 - Share final portfolios with WLC faculty and consider including them in assessments.

Goal 5: Facilities

Build a physical presence that complements and supports the WLC’s mission

Action steps taken:

- Before the pandemic, we hosted more events than ever on the first floor of Carlton. Renovations of the first and second floors have provided tremendous versatility and visibility. The engagement and teaching spaces within our own academic building allow us to collaborate with students, faculty, staff, and members of the larger community.
- Our student assistants worked on a department video that included faculty and student interviews as well as class footage. We have hired a student from Communications whose role will be focused on department media/videos for 2021-2022.

Objectives and strategies for 2021-2022:

- We consider our digital signage part of our physical presence, so we plan to focus on getting more videos and flyers created and posted in the year ahead.
- We now recognize that much of our shared “space” can be *virtual*, and we will consider offering virtual talks, panels, book discussions, guest speakers, and more, when it may offer the most accessibility.

Conclusion: Progress, Challenges, and Opportunities

Despite the pandemic and switch to online/hybrid teaching and learning, the Department of World Languages and Cultures made notable progress on strengthening our curricular offerings and promoting our department to the university community through collaborative (virtual) events, interdisciplinary courses and projects, campus-wide partnerships, and digital marketing.

Our top priority is to support the development of our students’ intercultural and linguistic abilities. We are eager to hear from Provost Voley or President Book about the report submitted by the Committee on Second Language Proficiency, and we hope it will be included in upcoming campus-wide discussions.

In addition, we hope to be able to offer year-long contracts to our part-time colleagues when enrollment numbers demonstrate the need, especially to support the growth and development of our less commonly taught languages and the faculty members who teach them.

We are grateful to our top-notch external reviewer, Dr. Fernando Rubio, for his comprehensive (virtual) visit and report in spring 2021. We are eager to tackle his recommendations, including work needed to achieve the following interrelated goals: (1) increasing overall enrollments in the department; (2) increasing the retention of students beyond 1st and 2nd year; and (3) increasing the number of students enrolled in upper division courses and, by extension, the number of potential minors and majors. I am confident WLC faculty will work well together on Dr. Rubio's recommendations. In fact, in his report Dr. Rubio praised the WLC collegiality, engagement, and commitment to excellence:

“Their level of engagement with and beyond the department is admirable and it has obviously contributed to raising the profile of language and intercultural learning at the institution. WLC faculty are involved in the organization of public talks and events for the community, many student events—including an undergraduate conference—and multiple cultural celebrations that honor the languages and cultures taught in the department; they coordinate or participate in multiple interdisciplinary activities that engage other units on campus; and they participate in the overall teaching mission of the university by contributing to the Honors program and to the General Education Core. More importantly, while being actively engaged with the campus community and beyond, they have revamped the departmental curriculum with innovative course offerings that cover a variety of areas from business to multiculturalism to social justice, not to mention fascinating courses that address the intersection between language, culture, and video gaming. Despite a teaching load that is comparatively higher than that of their peer institutions all faculty in the department provide significant service to Elon and show a strong commitment to their students.”

In closing, the WLC is equipped with new perspectives from 1.5 years of pandemic pedagogy and from Dr. Rubio's external review of our department. We are looking forward to new approaches and initiatives in 2021-2022 like never before! We sincerely appreciate the strong support we continue to receive from the administrative as we work together on shared goals and a shared commitment to excellence.

Sophie Adamson