MODERN LANGUAGE ASSOCIATION

ADFL | MLA Consultancy

Advocating for your Department

Why, When, How, & With Whom

Dennis Looney MLA | ADFL

Why You Need to Advocate NOW.

- ☞ Financial Pressures
- ☞ Changing Environment of Higher Ed
- ☞ Pre-professional Emphasis
- ☞ Labor Pressures

☞ Financial Pressures

⇩ Reduced funding (from the State)

💲 Rising tuition & student debt

🕐 Resulting pressure to deliver ‘marketable degrees in timely fashion’

✎ Emphasis on accountability

☞ Changing Environment of Higher Education

- 💻 Rise of online instruction (pre-Covid)
- 💲 Rise of for-profit education/the neoliberal university
- 🕐 Shift to outcomes- and skills-based education
- ✏️ Push for heavier teaching loads
- 🌐 Increased global emphasis

☞ Pre-professional emphasis

- 🎓 Expectation that majors lead to jobs
- 💲 STEM disciplines heavily financed
- 💻 PIPA courses in the liberal arts curriculum
- ⚠️ Concern about the ‘crisis’ in the humanities

☞ Labor Pressures

—Trends in Higher Education—

~70%*

of faculty were part-time, “temporary” workers in 2010, with 30% T/TT

⇩This reduction of tenure-line faculty is compared to a 75% T/TT vs. 25% “temporary” faculty in 1970

⚖ Increased workload for tenure-line faculty in era of greater accountability

*AAUP = source

HOW to Advocate for your Department.

☞ Basic Principles for Advocating Effectively

1. Understand Institutional Context
2. Develop a Departmental Vision
3. Utilize Data to Make More Effective Arguments for Resources
4. Demonstrate the Effectiveness of your Department
5. Build Alliances With Administration, Admissions, Alumni & Career Development Offices

☞ 1. Understand Institutional Context

How can we understand the big picture?

ASK

What is my institutional context?
What are my institution's mission + priorities?
Who are my institution's students?
What are the sources of institutional funding?

Deans/provosts deal with many units, all important in distinct ways. Know where your unit fits into the big picture.

☞ 2. Develop a Departmental Vision

💡 Given the institutional context, define a realistic departmental vision that

⇉ Aims to align your departmental vision with the mission of the college and/or institution

◎ Shares your departmental vision and the goals you have developed with the dean/provost

⟲ Avoids referring to your unit as merely a “service” unit; use “foundational”, “core”, “general education”.

☞ 3. Utilize Data to Make Effective Arguments

EXAMPLES OF USEFUL DATA:

- # of FTEs & instructional FTEs
- Total # SCH/SCH per FTE
- # of majors, minors, certificates
- # of grad students/completion rates
- Placement: when and where
- Tracking students post-graduation
- Contributions to gen ed / core
- Enrollments: intro vs advanced
- % of PIPA courses in curriculum
- Start up costs for faculty
- Research productivity, grants, awards, recognitions, campus-wide service
- Leadership in national societies

How do peer institutions look?
How do aspirational peers look?

☞ 4. Demonstrate Department Effectiveness

Given your department's role within the institution, are you doing what you are funded to do?

ASK

Cutting edge research?
High quality undergraduate teaching?
Successful training / placement of graduate students? Outreach to community or K-12 institutions?

Use data to demonstrate departmental effectiveness.

☞ 5A. Build Alliances...

...WITH ADMINISTRATORS

🕐 Don't hesitate to approach the chair/dean/provost with requests for resources

To improve the chances of securing support:

⫸ Show how request supports or enhances the institution's mission

💲 Cost-share to demonstrate commitment to the plan

⇨ Address centrality + sustainability of these efforts

☞ 5B. Build Alliances...

...WITH ADMISSIONS, ALUMNI, AND CAREERS

Educate staff about your department
Build and maintain contact with alumni who will advocate for you
Newsletters; web site; social media
Alumni awards, alumni days, campus visits

Development is a slow process. Efforts now may not yield tangible results for some time.

To Sum Up: Why You Need to Advocate NOW (Language Edition)

- ☞ Program closures
- ☞ Increased focus on ‘strategic’ languages
- ☞ Development of online and hybrid learning (pre-Covid)
- ☞ Micro-credentialing
- ☞ Consolidation of departments
- ☞ Increased use of NTT faculty
- ☞ Expansion of short-term, professional programs
- ☞ Increased focus on concrete skills and learning outcomes
- ☞ Disruptive instructive technologies e.g. Duolingo, Mango, Babbel

Different Ways to Think about Undergraduate Language Education

Source and Infographic: American Academy of Arts & Sciences, "The Humanities in American Life: At a Glance"

Who Studies Languages and Why?

INTRINSIC REASONS

Humanistic values of inquiry
Knowledge
Identity
Skills
- Read, write, speak, interpret
- Communicate across cultures
- Practice empathy
- Think critically
- Perfect attentive listening

INSTRUMENTAL REASONS

Professional applicability
Jobs in
- Academic, K-16
- Language industry
- International relations
- Diplomacy
- International commerce
- Tourism, hospitality
- Science and technology
- Cultural projects

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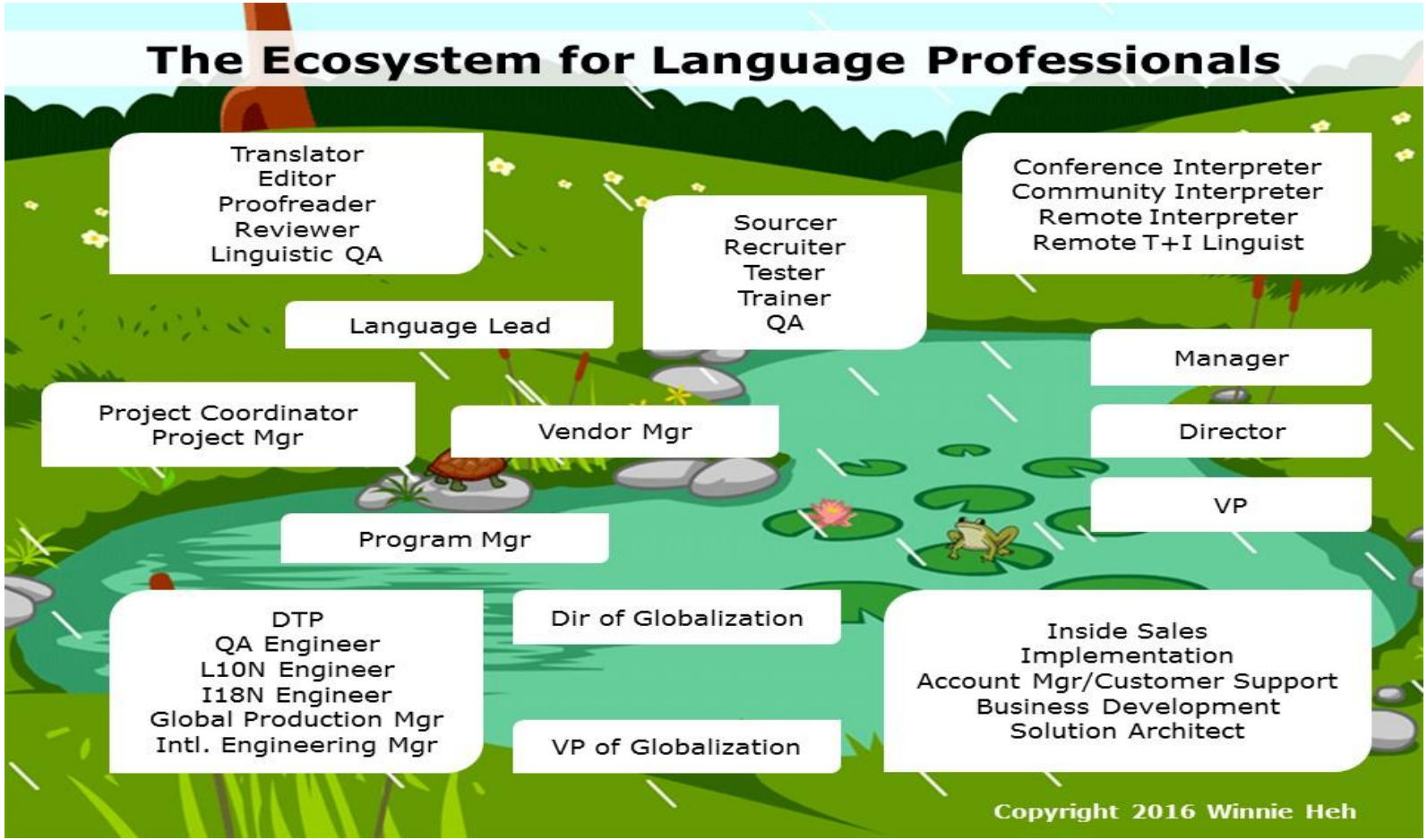
The Ecosystem for Language Professionals
Translator
Editor
Proofreader
Reviewer
Linguistic QA
Sourcer
Recruiter
Tester
Trainer
QA
Conference Interpreter
Community Interpreter
Remote Interpreter
Remote T+I Linguist
Language Lead
Manager
Project Coordinator
Project Mgr
Vendor Mgr
Director
VP
Program Mgr
DTP
QA Engineer
L10N Engineer
I18N Engineer
Global Production Mgr
Intl. Engineering Mgr
Dir of Globalization
VP of Globalization
Inside Sales
Implementation
Account Mgr/Customer Support
Business Development
Solution Architect
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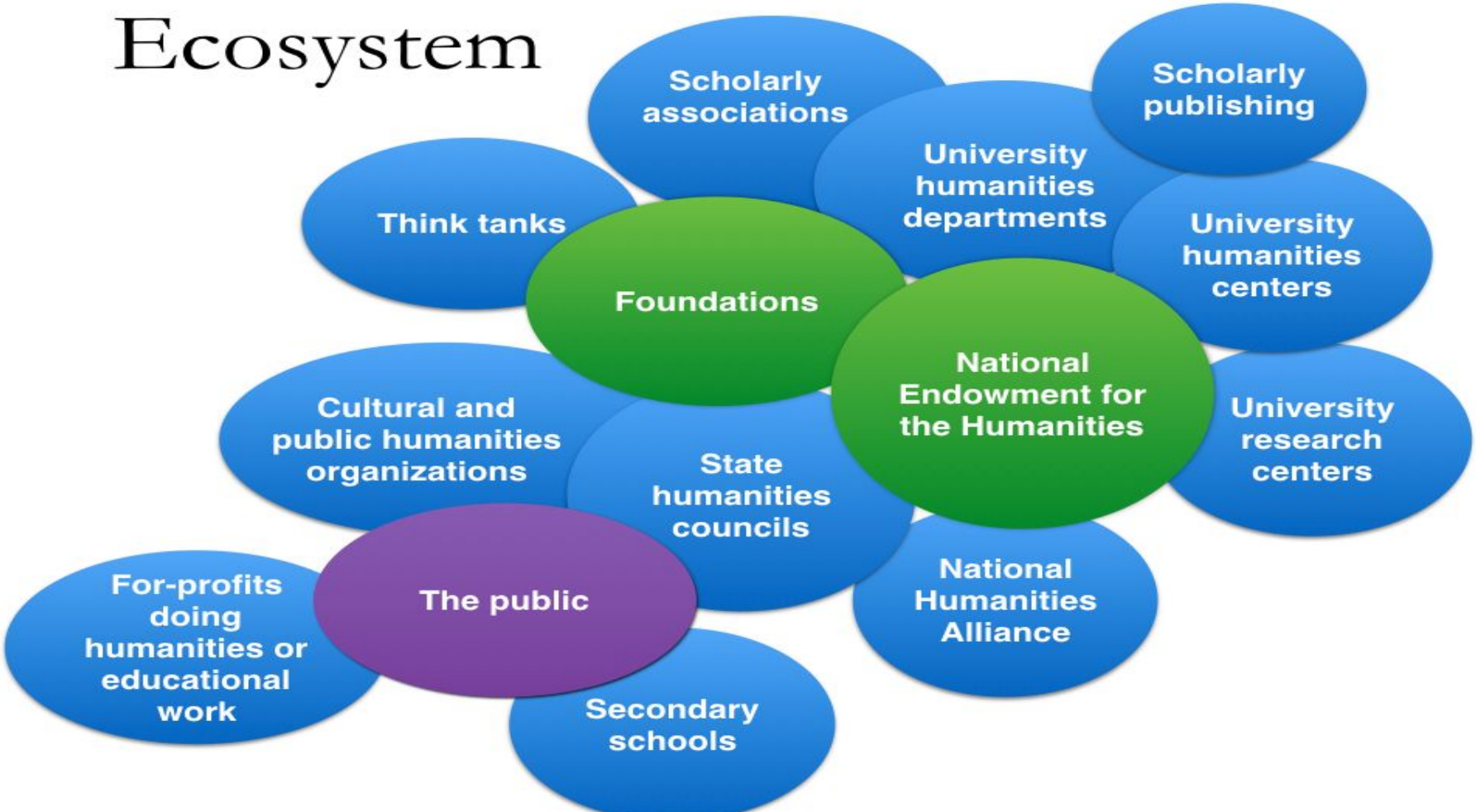
The Humanities Ecosystem



Undergraduate Education in Modern Languages (1/2)

- Articulation of a curriculum in support of professional aspirations of students; get their feedback!
- Consideration of several paths to the major with courses devoted to cultural, social, professional issues.
- Recruitment of double majors, certificates, minors.
- B.A. in World Languages, e.g. at U of Ottowa: https://catalogue.uottawa.ca/en/undergrad/major-world-language-culture/#text

Undergraduate Education in Modern Languages (2/2)

- Less about transmission of a canon, less about disciplinary purity, more about education of students as speakers, readers, writers, with conversancy in the culture.
- High level of oral + written proficiency is the goal of most learners.
- Link to programs on campus and abroad in social sciences, STEM, business, etc. Be *tentacular!*

Some Successful Models.

IOWA STATE UNIVERSITY
Department of World Languages and Cultures

Search

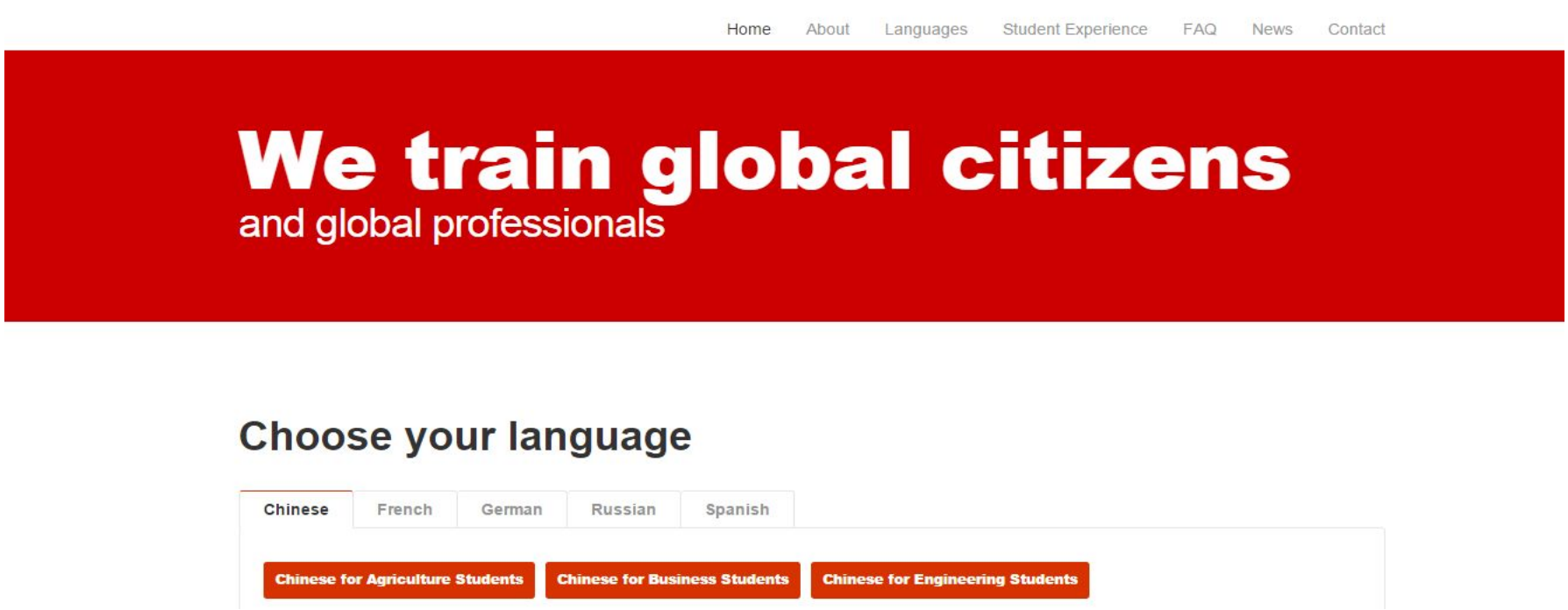
HOME DISCOVER STUDENTS PARTNERS ALUMNI INFO

We know that you want the best of both worlds.

We want you to have it! Languages and Cultures for Professions, also known as LCP, is a way for you to pursue a professional track degree without losing your connection to the world as a whole. Our LCP students love our program for its practicality, its flexibility and its possibilities. Don't believe us? Hear it from them!

Languages & Cultures for Professions
Iowa State University

https://language.iastate.edu/



Languages and Cultures for the Professions (Iowa State)

⇩ Fewer credits that traditional language major

🔎 Focused on professional and global communication

◎ Technical and professional courses in the target language

🌏 Study abroad/international internship required

□ Language & culture training within professional environment

French & Business

Live in France, Work in French

Overview

The French Program offers language courses from elementary through advanced levels and interdisciplinary courses on contemporary French literature, culture and film.

Faculty Liason:

- Stacey Weber-Feve

Requirements ↓

Sample Program of Study: Iowa State LCP Spanish

30 credits after fourth-semester Spanish

Core (12 credits)
Spanish conversation for professionals
Spanish for business and professions
Intro to Spanish-English translation
Internship/Study Abroad

Lit & Comp (12 credits)
Spanish grammar and comp
Intro to Reading Hispanic texts
Spain Today OR Spanish Civ
Latin America Today OR
Latin-American Civ

Electives (6 credits)
Lit Survey
Seminar (topics in lit or culture)

Language Studies: A Twenty-First-Century Degree Program

Ronald W. Dunbar and N. Ann Rider

Ronald W. Dunbar is professor emeritus of German at Indiana State University. N. Ann Rider is associate professor of German and chair of the Department of Languages, Literatures, and Linguistics at Indiana State University.

WHAT should an American foreign language degree program offer in the twenty-first century? The answer may depend on the institutional context. For small to midsize regional state institutions, that context is driven by funding and student profile. Arguably, small foreign language programs are under the most pressure to deliver quality programs in an economically viable way, and yet the classical model of the foreign language department—a loosely knit confederation with separate programs, faculty, and, oftentimes, goals—is the least viable. Of course, it is not just about efficiencies; the twenty-first century demands new ways of thinking about the study of languages and cultures. The MLA's 2009 report to the Teagle Foundation stressed, among other things, the significance of collaboration and cooperation in creation of the programs of the future (*Report*). Likewise, "Foreign Languages and Higher Education: New Structures for a Changed World" recommended breaking down barriers and hierarchies in the curriculum and among the faculty between language and literature education that are then reproduced in employment practices (MLA Ad Hoc Committee). To be successful, the twenty-first-century foreign language degree program will need the foundation of a departmental organization and philosophy that places the opportunities of interdisciplinarity and collaboration at the forefront. Further, the program must address the needs and expectations of its students and prove agile in the face of the national discourse that disparages the relevance of humanities disciplines in a challenging employment market. The following essay documents the history, the process, and the current status of the program developed at Indiana State University between 2000 and the present. It also provides an illustration of what can be achieved in such a restructuring by the example of an innovative introductory course.

Background

Redesigning the Curriculum for Student Persistence in Small Language Programs

Patricia K. Calkins and Sharon Wilkinson

Patricia K. Calkins is professor of German in the Department of World Language and Culture Studies at Simpson College.

Sharon Wilkinson is director of the West Des Moines campus and an academic adviser at Simpson College.

AT tuition-driven institutions, program importance is often measured by course enrollments. More-robust enrollments are generally thought to indicate more-valuable disciplines, while small enrollments are equated with expendability.[1] Marc Greenberg and his coauthors raised the issue that programs are increasingly faced with "competition to gain student-credit-hour production and majors to generate tuition revenue" (30), targets that are hard to meet when the loss of just a few students can tip a program from profitable to unprofitable within a single semester. Wherever enrollment targets loom large, traditional curricular design can place a program at a disadvantage: the typical sequencing of the courses can inadvertently serve as an enrollment funnel, in which any sort of attrition inevitably leads to smaller and smaller continuing cohorts. The resulting low-enrollment upper-level classes make these language programs vulnerable to cuts. Is our profession's emphasis on sequencing and proficiency targets preventing us from addressing the real issue: student persistence? After all, proficiency is impossible without persistence. Instead of focusing on proficiency goals, what if world-language curricula were organized to address the enrollment issue by helping students persist into the next course and to the major?

This essay offers a case study of one language department's initiatives to reverse its downward enrollment trends by increasing students' ability and desire to continue language learning over time—in other words, by increasing their persistence. The struggle for student persistence has been recognized as a problem in foreign language programs (see, e.g., Gascoigne; Grabe), but few concrete remedies have been proposed, despite repeated calls for curricular reform (e.g., Lomicka and Lord; MLA Ad Hoc Committee). In this article, we discuss how our department addressed three main barriers to persistence: access, relevance, and community. This trifold approach

SOUTH DAKOTA STATE UNIVERSITY

Workplace Intercultural Competence Certificate

COLLEGE OF ARTS & SCIENCES

"Diversity is the engine of invention. It generates creativity that enriches the world." —*Justin Trudeau*

Managers need to navigate multiple cultures and bridge cultural differences to be successful in an increasingly diverse work environment. In fact, as foreign-born skilled and unskilled labor grows in business, hospitality, construction, and agriculture across the nation, industries are demanding more interculturally competent professionals whose ability to understand differences, identify commonalities, and promote integration can foster a more inclusive work environment and maximize productivity.

In SDSU's Department of Modern Languages and Global Studies, we prepare students who meet these needs of future employers. Our Workplace Intercultural Competence Certificate provides intercultural management skills for professionals in Agriculture, Dairy Sciences, Animal Sciences, Hospitality Management, Operations Management, and Business Management, among other fields.

MHC McCulloch Center for Global Initiatives

Home > McCulloch Center for Global Initiatives > Student Opportunities > Grants & Awards > Global Competence Award

Global Competence Award

Global competence is crucial for successful careers and citizenship in today's global world. Mount Holyoke offers many amazing opportunities, in and outside the classroom, on and off campus, to advance your global competence.

The Global Competence Award is given to seniors with demonstrated achievement in language learning, cultural immersion, global perspective-taking, and cross-cultural learning. Students must satisfy the following requirements:

Home / Academics / Undergraduate Programs / Majors - Bachelor of Science Degrees /
Applied Languages and Intercultural Studies

B.S. in Applied Languages and Intercultural Studies

The School of Modern Languages

The path-breaking Applied Languages and Intercultural Studies (ALIS) program offers foreign language study **within contexts** such as social and technical communication, cultural perspectives, industry, technology, arts and literature, as well as media and science. This content-based approach with a cluster/interdisciplinary minor and study abroad distinguishes the program from traditional U.S. foreign language programs which emphasize literature and language study as ends in themselves.

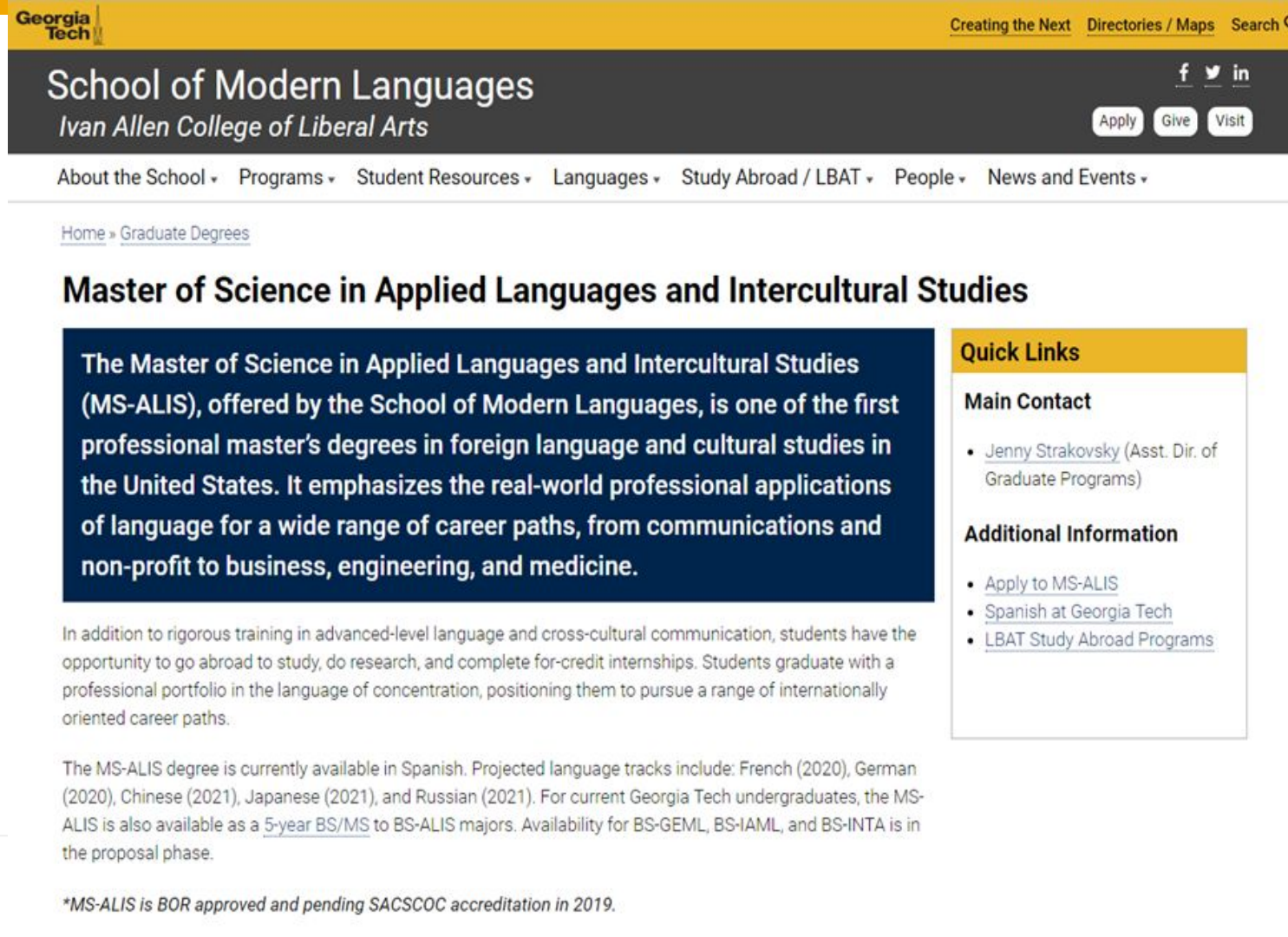
Our graduates with a Bachelor of Science degree in Applied Languages and Intercultural Studies have a significant competitive edge in the language requirements of government agencies, multi-national industries, and social organizations. Moreover, the core curriculum at Georgia Tech plus an additional technology requirement ensures that students will have a stronger grounding in science and technology than at other schools.

Careers

Graduates with a B.S. degree in Applied Languages and Intercultural Studies will be able to apply intercultural communication skills within their career path on a lifetime basis; will have a broad understanding of current affairs, political viewpoints, economics, science and technology, and the cultures of the country or region; and will demonstrate global skills by:

- exhibiting a positive attitude toward cultural identity differences
- demonstrating the ability to speak, understand, and think in a foreign language, and live abroad
- clearly articulating global aspects of emerging cultural issues and international challenges, e.g. climate and environment, immigration and integration, business and intercultural communication, social impacts of technology, connections between literature and society, etc.
- understanding how media represents different perspectives within and between cultures and societies

Focus Areas	Sample Courses	Career Paths
Chinese	Chinese for Music and Culture	Government Organizations
French	Medical Spanish	Humanitarian Service
German	Social Identities in French Culture	Multilingual Industries
Japanese	Spanish Service Learning	Social Organizations
Russian		
Spanish		



Georgia Tech

Creating the Next | Directories / Maps | Search

School of Modern Languages

Ivan Allen College of Liberal Arts

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Home » Graduate Degrees

Master of Science in Applied Languages and Intercultural Studies

The Master of Science in Applied Languages and Intercultural Studies (MS-ALIS), offered by the School of Modern Languages, is one of the first professional master's degrees in foreign language and cultural studies in the United States. It emphasizes the real-world professional applications of language for a wide range of career paths, from communications and non-profit to business, engineering, and medicine.

In addition to rigorous training in advanced-level language and cross-cultural communication, students have the opportunity to go abroad to study, do research, and complete for-credit internships. Students graduate with a professional portfolio in the language of concentration, positioning them to pursue a range of internationally oriented career paths.

The MS-ALIS degree is currently available in Spanish. Projected language tracks include: French (2020), German (2020), Chinese (2021), Japanese (2021), and Russian (2021). For current Georgia Tech undergraduates, the MS-ALIS is also available as a 5-year BS/MS to BS-ALIS majors. Availability for BS-GEML, BS-IAML, and BS-INTA is in the proposal phase.

**MS-ALIS is BOR approved and pending SACSCOC accreditation in 2019.*

Quick Links

Main Contact

- Jenny Strakovsky (Asst. Dir. of Graduate Programs)

Additional Information

- Apply to MS-ALIS
- Spanish at Georgia Tech
- LBAT Study Abroad Programs

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ABOUT

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- What's Happening in WLC?
- Careers in Languages
- Giving
- Study Abroad & Exchange Programs
- Related Centers and Departments
- Advisement
- Employment & Internship Opportunities

Careers in Languages

What can I do with a major in global languages?

The study of global languages focuses on learning about language, linguistics, literature, and culture. The ability to speak another language fluently can be an asset in today's global economy and make individuals competitive in a saturated job market. Employment opportunities exist in many career fields and graduates with a background in global languages give themselves a competitive edge when entering the job market. Graduates in global languages pursue careers in business, education, government, and the nonprofit sector, and some pursue advanced degrees. Also, a minor in language is an excellent complement to a number of majors. Students pursuing careers in law, business administration, criminal justice and health sciences should consider a minor in language as a way to increase their marketable skills.

- Global Languages is Number 10 on **The 13 most useful college majors**
- What can I do with a major in **Foreign Languages** or **Global and international studies**?
- More information about **career opportunities** with global languages

CONNECTED ACADEMICS

Modern Language Association MLA

Transferable Skills for PhDs in the Humanities

Below are a few of the transferable skills that a PhD in the humanities gives you. We recommend that you change the wording of these generic skills as needed to fit your specific background, instead of simply listing them as they appear below.

Academic Skills	Workplace Skills
Classroom Instruction and Management	• Convey complex content to a diverse audience • Guide discussions toward a consensus • Present information through lectures, discussions, and active-learning techniques • Manage the expectations of multiple constituencies • Adapt to rapidly changing circumstances and think on one's feet
Curriculum Design	• Prioritize and organize a large body of knowledge • Create materials targeting a particular audience • Master technical skills to manage and convey information in innovative ways
Advising and Counseling	• Listen actively and attentively • Make recommendations • Comprehend and adhere to requirements and organizational policy • Assist others in the navigation of bureaucracy
Assessing Student Learning	• Devise and implement metrics for success • Provide substantive and timely feedback • Keep detailed administrative records • Accurately report results
Research	• Identify, investigate, and creatively solve problems • Critically engage with, distill, and synthesize large bodies of information • Work independently • Meet deadlines • Master multiple research methodologies • Implement feedback from various sources, including supervisors and peers
Writing and Public Speaking	• Write in multiple genres, across a variety of platforms, and for different audiences • Deliver presentations at national conferences • Engage with colleagues about topics important to the field
Program Management and Coordination	• Collaborate with a team to achieve a common goal or solve a common problem • Switch smoothly between leadership and support roles • Delegate tasks as needed • Facilitate communication among multiple stakeholders with varying priorities • Manage a budget • Plan and execute events • Design marketing materials and campaigns

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Final Thoughts.

☞ What to do next:

- Promote the discipline, your programs + departments.
- Increase your visibility on campus.
- Collaborate with academic units across campus.
- Reach out beyond campus to new communities.
- Be *tentacular*. On campus and beyond.
- Demonstrate the value of our programs, and the humanities, to students, parents, administrators.