Modern Languages Department -- Program Review (2017)
Faculty of Language, Literature and Performing Arts

Recommendations

MODL Program Key Recommendations	Goal Date	In Progress	Complete
1- Create new courses and update curriculum			
Articulate new mandate/vision for the MODL Department	March 2017		
Bring in a facilitator to guide faculty through visioning exercise to support the revision of the Department's mandate	January 2017		
Identify faculty expertise gaps and PD needs	March 2017		
Develop proposal for new courses	May 2017		
Renumber intermediate and advanced French courses			X
Replace the current second-year fifth Spanish level (MODL 2351) with advanced third-year courses (MODL 3351 and MODL 3352)			X
Create new courses for the upcoming Associate of Arts in Asian Studies, especially courses for heritage speakers in Chinese and Japanese, as well as upper-level courses in both languages		X	
Pilot multi-level courses at the upper-level for some of the languages (start with French?)	Summer 2017		
Revise current course scheduling model to allow for more summer and evening offerings	Fall 2017		
Analyze the pedagogical repercussions of developing new delivery modes for MODL courses; pilot depending on results.	Summer 2017		
2- Improve pathways			
Check with receiving institutions to guarantee adequate third- and fourth-year transferability of French advanced courses once they get renumbered		X	
Check with receiving institutions to guarantee third-year transferability for the new Spanish advanced courses, MODL 3351 and MODL 3352		X	
Discontinue Certificate in Modern Languages and promote the emphasis in MODL within the Associate of Arts Degree	Winter 2017		
3- Improve recruitment and enrolment			
Work with the Office for New Students to attract more students to MODL courses	Winter 2017		
Create a rack card that promotes MODL courses and highlights the SFU-Douglas degree program			X
Identify ways to increase student retention from one level to the next one	Fall 2016		
4- Improve student educational experience			
Re-ignite the Japanese Bilingual Institute			X
Maintain the Japanese Bilingual Institute		X	
Strengthen relationships with Douglas International to find ways to involve MODL students in international activities	Fall 2016		
Work with the library to diversify learning resources available in each language		X	
Establish communication with other Faculties to explore interdisciplinary collaborative projects		X	
Explore the possibility of creating language clubs, and pilot a language club project in the Fall 2017	Fall 2017		

RECOMMENDATIONS (A SUMMARY)

The following are in line with the MODL recommendations (p. 6 of the self-study report).

a. The most important one in my opinion is the reduction of the gap that exists between the post-secondary institutions and MODL (mostly in French). There should be some discussions between the various units to see how Douglas transfer students can do better at these institutions.

b. Create four courses in Italian (Basic I and II and Intermediate I and II) so students can transfer to SFU or another university directly to the 300 and 400 levels.

c. Provide faculty with more funding to attend conferences for professional development and for keeping abreast of what is happening in the world of teaching and learning. Encourage faculty to think outside of the box to deliver exciting courses with new approaches, such as flipped classes, hybrid classes and active learning classes.

d. Change the names of the more advanced courses in all languages to make them more appealing and enticing.

e. Revive and modify the Certificate in Modern Languages. It could be called the Certificate in Languages and Cultures; create culture courses that could be part of that Certificate. The possibilities are endless.

f. Consider offering some language for business courses.

CONCLUSION

Douglas College has been re-branding successfully. It is an exciting time and I believe that MODL can do the same. When I met the faculty as a group, I asked two questions:

1. What is the orientation or purpose of your department?
2. What makes your department unique?

I think these questions are important for the future of the department. Language departments across the country are trying to diversify their teaching and offer unique programs to their students. Run-of-the-mill programs are of the past. The purpose of the department is already in alignment with the Douglas College Strategic Plan: "to provide the academic foundations of a university with the employer-ready skills of a college." To be unique and provide "educational experiences that challenge, enlighten, and open doors to lives of passion and purpose" as Douglas College Strategic Plan suggests, the MODL Department could explore new ways of teaching. Faculty should take every opportunity to seek out workshops, professional development opportunities, and language teaching conferences that will help them rethink their teaching, that will give them new ideas to experiment with new formats, and to network with colleagues around BC, Canada and the world.

Douglas College policy *A18.01.01 Program and Service Review* requires a follow-up plan be developed by the Vice President, Academic as the final step in the PR process.

FACULTY (Lead Dean)	**Language, Literature and Performing Arts (Manuela Costantino, Associate, Dean)**
Department / Program	Modern Languages
Date submitted	January 2017
External Reviewer (ER)	Dr. Catherine Black, French Department, Simon Fraser University
Review triggered by	_X_ Policy (schedule) or ___ Emergent concerns _____ Changes in discipline/field/licensing _____ New program development _____ Demand/enrolment concerns _____ Other (*specify*)
Date of last formal PR	1997
RESPONSE/RECOMMENDATIONS	
SUMMARY RESPONSE	The MODL department comprises five language departments and is at present a relatively young department, with the most senior faculty members having less than ten years' experience at the College. It has well-established courses and a consistent, sound pedagogy; however, it appears to have an outmoded identity and vision, and is at risk of losing relevance. Areas in need of attention include individual and departmental PD (frequency, relevance and depth) as well as curriculum (relevance and rigour). This is a department full of potential yet ripe for renewal.
All PR recommendations accepted?	__✓_ Yes _____ No
All ER recommendations accepted?	___ Yes _✓__ No All endorsed except the recommendation to develop Italian language courses, for which there is insufficient evidence of demand; new Italian curriculum is not supported at this time.
VPA's RECOMMENDATIONS In particular, MODL should focus on the following:	• Develop a new mandate/vision for MODL in light of changed student demographics (i.e., multi-lingual backgrounds; mix of international and domestic students in language classrooms), strategic directions and program developments at the College (e.g., Asian Studies); to this end, schedule facilitated retreat day(s), and submit new vision/mandate draft to Dean by December 2019 • Explore formal collaboration opportunities with other areas (esp. the Faculties of HSS and CBA), as part of revitalized vision/mandate, to include offerings in culture courses (taught in English) and in language

	for business purposes; submit list of proposed course development to Dean by April 2002, including target dates for development of each individual CG and implementation plan (for pilot sections)
	• Examine phenomenon noted by ER re: knowledge gap in students transferring French credits to SFU (see ER, p. 9); adapt content and/or increase rigour of French courses if/as required
	• Consider a department-level, facilitated workshop on Learning Outcomes, as follow-up to vision exercise (see ER, p. 6)
	• Create/enhance departmental culture of regular sharing of individual PD; consider robust annual attendance at key relevant conferences in language instruction (see ER's list, p. 5), to ensure vitality and currency of department as a whole
	• Follow up urgently to improve transferability of third- and fourth-year courses in French and Spanish (see BC Transfer Guide; and take into account ER's concerns re: titles [p. 7])
Next scheduled PR (5 – 7 years):	**2023**

Vice-President, Academic and Provost