Memorandum

Date: December 2, 2013

To: Dr. Dianne F. Harrison
    President

From: Dr. Michael Neubauer
      Vice Provost

Subject: Final Memorandum of Understanding – Modern and Classical Languages and Literatures

The final phase of the program review process for the Department of Modern and Classical Languages and Literatures occurred on October 18, 2013. At this time the commendations and recommendations from the external reviewers’ report were discussed. Present at the meeting were: Michael Neubauer, Vice Provost, Academic Affairs; Elizabeth Say, Dean, College of Humanities; Karin Stanford, Associate Dean, College of Humanities; Brian Castronovo, Chair, Department of Modern and Classical Languages and Literatures; Crist Khachikian, Associate Vice President, Research and Graduate Studies; Hedy Carpenter, Associate Director, Research and Graduate Studies; David Wakefield, EPC Representative; and Eli Bartle, Program Review Coordinator.

The program was congratulated on its strengths as identified by the commendations in the external reviewers’ report. A discussion of the reviewers’ commendations and recommendations followed.

The attached MOU is the final understanding between the department and the college.

Attachment: MOU

cc:

Elizabeth Say, Dean, College of Humanities
Karin Stanford, Associate Dean, College of Humanities
Brian Castronovo, Chair, Department of Modern and Classical Languages and Literatures
Crist Khachikian, Associate Vice President, Research and Graduate Studies
Hedy Carpenter, Associate Director, Research and Graduate Studies
David Wakefield, EPC Representative
Bonnie Paller, Director of Academic Assessment and Program Review
California State University
Northridge

Modern and Classic Languages and Literature Department
Program Review – 2011-2012
(BA in French, Spanish, and Languages & Cultures; MA in Spanish)

Memorandum of Understanding

Commendations

The Department is commended for:

1. State-of-the-art facilities supporting programs, particularly the Barbara Ann Ward Language Center (BAWLC) and its leadership.

2. Its significant role in CSUN’s General Education offerings.

3. Its revised and newly designed Hispanic Linguistics undergraduate option, reflecting its commitment to better address the changing needs and demands of students seeking degrees in Spanish.

4. Hiring faculty in growth areas, particularly in Japanese and Hispanic Linguistics, with expertise in translation and interpretation.

5. Creation of the Languages and Cultures major, along with creation of the Linguistics option in Spanish and the revision of the Language and Cultures option in response to assessment findings.

6. Emergence of Japanese study as a vital language and cultural offering.

7. Establishment of a French Consortium with other institutions as a means of addressing the timely program completion of the French major.

8. Offering coursework in the late afternoon and evening in response to student need.
10. Given the limited resources, its management of resources and support for faculty development which includes opportunities for its graduate students and their faculty mentors to attend professional conferences.

11. Faculty activity in service, scholarship and professional development. Several faculty members also have impressive publication records.

12. Faculty work with students as teachers, advisors, and scholars, and its dedication and encouragement to their students.


Recommendations

The Department should:

1. Use its success with the French collaborative consortium partnership as a model for other CSU campuses and go forward with additional consortium opportunities.

2. Consider additional faulty hires as the new Bachelor of Arts in Spanish Interpretation and Translation rolls out.

3. Consider modification of course offerings in the Spanish section to meet the needs of the students and to increase enrollment in the Master of Arts program in Spanish.

4. Consider reducing the number of units for the Spanish major from 48 to no more than 42.

5. Work with ethnic studies, business, and health sciences departments to consider requiring their students to take course work in language and culture.

6. Hire an additional tenure-track faculty to support program needs and development as well as student success.

7. Work with university assessment to improve their data and evidence gathering procedures, tools, and protocols.
8. Continue its strategic planning process with emphasis on the formal involvement of faculty to ensure all understand the direction, needs and vision of the Department.

9. Review program enrollment and determine what steps to take to enhance interest or suspend programs that are not flourishing.