

Illinois State University Academic Affairs: FY22 Annual Report

CAS TEMPLATE

Units in Academic Affairs submit an Annual Report. This report should include a narrative report and Accountability Reports (if applicable). Refer to the Budget Documents and Due date web page for all due dates.

Planning, Research, and Policy Analysis Office will send out the following reports to all colleges/departments/schools: Credit hour report by appointment type, FTE NTT data report and Academic Program Profiles. For consistency across all units, it is important that you utilize this data when referencing credit hour data, FTE, headcount, etc.

[PRPA ONE DRIVE DOCUMENTS](#)

Narrative (Word format) and Accountability Reports

- **Dept/Schools/Units:** The College/AVP will determine internal due dates. Templates are available on the Office of the Provost website.
- **Colleges/AVPs:** Final documents are submitted on Formstack. Links to submissions are available on the Office of the Provost website.

(CAS SPECIFIC: PLEASE LIMIT YOUR NARRATIVE TO A MAXIMUM OF 7 PAGES)

Accomplishments and Productivity for FY22

- **CAS Specific:** In bullet points, succinctly highlight 3-5 FY22 accomplishments to be included in CAS's annual report.
- **Communities of Belonging ("Successified") LAL 109 Introduction to Latino Studies and SPA 120 Spanish for Heritage Speakers.** LAN partnered with the Latino Studies program (LALS) to redesign two courses for first year students that would target the strengths of first-time-in-college Latino students with bilingual abilities and incorporate essential skills for student success. The Latino Studies course is taught translingually (code switching between Spanish and English; a natural skill of bilinguals) and both courses foster community building and exploration of cultural identity as well as academic skills valuable to all FTIC students. So far the retention rate of these students is 22/23; i.e. 96% versus the 86% retention rate of the overall cohort.
- **Equity Diversity and Inclusion.** Our new ad hoc committee on EDI has generated a long list of potential initiatives and acted on the first of them: to invite speakers to campus to address equity issues surrounding linguistic and cultural diversity. On April 14, 2022, Dr. Kim Potowski of the University of Illinois at Chicago will deliver a public lecture on "Spanish in the US: Myths and Realities"; we are collaborating with the Bilingual and Bicultural Elementary Education program and the RSO SABE (Student Association for Bilingual Education) to make this the keynote lecture for Bilingual Advocacy Week. Dr. Potowski will also offer a workshop on best practices for teaching heritage learners of Spanish. The workshop will include LAN faculty, GTAs, and TE majors, and also local high school Spanish teachers. These events are sponsored by the Department of Languages, Literatures, and Cultures; the School of Teaching and Learning; SABE and the Bilingual Education Program; the Latin American and Latino/a Studies program; and the College of Arts and Sciences.
- **Return to study abroad.** At the end of Spring semester, we will send two faculty-led study abroad groups to Europe: Ávila, Spain and Bologna, Italy. Another 15 LAN students head to LAN-affiliated programs in Chile, Costa Rica, Italy, Spain, and France. The pandemic's shuttering of study abroad has hurt LAN, as it is a defining feature of our majors and source of inspiration to declare. During the pandemic we have worked to provide other opportunities for students to develop their linguistic and intercultural skills with international partners online and locally in our multilingual community—which we will continue to do. Nonetheless, we are happy to see our students return to travel, and our faculty resume their research agendas and rejoin their international communities, both scholarly and personal.
- **Communities for Student Success.** LAN prides itself on the sense of community we foster for our students, with small classes and award-winning RSOs. The pandemic posed unique challenges for language classes, as well as opportunities—many of our students considered our active and engaging zoom classes a lifeline while isolating at home. As we have returned to face-to-face classes, our RSOs have made a comeback, offering conversation hours, community volunteer / civic engagement opportunities, cultural events for the campus, mentoring relationships pairing FTIC and transfer students with upperclassmen, etc.

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- **MA in Spanish.** Beginning in May 2022, our MA program in Languages, Literatures, and Cultures will become an MA in Spanish MA with a new CIP code. All curricular changes and revisions are complete.
 - List the unit's goals and how the goals support *Educate•Connect•Elevate*.
1. **Developing the French Program** (ECE I.B, II.A.2, II.B.2, II.C, III.A, III.C.1-4)
LAN requested a TT hire in French and Francophone Studies to bring new cultural perspectives to the program through research expertise in a field not covered by current faculty, i.e. African or Caribbean French or in Gender Studies in the Francophone World, who could collaborate with IDS programs in Latin American and Latino/a Studies, African Studies, or Women's and Gender Studies, and offer AMALI courses. The opportunity to hire in any of these sub-fields could diversify the faculty and the curriculum, and increase opportunities for international engagement. **Unfunded.**
 2. **Developing the German Program** (ECE I.B, II.A.2, II.B.2, II.C, III.A, III.C.1-4)
LAN requested an NTT hire in German to offer new cultural perspectives to the German major and increase the number of IDS/General Education courses LAN can offer, including European Studies courses. **Partially funded; see below.**
 3. **Continued Recruitment and Promotion of "Internationalize Your Major" Efforts Across Campus** (ECE I.A.1-4, II.A.2, II.B.2, II.C, III.A.1, III.C., IV A 1-3, IV.B.4, IV.C.1-5)
Majoring in a language and studying abroad constitute excellent preparation for working or traveling internationally, as well as for engaging with people from other places and different cultures here at home. A language major gains written and oral communication skills in a second language, deep cultural knowledge and intercultural communication skills, the critical and creative thinking that are part of the study of world literature and linguistics, and the ability to collaborate in interactive classes. As a standalone major, students are prepared for a variety of professional fields, and recent reports indicate the need for bilingual professionals in every sector of the economy: not just future interpreters, translators and teachers (for which there is a huge demand), bilinguals skills are an asset in health care, education, business, finance, and beyond. Working with other advisors across campus, our Academic Advisor develops plans of study to show students how they can add a major, minor and/or a study abroad to other programs and graduate in four years. Our faculty develop opportunities for internships and civic engagement with Illinois' Spanish-speaking Latino immigrant neighborhoods and French-speaking Congolese communities. With our SBC'd recruitment money, we have purchased promotional materials to publicize our programs and have supported events and activities to the same end (such as our RSOs' flag-adorned Homecoming float—3rd place winner!). **SBC'd \$5,000.**
 4. **Supporting recruitment and retention work through the summer** (ECE I.A, I.B.1, III.B, III.C)
The department has requested permanent funding for summer stipends for our Coordinator of Undergraduate Education and Coordinator of Teacher Education to compensate faculty who contribute to recruitment and retention while not on contract by corresponding with and about students, developing and updating promotional materials, reaching out to bilingual students, and assisting with Preview as needed (Undergrad Coord) and communicating with the Lauby TE Center (TE Coord). **Unfunded; supported through SBC'd funds.**
 5. **Complete revisions to LAN's MA program** (ECE 1.A, II.A.3, II.B.1-4, II.C.1-4)
New CIP code, curricular revisions, the changes to the catalog, recruitment materials.
- **List major accomplishments for each goal. Please consider reflecting on teaching, research, and service accomplishments.**
1. **Developing the French Program**
 - Our TT request was not funded. However, our TT faculty have offered numerous independent studies to support students' efforts to graduate on time and explore areas of Francophone Studies not covered in a curriculum staffed by two TT and NTTs who would lose full-time status if they taught classes above the 100-level language sequence.
 - Our TT and NTT faculty foster an active and engaged community of students that meet outside of class for French Club, French Conversation Hour, FFS Film Series, Honor Society, and volunteer activities. This community has been a lifeline to students, especially during the pandemic.
 - Our TT and NTT faculty have developed internship, volunteer, and other civic engagement opportunities: Academic internships with the county prosecutor translating Congolese French and with the Community Health

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Care clinic offering interpreting services for Francophone Congolese patients (Jennifer Howell); in collaboration with The Immigration Project, students in FRE 115 are developing an interactive map of Bloomington-Normal for French-speaking new comers (Sandra Keller).

- A roundtable discussion (organized by Dr. Ponnou-Delaffon) at the CTLT Teaching and Learning Symposium revealed the promise and the challenges of providing these kinds of opportunities for our students with so few TT faculty whose efforts must remain with tending to a bare-bones major and contributing to shared governance.

2. Developing the German Program

- While waiting to find out if there was funding for the classes we requested to keep our German NTT, Dr. Adrian Chubb was offered a position at the University of Arizona. We then canceled the IDS European Studies courses German faculty were scheduled to teach, and hired a new NTT for the Spring only, Dr. Nic Heckner. Dr. Heckner is a delightful colleague and brings new ideas for outreach and program building. We hope to retain him by having all three German colleagues (two TTs and one NTT) teach more General Education courses, which brings international perspectives to the Gen Ed program, supports European Studies, and covers IDS courses that History currently cannot offer.
- The German program has a strong German Club and Stammtisch (conversation time) tradition. This has proven to be valuable community building during the pandemic.
- Program Review conversations have led the faculty in German to create new topics courses and to consider a more bilingual model of German Studies that would incorporate courses taught in English in order to offer a greater variety of classes and attract new students to the program.

3. Continued Recruitment and Promotion of “Internationalize Your Major” Efforts Across Campus

- Our Academic Advisor has continued to develop sample plans of study to show students how they can add a second major or a minor and/or study abroad in a language to other programs of study. Most recently we are in communication with Legal Studies to see how we might encourage Legal Studies majors to pursue a second major in a language and include an internship with the Immigration Project, putting those valuable language skills to use in their field. We will also encourage language majors to consider a career in legal studies.
- We are initiating conversations with faculty-led study abroad programs that could benefit from a 1-2 credit introduction to language and culture of the country they will travel to, so as to better prepare their students and encourage them to engage with locals in languages other than English.
- We recruited Language Ambassadors to help promote our program student-to-student.
- We have purchased swag and other materials to promote our programs.
- We note that while our enrollments have been challenged by the pandemic, our minors are increasing and our programs remain strong, especially in comparison to peer institutions.
- The cancelation of study abroad and the obstacles for international students have had a negative impact on our programs. We are working to provide students with online options for connecting with people internationally and sustaining our programs the best we can.
- As study abroad becomes possible again, we are promoting our programs.

4. Supporting recruitment and retention work through the summer. This perennial PERM request remains unfunded. We have been able to use SBC'd funds to cover this work that can only take place during the summer and requires faculty's time commitment off contract.

5. Complete revisions to LAN's MA program. We have a new CIP code for our MA in Spanish; we have made all of the necessary curricular changes and catalog edits; and we have updated our catalog, including 400-level equivalents for 300-level courses that enroll graduate students. We are developing new recruitment materials. The new MA takes effect in May 2022.

• Provide specific accomplishments related to Academic program development.

- **New MA in Spanish set to begin in May 2022** (see above)
- **Completed Program Review.** In September 2021, LAN completed its Program review of 3 majors (French, German, and Spanish, each with a general and Teacher Education track), an MA in transition to an MA in Spanish, and a Unit Overview to account for our considerable contributions to graduation requirements in world languages, AMALI, General Education, and interdisciplinary programs across campus. We completed our self-study while fully online during the pandemic and amidst a change in department leadership. We know

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that downward trends in enrollments in language classes are a national problem—causing a crisis of demand for bilingual professionals across the economy—yet our enrollments are relatively steady, even given the negative impact of the pandemic.

- **New Courses**
 - **SPA 119 Academic Spanish for Heritage Speakers of Spanish Part I.** Perceiving the need for a course pedagogically designed for Heritage Speakers who have acquired the language solely at home with little to no formal education in written Spanish, we created SPA 119 for students to take before SPA 120 (creating a sequence mirroring SPA 115-116 for students acquiring Spanish as a second language in the classroom).
 - **SPA 234 Advanced Spanish Conversation;** this course will give students the opportunity to take their conversation skills to another level and maintain their oral fluency by exploring new topics.
 - **SPA 235 Spanish for the Health Professions.** Given the growing numbers of students in Nursing and Health Sciences, we created a course much like SPA 240 Spanish for Business to count toward the minor.
 - **ITA 221 Italian Conversation in Contemporary Society: Italy Seen Through Mass Media**
 - **LAT 300 Manuscript Paleography** Latin Students continuing beyond 115 work with Dr. Katie Jasper on transcribing and studying original Medieval manuscripts acquired by Milner Library.
 - **Redesigned courses as Communities of Belonging** (see Student Success below)
- **Return of Study Abroad.** The pandemic shutdown of study abroad has adversely affected our programs, as students often study language in order to go abroad and frequently declare a major after studying abroad to continue building their knowledge and skills. In 2022, we are pleased to report:
 - **ISU in Bologna, Italy.** Brand new faculty-led summer program - 9 students to Italy.
 - **Ávila, Spain.** Longstanding faculty-led program for Spanish minors - 9 students this summer.
 - An additional 15 students are traveling on LAN-endorsed programs this summer
 - Jennifer Howell is working to set up an exchange program with a university in Rennes, France
- **Civic Engagement:** Academic Internships for French and Francophone Studies offering translation and interpretation services (see Rebuilding French above); Urban Education Redesigned Courses with Field Experience (Jim Pancrazio's SPA 244 Culturas Latinoamericanas and SPA 213 Written Communication in Spanish)
- **Provide specific accomplishments related to Equity, Diversity, and Inclusion.**
 - We have highlighted our EDI work in the first two bullet points of our overall Productivity points of pride for CAS above. (Specifically: redesigned courses as “Communities of Belonging” targeted for bilingual Latino students; the creation of an EDI committee; the invitation of Dr. Kim Potowski (UIC) to give a lecture on Spanish in the US and a workshop with faculty and area high school teachers on best practices for teaching heritage learners of Spanish; creation of an additional Heritage Spanish class.)
- **Provide specific accomplishments related to Faculty Success.**
 - **Travel support.** SBC'd funds for faculty travel, crucial for our disciplines but impeded by the pandemic.
 - **Student feedback/evaluation forms.** The DFSC is working to create more effective and helpful ways to gather student feedback on teaching.
 - **Communities of Belonging.** The redesigned courses listed above (and below) also support faculty success by placing faculty of color in classrooms of students who welcome their presence and mentorship and by making the mentoring work of faculty of color visible and acknowledged.
- **Provide specific accomplishments related to Student Success.**
 - **Communities of Belonging.** The redesigned courses listed above (LAL 109 Introduction to Latino Studies and SPA 120 Academic Spanish for Heritage Speakers) are primarily a Student Success initiative. Alejandro Enriquez and Jim Pancrazio developed the idea to build those skills for FTIC students into an academic course that counted toward graduation. This became part of a conversation about recognizing bilingual skills as an asset—not a deficit—and teaching students to do the same. Both courses target bilingual heritage speakers of Spanish; LAL 109 (taught by Alejandro Enríquez and Daynalí Flores-Rodríguez) teaches about the US Latino experience and is taught translingually; SPA 120 (taught by Marinelly Castillo) seeks to develop students' bilingual abilities in new directions. The “success” skills built in included library use, group project skills, and community involvement on campus. **Data shows that only 4% of these students ended up on academic probation, in comparison to the alarming 14% of FTICs overall.**

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- **SPA 119 Academic Spanish for Heritage Speakers Part 1.** (See above.) Will be offered in Fall 2022.
- **Scholarships.** We have a new process in place to better advertise our scholarships.
- **Community Building.** During the pandemic, we have learned how vital our clubs and other extra-curricular activities are to our students' overall wellbeing and sense of belonging. We kept our groups as active as possible while online and have brought new energy to them this year. Our Spanish Honor Society offers mentoring to FTICs and transfer students.
- **Language Commons.** Our GTAs offer Spanish and French tutoring and conversation practice in our Language Lab, free of charge to students.
- **Oral Proficiency Coaching.** Several of our faculty members have continued to coach students (outside of classes) toward explicitly developing their oral skills to attain the minimum "Advanced Low" on an official Oral Proficiency Interview required for student teaching.

II. Internal Reallocations and Reorganizations in FY22

A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.

- GA funds to NTT: \$22,443.50 reallocated to cover NTTs hired to cover classes normally taught by GAs (our pool of international GAs has diminished due to Covid); \$1,698 to AP to cover AP overload for Laura Edwards for covering a class when the Student Teacher Supervisor went on leave.
- GA funds to AP: \$500 to cover an inexplicable annual lack in that bucket.
- GA funds to TT: \$1,000 to cover summer stipend for Teacher Education Coordinator summer duties.
- \$1200 from SBC'd recruitment money in Contractual for recruitment (\$5,000) reallocated to Student Help in the Personnel line cover student work in the language lab. (In an agreement with the College, we had intended to SBC Tech Tuition, but it was unintentionally left off the SBC request.)
- We estimate the following remaining funds to be reallocated to equipment to recap computers or SBC'd for instruction (see below): Telecom \$2,100 in Telecom; Auto \$737; Contractual \$4,600; Commodities \$5,000; Awards \$2,263 (Total: \$14,700).

B. Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity. Additional Provost Office funds could include funding sources such as: Instructional Capacity funds, Summer Session funding, Academic Enhancement Funds, or variance dollars.

- Instructional Capacity funds for FY22: Base Gen Ed \$39,680; Base IC \$136,115 for NTT; \$5000 for TT overload for Latin (Aaron Smith in ENG; \$7,000 for TT Winter Course (Pancrazio). We requested \$5,000 to cover Student Teacher Supervision costs when our Supervisor went on leave.
- Summer Session funding for Summer 22: 2 IDS and 7 LAN courses: \$57,000 (FY22 37,500; \$8500 for FY23)
- Summer Session funding for Summer 21 courses that crossed the fiscal year: \$13,504.

C. Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity. Additional College/Department/School/Unit funds could include such as: external funding, Foundation funds, variance dollars (note: this does not include variance dollars from AIF), or external contracts.

- **Dean's Allocation (Tech Tuition):** \$3,600 was spent on a student worker in support of our Language Lab.
- **Outside contributions to expenses for Potowski lecture:** Latin American and Latino/a Studies: \$250; College of Arts and Sciences \$250; School of Teaching and Learning \$250; Bilingual and Bicultural Education and RSO SABE (Student Association for Bilingual Education) – additional lecture costs and publicity.
- **CAS International Travel Grants:** two TT colleagues have benefited from CAS International Grants (\$750 each)
- **Foundation (Unrestricted):**
 - We reimbursed the conference registration fees for Sandra Keller (\$133.96), Laura Edwards (two conferences: \$105 and \$100), Jennifer Howell (two conferences: \$170.73 and \$175), Bruce Burningham (\$50), and Jonathan Martin (\$160), and online professional development on teaching heritage speakers for Marinelly Castillo (293.39). And we anticipate reimbursing Shively, Burningham, Druker for upcoming FY22 conferences. We matched book subvention costs for Roger Thomas (\$600).

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- We will award \$1000 each to two graduate students (TBD for the Montserrat Vilarrubla Award for Excellence in Teaching) and for the Charter Department Award for Excellence). During the past few years, we have been working with the Office of Admissions to offer recruitment scholarships to potential majors in our department. For FY22 we have \$4,000 earmarked for recruitment and retention scholarships (annual, renewable scholarships for incoming students who declare a LAN major and maintain a cumulative 3.2 GPA).
- We used \$284.91 for the MA Comp Exam and Thesis Workshop; \$69 for Fall Student Teacher Progress Workshop and \$154.99 for the Spring ST Workshop; \$664.02 for GA Orientation; \$438.89 Graduate Student Mentoring Workshop; we will spend similar amounts on a Graduate Student Awards banquet, an Undergraduate Scholarship Reception, and a Graduation Reception.
- \$250 to CAS to Sponsor National Immigrants Day event on the Quad.

III. Major Objectives for FY23

- A. Describe the unit's most important forward-looking objectives related to academic program development, Equity, Diversity and Inclusion, Faculty Success, and Student Success. Outline how the objectives support the mission/goals of the Unit/Department/School, College and *Educate•Connect•Elevate*.

Note: LAN is in a period of transition this year. Several things have been up in the air during FY23/AY22-23: LAN ran a search for a permanent Chair and hired the interim, Julie Lynd. We are (hopefully) emerging from a global pandemic that has had unique effects on our programs, which depend on study abroad and international students. Our Teacher Education program lost its interim leadership and is in need of support for next year. We completed our self-study while entirely online in 2020-21 and submitted our Program Review report for 3 undergraduate majors, an MA program in transition, and a Unit Overview to account for our numerous contributions to General Education, the CAS and BA language requirements, AMALI, and several Interdisciplinary Minors. Part of that process included extending the sunset clause of our Strategic Plan, which we will revisit now that we have a permanent Chair and after we receive feedback on our Program Review. **The following goals take this period of transition into account; the overarching goal for LAN in the next year is to reflect on where we have been and where we are going, and set our goals for the future.**

Academic Program Development

- **Growth of French and German majors and minors.** (ECE I.B, ECE III.C, LAN Goal 5, CAS 4.1.1, CAS 2.1.1) Offering a variety of language studies options is integral to the University's commitment to internationalization. It is challenging to attract students to a major or minor with only two TT professors (the case for both French and German); students know that the range of cultural perspectives that they can pursue in depth will be limited to the expertise of these two faculty members. While students praised the dynamic sense of community they find in their classes and extra-curricular activities, the only complaint we found in our 2020-21 self-study was the need for more class options. To this end, we will make hiring requests:
 - Enrollments have supported a full-time NTT and two part-time instructors in French. LAN will request a TT professor of French and Francophone Studies with expertise in theoretical (i.e. sociolinguistics) or applied linguistics (i.e. second language acquisition), with training/experience in French for the professions (translation/interpreting; business; information technology etc.); emphasis on French in the Americas preferred. Additional experience developing global and/or local partnerships to further student professionalization and occupational advancement will contribute to program growth and new opportunities for civic engagement and experiential learning.
 - Enrollments in German have supported two full-time TT and a part-time NTT. LAN will request a combination for German and General Education courses to maintain our contribution to General Education and to retain a third German instructor (NTT) invested in program development.
 - LAN will pursue an exchange agreement with the University of Rennes in France and explore alternatives for French Study Abroad options (ECE III.C, CAS 2.1.1)
 - By broadening faculty representation in these programs, we can offer a broader selection of discipline specific content (cultural topics, linguistics) to our majors, we can offer a greater array of General Education topics in the Humanities with an international focus, and, in the case of French, in AMALI courses as well.

As noted in our Program Review, LAN's TT faculty brings internationally diverse perspectives to the curriculum, yet is mostly White, and we cannot diversify our faculty (ECE III.A and III.B) without the ability to hire. Furthermore, a stronger core of faculty will enhance support for the extra-curricular activities (CAS 1.2.2) crucial to fostering strong community life on campus, and supports the College and Department strategic

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commitment to the teacher-scholar model (CAS 1.3; LAN 5), and the university's goals increasing international and interdisciplinary collaborations.

- **Growth of Teacher Education.** Our Coordinator of Teacher Education has been on loan to the College of Education for three years; our Supervisor of Student Teachers had stepped in take on her teaching and administrative responsibilities, but she went on leave in Fall 2021, leaving the Interim Chair, the Academic Advisor, and a faculty member committed to teacher education to learn and carry out the duties and responsibilities of both positions. In FY23, LAN will need to:
 - Hire as needed to fill these needs, taking into consideration the current state of affairs in world languages education (i.e. the shortage of World Language teachers, the growing presence of heritage language speakers in classrooms)
 - Enhance communication with World Languages K-12 teachers throughout the state for the purposes of professional development of teachers and potential recruitment of future students (undergraduate majors and teachers seeking graduate programs and certificates)
 - Work with K-12 educators to advocate for World Languages education to fill 21st century workforce needs for bilingual professionals across the economy.Teacher Education majors constitute roughly a third of our language majors; our nationally recognized Teacher Education program is poised to fill the needs for World Language educators in Illinois.
- **Continued Recruitment and Promotion of “Internationalize Your Major” Efforts Across Campus.** See FY22 Goals; we will continue our efforts in accordance with ECE, CAS, and LAN overall strategic goals of preparing our students as global citizens in a multicultural, multilingual world.
- **Post-pandemic Rebuilding.** It is essential that we engage in sustained conversation about everything we have learned about online teaching and learning, community building, and the effects of disrupted study abroad programs on our Department. Moving forward, we will discuss the potential benefits and drawbacks to different course modalities (ECE II.A, CAS 2.2) and determine what to offer online. As we promote the return of our study abroad programs (ECE III.C), we will also discuss how to retain and develop the online and local opportunities we have developed for our students to nurture their language abilities and cultural knowledge (ECE IV.B, CAS 1.2, LAN 6).

Equity, Diversity, and Inclusion

- The ad hoc EDI committee will make formal recommendations to the faculty on ways to make our Department more equitable, diverse, and inclusive. This will likely include recommendations for invited speakers, lecture series, brown bag lunches to discuss teaching strategies, and the development of pedagogical materials.

Student Success

- **Communities of Belonging.** LAN will continue to teach our redesigned LAL 109 and SPA 120 for first-year bilingual students. We will consider how we might redesign other language and general education courses to explicitly teach skills that are key to college success and help the transition of FTICs.
- **Student Mentoring.** Our honor societies are in the process of developing mentorship programs for incoming students to build relationships and community, with the intention of improving the mental health and wellbeing of our students and their success on campus.

Faculty Success

- **Mentoring.** The Department will explore the kinds of mentoring relationships TT and NTT faculty at different ranks as well as GAs would appreciate and implement new mentoring programs, we will continue to foster student-to-student mentoring as well.

III. CAS Specific: Briefly Indicate *Tentative* SBC Amounts / Plans (Officially Due 5/2/22 in the CAS Budget System)

- Travel: we anticipate SBCing \$17,000 of remaining Travel funds (i.e. \$1,000/TT faculty member)
- Teacher Education expenses and summer stipends for coordinators: we estimate \$14,000 remaining in GA; we plan to SBC \$6,192 to pay an overload for TE Coordination if our TE Coordinator (Sue Hildebrandt) does not return. We have requested \$2,000 in PERM funding for Summer Stipends for Coordinators (work that the Undergraduate Coordinator and TE Coordinator must conduct over the summer when off contract). If that is not funded again, we will SBC the money for FY23.
- We will spend the remaining funds from that account on computer recaps in FY22, although we are willing to consider the possibility of putting it toward FY23 instruction.