1. **Status of action items from last action plan or departmental review**
   - Integrate the department’s programs more thoroughly. **Completed.**
   - Expand undergraduate courses. **Completed.** We have a BA with around 120 majors and have increased our offerings of English 1101/2 from 2 to 5 sections/term. We have hired a second lecturer for the ESL program and are searching for a lecturer for the undergraduate program.
   - Initiate a doctoral program in applied linguistics. **Completed.** We have graduated nine students and have 21 full-time students. Our last action plan called for 11 tenure-track faculty members to support the PhD program; while we have made several successful hires, we have also had a number of retirements and resignations and currently only have 9 TT faculty members, though we are actively searching for a 10th as well as a Lecturer to be undergraduate coordinator.
   - Develop and implement ongoing assessment strategies. **Completed.**
   - Encourage research and teaching that involves computer applications to issues in academic language analysis and academic language teaching. **Partially completed.** We have hired three new faculty members with expertise in computer applications to language analysis. Obtaining a dedicated technology-equipped classroom for research on language teaching and learning is still a goal, which we hope to accomplish in the move to the SunTrust Building.
   - Heighten the intellectual environment and enhance departmental reputation for scholarship/Participate in the development and enhancement of applied linguistics as a profession. **Partially completed.** We have begun sponsoring lectures and brown-bag discussions of current research. We have made several strategic hires and have sought and obtained external funding for research and international education projects. Several faculty members serve in high-profile positions in professional organizations, on editorial boards of peer refereed journals, and chairing national and international conferences.
   - Participate in the internationalization of GSU. **Completed.** We have continued to develop our portfolio of international exchanges and have obtained several grants and contracts for international education programs. We continue to offer exemplary programs for English language learners (IEP and ESL courses) to support pre-matriculated and matriculated students.

2. **Major findings in current review**
   **External reviewers:**
   - The department has strong programs, an excellent faculty, and a growing reputation in the field of Applied Linguistics.
   - The rapid growth of the department without a concomitant increase in faculty size has put a strain on resources. The department is under-resourced in terms of faculty and graduate student funding and research productivity is hampered by the demands of program development and administrative and service burdens.
   - With a relatively young faculty and recent retirements, a senior hire with a strong record of external funding is recommended to enhance the department’s reputation and productivity.
   - The tenure track faculty need to find ways to promote the strengths of the department by more clearly articulating research concentrations and accelerating their research productivity.
   - The PhD program needs to be streamlined in terms of its course requirements and milestones.

   **APRC Report:**
   1. Concurs with external reviewers that
      a. the department will have difficulty sustaining its high quality degree programs, given current faculty strength and available resources.
      b. refereed publications and grants need to increase to be competitive with peer institutions.
      c. stronger articulation of faculty research concentrations is needed.
   2. Recommends revising learning outcomes in degree programs.
3. Recommends revising the departmental mission statement with a stronger emphasis on faculty research.

3. Specific action steps over the next seven years to improve the department

Research

The Department of Applied Linguistics has long been well known for its strong MATESOL program. With the recent addition of our PhD and BA degrees, the Department has greater visibility within the university and has gained recognition nationally and internationally as having the potential to become one of the premiere Applied Linguistics programs in the country. While our common interest is in adult second language learning, we have expanded our research focus to include a broader range of applied linguistics topics, which can be categorized as follows: (1) Language and Literacy Learning and Teaching; (2) Language Analysis and Use, and (3) Applied and Critical Perspectives on Language, Culture, and Society. All of our faculty members conduct research that fits into one or more of these areas.

The department’s overarching research goal is to be recognized as one of the top three Applied Linguistics programs in the U.S as measured by (a) number of publications per TT faculty member; (b) number of external grants per TT faculty member; and (c) placement of PhD graduates in tenure-track positions. We will take the following steps to increase both the quantity and quality of our research program:

- Complete the last tenure-track hire that was envisioned in our previous action plan (originally anticipated for FY 09) as resources become available, bringing the total TT faculty to 11. The area of this hire will be determined once we have completed our hiring cycle for the upcoming year.
- Participate actively in the 2CI process for additional faculty hires, especially at senior levels. We are participating in one proposal that was invited to reapply in 2010 (Language in Biocultural Contexts) and are exploring options for areas of future interdisciplinary involvement such as Natural Language Processing and Multilingualism/Advancing Second Language Proficiency.
- Continue to be involved in the Research on the Challenges of Acquiring Language and Literacy (R-CALL) initiative. We have received graduate student fellowships and faculty seed grants through this initiative which have resulted in several conference presentations and publications; we intend to leverage these smaller projects into external grant applications.
- Increase the number of faculty members receiving external grants. We will use departmental money to send faculty to grant writing workshops and provide incentives) to faculty who are applying for national grants, e.g., priority for GRAs assignments and summer research support.
- Convert some GTA appointments into GRA appointments for PhD students so that every PhD student has at least one GRA assignment annually. This step will reduce the teaching load for students, most of whom teach three or four courses per year, enhance the research productivity of the faculty, and help students gain valuable research skills. Departmental R09 funds will be used to support this effort for the next two to three years and we anticipate supporting GRA positions with more grant funding in the future.
- Continue to pursue international training grants and contracts (e.g., the USAID/AED University Linkages Program with the University of Baghdad, FIPSE-funded collaboration with Universidad Pedagógica Nacional, México, and leverage our involvement with international training programs to enhance the potential for research opportunities. For example, the University Linkages program will provide rich opportunities for research on such topics as cross-cultural teaching practices, language policy issues, and language assessment.
**Teaching**

Historically the instructional focus of the degree programs in the department has been to provide superior preparation for English language teachers, and this remains the focus of the MA program. With the addition of the BA and PhD programs, however, the instructional mission has expanded. PhD students are expected to become active researchers in Applied Linguistics; thus, teaching students to design, conduct and disseminate applied linguistics research is a central focus of our instructional mission at that level. At the undergraduate level, we provide students a thorough grounding in the study of language analysis, use, and acquisition to prepare students for employment or further study in fields in which the scientific study of language is significant. In our IEP and ESL programs, our mission is to provide non-native English speakers with opportunities to develop the language and cultural competence necessary to be successful in academic settings. All of these instructional missions contribute to the university strategic plan, particularly in terms of internationalizing the university and strengthening undergraduate education. To strengthen our instruction, we plan the following actions as resources become available:

- Explore a 4+1 program so that high-ability undergraduate students interested in ESL teaching can begin their graduate work while they complete their BA.
- Explore cross-listing courses with other departments (e.g., psychology, anthropology, MCL) at the undergraduate level to take advantage of expertise in other departments and expand our ability to offer courses of interest to the broader undergraduate population.
- Increase Honors participation by offering stand-alone Honors sections and add-on Honors sections to undergraduate courses taught by TT faculty.
- As the faculty grows, expand our course offerings at the undergraduate level so that undergraduate students have opportunities to learn about and participate in research in faculty members’ areas of specialization.
- Explore offering study abroad courses such as courses in intercultural communication or teaching practica.
- Continue to improve our learning outcomes assessment, particularly at the PhD and undergraduate level.
- Revisit the milestones for the PhD program (required coursework, qualifying paper, comprehensive exams) to make sure that students make consistent progress towards the degree and are well positioned to take tenure-track positions in the field.
- Increase the visibility of the Peace Corps Master’s International Program as a recruiting tool for our MA program.
- Expand our outreach to other units on campus in terms of English language training (e.g., international teaching assistant courses and writing workshops for international graduate students).
- Further develop our relationships with community organizations such as Refugee Family Services and the Latin American Association to offer internships and service learning opportunities for students.
Sara Weigle:

Chair, Department of Applied Linguistics

Lauren B. Adamson:

Dean, College of Arts and Sciences

Risa Palm:

Provost and Senior Vice President