Academic Program Review Action Plan – Fall 2018
Department of Applied Linguistics & ESL

Status of action items from last action plan

1. **Research:** Overarching goal: To be recognized as one of the top Applied Linguistics programs nationally.
   a. Bring TT faculty to 11. **Incomplete.** One TT faculty was hired post-2009 but retirements have now brought the total down to 8 TT faculty.
   b. Participate in 2CI process for senior hires. **Incomplete.** Despite our efforts, we were unsuccessful in obtaining a 2CI hire.
   c. Continue involvement in RCALL (Research on the challenges of acquiring language and literacy) initiative: **Completed.** We have received a number of RCALL PhD fellowships and RCALL seed grants.
   d. Increase external grant recipients: **Completed.** External funding awards have increased, with 6 of 9 TT faculty receiving grants since 2014.
   e. Convert PhD GTAships to GRAships: **Completed.** PhD students now normally have at least one GRAship per year.
   f. Pursue international training grants: **Completed.** Grants have been obtained, e.g., IEP grants to work with Brazilian and Korean teachers.

2. **Teaching:** Overarching goal: To strengthen instruction in all degree and non-degree programs.
   a. Explore development of a 4+1 BA/MA program: **Completed.** This program is now in place.
   b. Explore cross-listing courses with other departments: **Partially completed.** Online courses were developed and offered for the TEEMS Program in Education. Other collaborative course offerings have not yet been developed. ALSL classes are included in various BIS programs, such as Asian Studies and Global Studies.
   c. Increase Honors participation **Partially completed.** One Honors 3260 class was offered by AL faculty, but further Honors course/section development has been constrained by lack of available faculty.
   d. Expand undergraduate course offerings for undergraduate research opportunities: **Completed.** Computers & Language and Research Internships were developed and are routinely offered.
   e. Offer study abroad courses in intercultural communication and English-language teaching practica: **Completed.** Such study abroad courses have been offered in China and Mexico.
   f. Improve learning outcomes assessment for PhD and BA programs. **Completed.** Refinements have been made for both, especially in terms of adding courses to scaffold outcomes.
   g. Revisit PhD milestones: **Completed.** Coursework, qualifying paper and comprehensive exams were revamped to more efficiently and effectively prepare students for dissertation research and professional engagement.
   h. Increase visibility of Peace Corps Master’s International Program: **Discontinued.** The Peace Corps eliminated the MI Program.
i. Explore English-language training outreach to other units on campus: **Completed.** ESL and IEP faculty have developed programs for the Office of International Initiatives, College of Law, and College of Business.

j. Develop relationships with community organizations: **Completed.** Undergraduate internships are offered with local immigrant organizations.

**Major findings in current review**

1. **Research productivity:** Quantity, quality and visibility of refereed journal publications, judging by Google Scholar citation metrics and journal impact factors, have been on an upward trajectory. Compared to peer institutions, TT faculty are as or more research productive. External research funding has steadily increased, including prestigious “firsts” for us: NSF and NIH grants, both in computational linguistics, an especially promising area for new research funding. Challenges exist, however, in the shrinking number of TT faculty, the large number of TT faculty with administrative appointments, and the frequent external recruitment of TT faculty.

2. **PhD program quality and viability:** The number of enrolled PhD students has steadily increased, and progress to degree completion has improved to 4.5 years. Professional activity, in terms of publications and conference presentations, is increasingly impressive. PhD graduates are also increasingly competitive for academic, administrative, and corporate jobs, with positions obtained at Emory, Georgetown, the University of Hawaii, Penn State, the language app company Duolingo, and elsewhere. Obstacles to further program enhancement are formidable. The usual funding package, $15,000, has become steadily less competitive, although stipend enhancement funding from the college has been helpful. Offering a range of courses on topics supportive of the research interests of entire PhD cohorts is constrained by the small number of TT faculty.

3. **MA program quality and viability:** MA graduates are notably career-ready when they graduate, with most obtaining language-teaching positions and 100% of all graduate-degree alumni surveyed reporting employment within the past four years. Enrollment has fluctuated, however. The challenge of stabilizing and gradually growing the program has been exacerbated by the retirement of our sole language-teacher education specialist. We have just begun to respond to interest in preparation for advanced research and language-related industry jobs.

4. **BA program quality and viability:** The number of undergraduate majors has increased since 2014 and alumni surveyed report post-graduation success in finding jobs (81%) or pursuing advanced degrees (24%). Responding to interest in practical training beyond what is already offered, however, is an ongoing challenge.

5. **English-language instruction outreach and sustainability:** Our language instruction programs for pre-matriculated and matriculated students (IEP and ESL) have succeeded in enhancing and diversifying their regular program offerings to international students and, concurrently, reaching out to meet the needs of other departments (e.g., Communication) and colleges (e.g., Law) within our own university and abroad (e.g., Japan). Challenges include finding the resources needed to expand intake of and outreach to English-language learners, improving the visibility of the language programs, and increasing rewards for IEP and ESL faculty’s contributions to the department and professional development achievements.
Action steps for the coming cycle

1. Research productivity:
   a. The department will explore collaboration with Computer Science on a Next Generation proposal focused on computational linguistics, with the goal of creating two new faculty positions, one in ALSL and one in CSC. AY 2019-20 and AY 2020-21.
   b. The department will offer additional professional development funds, graduate research assistants, and technical support to highly research-active TT faculty, who are frequently externally recruited, using department indirect funds. AY 2018-19.

2. PhD program quality and viability:
   a. The department will offer TT faculty incentives (e.g., summer research funding using available department indirect funds) for more aggressive pursuit of external research funding to make additional competitively funded GRA positions available. AY 2019-20.
   b. The department will shift more undergraduate Applied Linguistics teaching assignments to qualified ESL/IEP lecturers to enable graduate faculty to develop more special-topic PhD seminars to nurture abilities in more research areas. AY 2019-20.

3. MA program quality and viability:
   a. The department, with support from CETL, will develop additional hybrid and online courses to enhance global outreach, appeal, and access to new and continuing students. AY 2019-20
   b. The director of graduate studies will implement two new concentrations, Research and Adult Language Instruction, approved Spring 2018. No new resources are needed. AY 2018-19.

4. BA program quality and viability:
   a. The department will attempt to offer three study abroad opportunities per year in Latin America, most likely Mexico and Argentina, for experiential learning through volunteer English-language-teaching. Our goal is participation by 25% of our majors. AY 2019-20.
   b. The director of undergraduate studies will further develop the service-learning internship program, expanding enrollment and participating organizations, such as those serving immigrant communities. AY 2019-20.

5. English-language instruction outreach and sustainability:
   a. The department will review the current goals and organization of IEP and ESL programs and consider opportunities for collaboration and growth that further integrate the programs with each other and maximize their operational effectiveness. AY 2018-19.
   b. The IEP and ESL directors will seek internal and external funding to increase outreach (e.g., non-US government-sponsored, US embassy, and international private university English-language training program grants). AY 2019-20.
   c. The IEP will pilot evening classes on the downtown campus for local pre-matriculated English-language learners at the reduced rate recently approved by BOR. AY 2018-19.
   d. The department will implement a mentoring program and professional development incentives, pending available indirect funding from IEP grants, to support lecturer progress toward promotion and reward collaborative classroom-based research engagement. AY 2018-19.
Signatures:

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9/4/18

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