



The First Years

in Review

2000-2005

Under the direction of Professor Robert Blake, the UC Consortium for Language Learning & Teaching is a system-wide initiative designed to make the most effective use of UC's vast linguistic resources and expertise at a time when foreign language enrollments are increasing dramatically. The consortium fosters collaboration among and across the language programs at the UC campuses with an eye to increasing student access to language study through a combination of the best classroom practices, technological enhancements and EAP programs.

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Dr. Julius Zelmanowitz
Vice Provost – Academic Initiatives
University of California Office of the President
1111 Franklin Street, 11th Floor
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Dear Juli:

In just four years, the UC Consortium for Language Learning & Teaching has become a fully operational unit that has established itself as the main source of support, advocacy, and collaboration among the UC language departments. Steering committee members (three from each campus) not only actively participate in the two annual planning meetings but also serve on subcommittees that work throughout the year. Language faculty—both senate and non-senate—look to the Consortium for curricular guidance, encouragement for innovations, and information about new discoveries in second language acquisition (SLA) disseminated in its biannual research conference. Notwithstanding the current difficulties of the state's finances, the Consortium's distributed organizational structure has fostered a sense of optimism concerning the future of our discipline and our membership's ability to make improvements in their courses and programs. At the national level, the UC Consortium is much admired, and its operations are being emulated.

The Consortium has been successful in taking action in response to each ambitious original charge, namely: (1) to coordinate system-wide curricular articulation; (2) to stimulate SLA research; (3) to nurture professional development; (4) to undertake outreach at the state and national level. Each of these areas and related accomplishments will be fully addressed in the attached Executive Summary and Five-Year Report. In this brief introduction, I wish to highlight a few of our current activities because they are indicative of the solid level of cooperation and leadership that the Consortium has already achieved in a short period of time.

The Humanities Deans Advisory Council has agreed that maintaining access to less commonly taught languages (LCTLs) is most critical to the research mission of the university. The system can ill afford a loss of expertise in any of the LCTLs presently taught--not if UC is to continue to shine as a first-tier institution. But not every campus should expect to enjoy a complete array of LCTL departments or programs, even for clearly important cases such as Arabic. The Consortium is working with the deans to coordinate our areas of LCTL strength on each campus in order to establish a method for distributing these vital resources to students throughout the system. Through its interactions with UCEP, the Consortium has already determined that the framework given by Senate Regulation 544 (SR 544) suffices to authorize the expansion of language learning classes at a distance. The Consortium now proposes to

organize the system's resources into a *linguistic map* that will make more overt where these strengths will be maintained. Efforts are already afoot to provide Arabic (UC Berkeley) and Punjabi (UC Santa Barbara) at a distance. In addition, the Consortium is hosting a planning meeting this fall to explore how to deliver Vietnamese at a distance. Expertise in many more languages must be considered, for instance: Farsi, Korean, Armenian, Tagalog. Collaboration is key to achieving the goal of sharing resources through distance learning modalities, and institutional innovations will be required on several fronts. The Consortium will continue its efforts to work with the language faculty who must adapt to a new mode of language delivery. In addition, the Consortium will (1) communicate to deans and chairs that faculty entrepreneurship must be tangibly rewarded; (2) work with the registrars on each campus to ease the bureaucratic burdens involved in SR 544 student enrollment; (3) negotiate with language lab directors to provide the necessary technical support; (4) collaborate with the EAP to promote its programs and utilize them to full advantage; (5) develop strategies for raising students awareness of the urgency of language study in today's world. An examination of the Consortium's recent grant activity will corroborate the progress made to date on this topic, but it is evident that much more remains to be done in the next five-year cycle.

At the national level, the Consortium is poised to sponsor a colloquium on US language policy. Defining the university's role in the face of the current predominantly military orientation represents both a challenge and an opportunity for the foreign language profession. Moving quickly to respond to these issues has only been made possible through the Consortium's infrastructure.

At the state level, the Consortium leads the foreign language group for the IMPAC project (Intersegmental Major Program Articulation Curriculum) mandated by the Californian legislature. The state increasingly will require close coordination with the CSUs and CCCs; the Consortium offers the perfect mechanism for the foreign language field. For the first time ever, the Consortium now sits on the advisory board of both the California Foreign Language Project (K-12) and the California Language Teachers Association. UC's relative absence from these fora in the past has been a source of much criticism. Fortunately, the Consortium has been able to fill this void and initiate constructive relationships with these important partners in education.

The original charge was vast in scope, and building sound new policies takes time and patience. Nonetheless, the Consortium has made significant progress in each area. A second cycle of activity will intensify the Consortium's impact on the system and nurture the foreign language field in ways consonant with state, national, and world trends.

Sincerely,



Robert Blake, Director
UC Consortium for Language Learning & Teaching

EXECUTIVE SUMMARY

THE CONSORTIUM'S mission calls for us to apply UC's collective resources and talents to meet the system's language-teaching needs and to develop innovative and efficient means of delivering language instruction. New technologies and pedagogies provide excellent opportunities for system-wide planning that will help eliminate duplication and increase access, while simultaneously enabling support of cutting-edge research in second language acquisition. Burgeoning enrollments require creative solutions in order to satisfy an increased language demand. The demography of our students and the requirements of a global economy heighten the urgency of our attention on the world's languages. The UC Consortium offers a collaborative organizational structure through which to accomplish these goals and impart visionary planning for language teaching and learning in the UC system.

In the four years since inception, the Consortium has set in motion a series of catalytic changes in the foreign language departments throughout the UC system. Individual faculty members are learning to look beyond their department walls and to think of themselves as a language teaching community of the UC system. The Consortium has pursued planning and actions in each of the major areas as stipulated by the original charge. (see Appendices A and B) One thing to note is that the report comports with the components of the charge, but many activities overlap.

1. Resource sharing and curricular articulation

The Consortium has begun a large-scale effort to equalize student access to the rich reservoir of foreign language expertise in the UC system in two ways: by developing grant proposals to create distance-taught courses in some of the less commonly taught languages; by initiating a new era of cooperation, collaboration, and sharing among faculty of each language, which is resulting in the production of state-of-the-art course materials based on the most current research in second language acquisition (SLA). On the bureaucratic side, the Consortium drafted and received approval from the University Committee on Educational Policy (UCEP) for a codicil document to Senate Regulation (SR) 544 that specifically addressed how UC distance language courses may be implemented across the system.

The Consortium's mini-grant program has fostered a new era of resource sharing. As we began operations in fall 2000, most language instructors from the different campuses had never even met one another. Multi-campus teams of faculty are now working together, writing new textbooks, developing new placement and assessment protocols, and conducting research that will feed standardized programs of the highest quality on each UC campus. (see Appendix C)

The first major Consortium-sponsored project is *Arabic Without Walls*, a distance course that will provide all UC campuses a state-of-the-art course in Beginning Arabic. The project is funded by a major grant from the US Department of Education. (see Appendix D)

The Consortium has also made it a priority to integrate the Education Abroad Program (EAP) in its effort to create distributable language programs for the system that will guarantee students seamless cross-registration and UC credit.

Working with sub-committees of the Steering Committee, the Consortium has produced two white papers on major curricular issues affecting each UC campus: distance-taught courses and heritage language instruction. (see Consortium Documents)

Each year the Consortium director has been invited by language chairs and humanities deans to visit the UC campuses and provide consultation on resource sharing and program development. Working with the deans and department chairs, the Consortium is designing and coordinating a *linguistic map* that will a) identify the major strengths on the various campuses, particularly in the most critical languages, and b) develop distance course models for sharing those resources across the system.

In addition, the Consortium has set up a searchable database with language enrollment figures for the fall quarter/semester (2000-2003) gathered from the registrars on each campus. The data includes lower-division, upper-division, and programmatic information. Administrators, chairs, and language planners can access this database from the Consortium's website. A Consortium subcommittee is in the process of preparing a report on language enrollment trends for the last three years.

Finally, the Consortium has made inroads in introducing and sharing cutting-edge technology in support of language instruction. For example, the Consortium now provides system-wide hosting for Wimba software that offers the ability to hold oral conversations and conduct testing at a distance over the Internet. Workshops on Wimba's use were given at UCLA, UCD, UCI, UCB, and UCSC.

2. Second Language Acquisition (SLA) research and professional development

In these four short years, the Consortium has established itself as a major clearinghouse for SLA research and professional development. The bi-annual conferences and annual summer workshops have already attained international recognition as major sites for disseminating the most current and innovative research projects. Each event has attracted leading scholars from across the U.S. and abroad to present their research, and applications to attend have come from as far away as Iceland and Australia. Large numbers of UC language faculty and graduate students representing the full spectrum of European, Asian, and African languages are receiving training from the most prominent scholars in the most advanced SLA arenas. UC language faculty members are also testing the results of their own research in these fora by presenting research papers and participating in panel discussions and roundtables. (see Appendix E) A significant outcome of each training event has been the growth of collaborative grant proposals and language-specific, system-wide planning meetings. Chaired by the Consortium director, these meetings (to date: Chinese, German, and Japanese) are unifying the faculty, capitalizing on the richest resources and guiding major programmatic improvements across the system.

The Consortium has drawn on its system-wide expertise in SLA in order to produce two white papers on distance language learning and heritage language instruction. The Consortium is currently planning a national colloquium to be held in 2005 for the purpose of defining a new US agenda for research and program development. The most prominent leaders in SLA and language education policy will aim to refocus national attention on the academic purposes of a foreign language education.

3. Outreach

Pursuing the outreach arm of its charge, the Consortium has provided professional training for teachers in the K-12 community in several areas: (1) the summer workshop on Heritage Languages in 2003 included representatives of language programs in the community and public schools; (2) the *Arabic Without Walls* grant proposal included input from the coordinator of

Arabic Language Programs of the California Foreign Language Project (CFLP), and the course that will be produced by this grant will serve the pre-college as well as the university community; (3) the Consortium obtained a grant to contribute two workshops for teachers of Advanced Placement (AP) Spanish Literature in 2003. The Consortium has received a grant from the National Endowment for the Humanities (NEH) to establish a year-long workshop (2004-2005) for high-school Spanish literature teachers that will result in the development of a new Spanish AP Literature curriculum for Spanish speakers. UC faculty from Davis and Santa Cruz will lead this workshop.

UC now enjoys for the first time a seat on the advisory boards of the CFLP, the California Language Teachers Association (CLTA), and the Intersegmental Major Program Articulation Curriculum (IMPAC). These activities will allow the Consortium to develop constructive relationships with these important educational partners.

4. The next five years

The scope of the original mission is vast. The efforts of the Consortium must be more tightly focused in the next cycle since the workload increased exponentially with each project, but the staff size remains the same. We will, therefore, center our energies on addressing the most urgent issues and accomplishing the most immediate and pressing goals.

At present, the action agenda includes: steps toward the creation of the *linguistic map*, involving a series of multi-campus meetings with language chairs and faculty; continuation funding efforts for Punjabi; beginning development efforts for distance courses in Vietnamese and Swahili; a national colloquium on the role higher education in the US government plan for developing national language competency; two professional development summer workshops.

THE CONSORTIUM'S mission calls for us to apply UC's collective resources and talents to meet the system's language-teaching needs and to develop innovative and efficient means of delivering language instruction. New technologies and pedagogies provide excellent opportunities for system-wide planning that will help eliminate duplication and increase access, while simultaneously enabling support of cutting-edge research in second language acquisition. Burgeoning enrollments require creative solutions in order to satisfy an increased language demand. The demography of our students and the requirements of a global economy heighten the urgency of our attention on the world's languages. The UC Consortium offers a collaborative organizational structure through which to accomplish these goals and impart visionary planning for language teaching and learning in the UC system.

5-YEAR RENEWAL REPORT

INTRODUCTION

The UC Consortium for Language Learning and Teaching was established in 2000 as a jointly funded, collaborative effort between the campuses and the Office of the President to promote foreign language knowledge and to maximize the system's resources in this arena. More specifically, the Consortium is charged with: (1) coordinating system-wide curricular planning and articulation; (2) promoting SLA research; (3) increasing opportunities for professional development among the language faculty; (4) initiating outreach at the state and national level. The Consortium is located on the UC Davis campus under the direction of Professor Robert J. Blake (Spanish and Classics).

The idea for the Consortium grew in part out of both faculty and administrative discussions in the middle 1990s. The Council of Vice Chancellors and the campus deans, on the one hand, were looking for academic efficiencies as well as ways to preserve small but important programs in a time of budget constraints and, for their part, the language faculty wished to create a consortium similar to the Ivy League language consortium located at Yale University. In this context the Academic Planning Council encouraged the development of a proposal by campus language faculty to create a university-wide mechanism to address broad issues related to language learning and teaching, particularly across campuses. A joint committee of humanities deans and faculty was formed to take the ideas from the language faculty and create a proposal for the Consortium. Support from the Council of Vice Chancellors for the proposal was so strong that they doubled the proposed budget, which is funded approximately 50% by the campuses.

The Consortium is entering the fifth and final year of its original funding commitment. This present report constitutes part of that review process. The Consortium's mission is a complicated one, and although the report discretely spells out each component, in a number of instances a single activity accomplishes more than one charge.

PART I – Establishment and Organization of the Consortium

- 1) The Steering Committee** consists of the Director, three representatives from each campus, and a representative from the EAP. It has built the base for the collaborative nature of the Consortium. The Director serves as the chair of the

Steering Committee. Each campus that has foreign language instruction appoint its representatives to include one administrator (dean, department chair, etc.) and two faculty members directly involved in language teaching. The Steering Committee advises on policy issues and conducts the major business of the Consortium. The Steering Committee meets two times a year.

- 2) **The Board of Governors** includes representation from within UC, from the academy outside the University, and from other institutions, foundations, and entities such as the national language centers. The broad representation of the Board is intended to give it the necessary stature for enhancing the University's national visibility as a leader in the foreign language field. The Board advises the Consortium on national trends, related programs and policy issues. Its members are selected by the Consortium Director in consultation with the steering committee and are appointed by the President of the University of California to serve for three-year terms. The Board meets annually.

PART II – Resource Sharing and Curriculum Articulation

1) With the establishment of the Steering Committee the design plan for the Consortium quickly resulted in cross-language and multi-campus brainstorming, planning, collective thinking about common challenges, and the creation of a program of summer professional training workshops and SLA research conferences. (see Appendix E)

2) The Consortium Grants Program has resulted in cross-campus partnerships working together for the benefit of all UC language students. (see Appendix D) As we began operations, most language instructors from the different campuses had never even met one another. Our first call for grant proposals not one included collaboration with fellow UC faculty. The grants review committee, therefore, declined to fund all but one of these proposals and instead provided each applicant detailed suggestions on how to collaborate with colleagues on other campuses and resubmit a fundable proposal that would benefit the entire system. Thus, in its first year of activity (2002-2003) the Consortium grants program became the benchmark for creative collaboration among language faculty across the UC system. Multi-campus teams of faculty are now working together, writing new textbooks, developing new placement and assessment protocols, and conducting research that will feed standardized programs of the highest quality on each UC campus. (see Appendix D) The grants review committee continues to refine the RFP and in the process has altered the dynamics of the UC language faculty to think not as an individual or a department nor even as a campus, but rather as a UC enterprise. Especially in the case of the less commonly taught and studied languages, the Consortium is engineering the development of technology-enhanced curricula that will foster the growth of enrollments at the entry levels and the retention and success of students in the programs through to advanced levels of proficiency. The Consortium is interested in projects that will have a long-term impact on language programs across the system. In keeping with its commitment to nurture and sustain the highest quality language instruction, the

Consortium has set into place an evaluation process and an active oversight role for each funded project.

In each grant cycle, the committee has concurred that a hardline “accept/reject” approach is not in the best interests of the language faculty or of the Consortium’s mission. Instead, the committee developed two additional, non-traditional categories. In some cases, it recommends awarding the grant subject to specific changes and stipulations. In other cases, it declines the specific proposal but recommends that the director assemble the instructors of the particular language from all the UC campuses for a one- or two-day meeting with him to discuss critical issues and to develop working sub-groups which would develop collaborative grant proposals for the next cycle. The Consortium has facilitated such meetings for Chinese, German, and Japanese instructors thus far.

3) Through its efforts to obtain federal grants in support of UC’s foreign language programs, the Consortium has launched an era of new thinking. Faculty members accustomed to thinking in an insular way have begun to expand language department walls and see the benefits of working together. The first major Consortium-sponsored project is *Arabic Without Walls*, a distance course that will provide all UC campuses with a state-of-the-art program in Beginning Arabic. The Consortium in collaboration with the Title VI National Middle East Language Resource Center (NMELRC), began its major funding effort with a proposal to the US Department of Education that enlisted the cooperation of Arabic faculty from Berkeley, Los Angeles, and Santa Barbara. The proposal for the FIPSE grant, which was funded after a second submission in 2003 for \$453,000, focused on the concept of shared access to this strategic language that has full course offerings on only those three campuses. The Consortium, as manager of the grant, is working closely with both the host (Berkeley) and the recipient campuses of this pioneer distance course to ensure that the product will serve the instructional needs of both seat-time students and online students. During the three years of the project, graduate students in the Arabic programs at Berkeley, Santa Barbara, and UCLA will have the opportunity to receive funding for work on the project. They will also be offered the chance to serve as Teaching Assistants during the third year when the course is pilot-tested on several recipient UC campuses. In a recent development, a native-speaker of Arabic and graduate student in Davis’s Spanish Department has come on board to help develop the course materials. In another manifestation of multi-campus collaboration, the chief evaluator and the chief curriculum consultant for the project are from UCSB; the web consultant is from UCSC.

4) The Consortium produced two white papers on major curricular issues affecting each UC campus. (see Consortium Documents) The first, *Teaching Languages at a Distance in the UC System*, provided the blueprint for sharing resources among the campuses and formed the basis of the codicil to SR544 drafted by the Consortium for the Office of the President. The second, *University of California Guidelines on Heritage Language Instruction* was the outcome of the 2002 summer workshop and reflected the collective brainstorming of multiple language faculty from each campus on major issues facing UC language programs during the upcoming Tidal Wave II.

5) Working with the Humanities Deans and the language departments on all the campuses, the Consortium is in the process of designing a *linguistic map* and action plan for the system. For the long range, the Consortium has identified the strongholds of less commonly taught languages, particularly those with a significant heritage population base, and will work with those campus units to strengthen curriculum and implement plans for exportation to the other campuses. Immediate efforts are under way to seek funding for distance courses in Punjabi, Swahili, and Vietnamese, in addition to a follow-on course to *Arabic Without Walls* in collaboration with the American University of Beirut and EAP. In the lineup of distance courses to distribute throughout the system are: Tagalog, Korean, Farsi, and Armenian. Each of these endeavors will involve the active cooperation and collaboration of several UC campuses.

6) In addition to holding discussions with language faculty on each campus, the Consortium's director has also been invited by the deans at UCI, UCSD, and UCM to lead discussions regarding local conditions and the organization of foreign-language instruction. These consultations have been instrumental in guiding campuses to focus on the most pressing issues and to begin to formulate collaborative solutions. Thanks to the inauguration of the Consortium, both the deans and the language faculty now have a resource for initiating constructive dialogue and identifying and comparing best practices across the UC system.

7) The Consortium website now offers a fully-functional statistical database that captures fall enrollments for all foreign language courses on all UC campuses and EAP. The system provides fall enrollment snapshots beginning with 2000 and is current to 2003. New years are added as fast as the campus registrars submit their data. The Consortium then collates these figures by hand (because each campus uses a different reporting format) and enters them into the database. This database allows administrators, chairs, coordinators, and researchers to study enrollment trends throughout the system. A comprehensive report on recent trends is under preparation by one of the Consortium's subcommittees.

8) The Consortium now provides system-wide hosting for Wimba software that allows individual instructors to exchange sound files with students over the Internet in both real and deferred time. Workshops were given at UCLA, UCD, UCI, UCB, and UCSC on Wimba's use. At present, the Wimba software package is being upgraded in order to take full advantage of recent technological and administrative improvements. Wimba offers the ability to conduct oral conversations and conduct testing at a distance. The Consortium thereby enables all UC language instructors to create their own separate accounts and then logon their classes. This constitutes a concrete example of how the Consortium can centralize resource delivery for the system.

9) The Consortium publishes a Newsletter in fall and spring of each year that serves as a conduit for information sharing (innovations, current research, conference and workshop keynote addresses by nationally-known scholars, accomplishments of UC language faculty). The Newsletter's circulation has expanded to 1,000 subscribers. (see Consortium Documents)

PART III – SLA Research and Professional Development

The Consortium has produced six major research and professional workshops/conferences to date, with two already in the planning stages for 2005. These events (see Appendix E), have brought together broad representation from all UC language departments to share research and practice developments with colleagues from numerous other US institutions including Columbia, Georgetown, Princeton, and Stanford, as well as universities abroad. In each instance, the Consortium goals have been to include senate and non-senate faculty and to encourage the participation of UC graduate students. In fact, these Consortium events have afforded graduate students a rare opportunity to receive mentorship at this critical juncture in their graduate education. In contrast to the major national conferences, the Consortium programs enable language faculty and graduate students to enjoy sustained dialogue with leading US and international linguists, including Heidi Byrnes (Georgetown), Anthony Liddicoat (Griffith Univ. Australia), Joe LoBianco (Univ. of Melbourne), Maria Polinsky (UCSD), Bill vanPatten (Univ. of Chicago), and Terrence Wiley (Univ. of Arizona).

The multiplicity of languages and disciplines represented in each of the Consortium's endeavors constitutes one of the most important achievements of the first four years. Cross-campus and cross-language interaction has been seeded in these professional training experiences and has contributed to the establishment of ongoing collaboration, enriching best practices and fostering new research within UC.

Part IV - Outreach

The Consortium made significant strides in outreach to the K-12 community. In 2003, with grant funding obtained from UC Davis Outreach and International Programs, UC Spanish faculty from Davis and Santa Cruz presented two workshops for teachers of AP Spanish Literature representing 15 California counties. In 2004, the Consortium received a grant from the NEH to fund a year-long Faculty Humanities Workshop that will design a course in AP Spanish Literature for Spanish speakers. A cadre of high school Spanish teachers from across California will meet under the direction of UC Spanish faculty to discuss the body of literature that comprises the AP Spanish Literature curriculum. They will determine new approaches to teaching that will enable the Spanish speakers a) to have access to and success in the challenging AP program, and b) thereby to have a greater likelihood of success in humanities courses at the college level.

The *Arabic Without Walls* project (see Part II Section 3 above) also includes input from the K-12 community which plans to rely on the web materials developed in improving their curriculum for heritage speakers in the community and public schools. The CFLP has played a pivotal role in linking the Consortium to the K-12 community.

Thanks to contributions from TIAA/CREF and McGraw-Hill, the Consortium has been able to include representatives from the state university campuses, the community colleges, and high schools at two of the annual summer workshops.

The *Heritage Language Journal*, which is produced at UCLA and was launched with matching seed funding from the Consortium, includes in its focus research on critical issues in pre-college SLA.

The Punjabi curriculum project for which we are currently pursuing funding sources will also serve the large numbers of Punjabi pre-college community language centers.

For the first time ever and thanks to the visibility provided by the Consortium, UC is now represented on the advisory boards of both the CFLP and the CLTA. These professional organizations have been delighted to receive our expert input, and they are eager to sustain a cooperative relationship with UC in contrast to years past where the absence of dialogue was routinely interpreted as UC's lack of interest in the state's language issues. Once again, because of the Consortium's prominence, Robert Blake was recently appointed as the lead faculty member in foreign languages for the IMPAC project, a cooperative endeavor mandated by the California legislature. The Consortium's participation in IMPAC demonstrates to the state UC's concern for current educational problems. The Consortium provides a direct conduit for the findings of the IMPAC project to the faculty and administrators on each UC campus. In turn, this conduit also allows UC to correct the frequent misunderstandings that exist at the California State University and California Community Colleges concerning UC policies on foreign languages.

PART V – Lessons Learned

We had been cautioned and now have learned from direct experience that it typically takes a minimum of two years to conceive of a project, collaborate with participating faculty in designing a program, complete, submit, revise, and resubmit major federal grant applications. In the post 9-11 era, although the US government has turned its attention to the grave consequences in a nation where foreign language proficiency is a rarity in the professional sector, it has adopted the policy of shifting the bulk of funding for language acquisition from the Department of Education to the Department of Defense. More disturbing is the position expressed in the white paper just released as an outcome of the National Language Conference, held at the University of Maryland in June 2004. The document takes the position that institutions of higher education have in the main failed to produce a cohort of citizens with professional level proficiency in any foreign languages, and most particularly in the critical and most difficult languages. The next round of Consortium fundraising efforts and professional events will reflect and respond to these realities. The Consortium intends to seek funding for its programs from more non-federal sources. Furthermore, the Consortium is planning to craft a vigorous response to the US government statement that higher level language training should be the purview of the government rather than higher education. (see PARTS VI and VII)

PART VI – the current/fifth year of operations (2004-2005)

Planned Activities

1. Fall meeting for UC Japanese faculty
2. Creation of the UC *linguistic map*
3. Fall summit meeting for Vietnamese programs
4. Fall summit meeting for Armenian programs
5. Chinese Teachers Training Workshop (UCLA and UCD) open to all college and pre-college teachers
6. National Colloquium on US language policy
7. 2 Professional Development Summer Workshops: UCLA on heritage language; UCB on European perspectives
8. Coordination with CFLP and CSU to design the 2004-2005 teaching training program which highlights the concerns unique to less-commonly-taught languages
9. Steering Committee Sub-committee report on language trends for the last three years

Pending Grant Proposals

1. Title VI – resubmit Punjabi proposal
2. Sloane-C preliminary proposal to produce web-based culture-enrichment capsules for teaching Swahili and for African Studies programs

Pending Other Fundraising Actions

1. Collaboration with Sikh Foundation, UC Sikh student organizations, and various Sikh communities throughout the state to fund the development of a distance course in Punjabi.
2. Collaboration with the EAP and the UC Irvine Development Office to procure funding from the Vietnamese community for developing a distance course for heritage learners

PART VII – The next five years

The scope of the original mission is vast. The efforts of the Consortium must be more tightly focused in the next cycle since the workload increases exponentially with each project, but the staff size remains the same. We would, therefore, center our energies on accomplishing the most pressing and realizable goals to actualize the proposed *linguistic map*: activating partnerships in the primary target critical languages (Punjabi, Vietnamese, continuation Arabic) and pursuing grant funds to produce distance courses;

building/finalizing the system-wide infrastructure for course sharing through distance learning technology; putting into place the scaffolding required for the self-perpetuation of the shared courses initiated through the Consortium.

Due to the minimum 2-year period required for success in federal grants, we would shift our most intensive fund-raising efforts to the following arenas: targets of opportunity in the private sector identified and negotiated through the Board of Governors; UC alumni with international experience and/or advanced language proficiency acquired at UC; targets of opportunity in heritage communities around the state who would have a vested interest in promoting and funding advanced language training in their respective languages; continued corporate funding to support conferences and workshops.

Our current plans do include at least one future major federal grant proposal. The NEH, upon awarding funding for the 2004-2005 Faculty Humanities Workshop "Spanish Literature for Spanish Speakers," informed the Consortium that it has earmarked this project for a potential future major grant that would create an "East-West Center for Hispanic Language Studies."

Members of the Steering Committee have volunteered to serve on sub-committees that will produce a white paper on *First-Year Language Instruction* at UC and a report on the disparities among the various campuses and language programs in awarding Advanced Placement credit. Another committee will delve into the question of awarding UC credit for EAP courses.

Institutional Milestones

Arabic Without Walls

In 2003 the Consortium was awarded a FIPSE grant to produce "*Arabic Without Walls*," a distance-taught course in Beginning Arabic that will be distributed throughout the UC system. The course is being developed by Dr. Sonia S'hiri, UC Berkeley, in collaboration with the National Middle East Language Resource Center.

NEH Spanish for Spanish Speakers

In 2004 the Consortium received an NEH Faculty Humanities Workshop grant in support of its outreach to the K-12 community. "*Spanish for Spanish Speakers*" will assemble 18 teachers from across the state to work with UC faculty to create a curriculum that will provide Spanish heritage students access to the AP Spanish Literature program.

White Paper on Distance Learning

Representatives of the Steering Committee produced a white paper "Teaching Languages at a Distance in the UC System." Its purpose is to assist the UC Academic Policy Committee and other curriculum committees in evaluating proposals for distance-taught language courses, considered to be essential in equalizing student access to instruction in the less commonly taught languages.

White Paper on Heritage Language Instruction

A committee of participants in the summer workshop on Heritage Language Education drafted the white paper "UC Guidelines for Heritage Language Instruction." It offers recommendations for coordinating curriculum design, teacher training, research, and outreach.

Systemwide Language Meetings

The Consortium initiated a series of language-specific, systemwide planning meetings for the purpose of unifying the faculty, capitalizing on the richest resources, and guiding major programmatic improvements across the system. The Chinese and German faculties met in 2003. Japanese and Vietnamese are scheduled for fall 2004.

Linguistic Map

Working with the Humanities Deans and the language departments on all the campuses, the Consortium is in the process of designing a *linguistic map* and action plan for the system. The Consortium has identified the strongholds of less commonly taught languages and will work with those campus units to strengthen curriculum and implement plans for exportation to the other campuses. Each endeavor will involve the active cooperation and collaboration of several UC campuses.

DEPARTMENT OF

Academic
INITIATIVES



UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING

PREAMBLE

On October 15, 1999, the *Chronicle of Higher Education* announced a new study by the Modern Language Association that reported the highest number of enrollments in foreign language courses in U.S. institutions of higher education on record. Enrollments nationwide have risen 4.8% since 1995, reversing a 3.8% decline between 1990 and 1995. Within the UC system, this growth has been even more dramatic, with enrollments in foreign language courses up by 10.8% between 1994 and 1998. Spanish enrollments accounted for almost half of the 26,729 increases, but increases were reflected across the board, and particularly in Asian languages.

How do we explain these shifts, and how do they affect us? Changing demographics in the population of California no doubt have contributed to the increase in students studying Spanish and East Asian languages. Spanish has become the de facto second language of California; increasingly it is the only foreign language taught in California high schools. This contributes to the popularity of Spanish with undergraduates who want to make use of the only investment in foreign language they have been able to make before entering UC. It also means that the many students who want to study other languages must begin in college. Furthermore, a great many students, especially those of Asian and Latino ancestry, arrive on campus with prior exposure to a language other than English in the home and want to continue with it as their foreign language. They constitute a new clientele of "heritage learners" whose needs are not addressed by traditional modes of language pedagogy or standard curricular offerings.

In other words, enrollments in foreign language courses and the demand for new areas of instruction are increasing both nationally and at the University of California and, in the coming years, the teaching of foreign languages may take place in different demographic and academic contexts than it did twenty-five years ago. Undergraduates study languages for many different reasons (for personal enrichment, academic preparation, professional development, general education) in addition to the reasons why students major in traditional national literature departments. Shifting enrollment patterns and new curricular pathways will change the academic landscape in some areas, challenging us to formulate coherent

policies about the academic, cultural and intellectual contexts in which research universities should offer foreign language instruction.

Furthermore, following the national trend in the humanities, many of our national literature departments are accepting fewer graduate students. Increasing undergraduate

enrollments in these departments (composed of both majors and non-majors) may necessitate new approaches to the staffing of language courses, which traditionally have been taught by graduate students on most UC campuses. Whether professional language teachers are hired (as opposed to faculty or graduate students who teach language but conduct research in literature or linguistics) or whether research faculty themselves participate in the teaching of language, we will have to maintain coherent and stable language programs as we address complex questions about academic priorities, educational policy and intellectual mission, staffing, intercampus cooperation, and resource allocation.

Foreign language instruction traditionally has been labor intensive, and expenses tend to grow exponentially as a decision to offer new courses leads to a commitment to intermediate and advanced as well as elementary instruction. Campuses by necessity have duplicated each other's efforts, even in the preparation of course materials. New technologies and new strategies for distance learning, however, provide new opportunities in these areas. Although language instruction always will require human interaction and many hours of classes and practice per week, it is clear that instructional technology will offer significant possibilities for changing the way foreign languages are taught and learned.

As CD-ROMS and website-based instruction move into the space of the traditional language lab, the time is ripe for UC faculty to take the lead in developing innovative and collaborative means of delivering instruction in foreign languages. The technological tools to accomplish this goal already exist, but the training and planning essential to its successful realization have never been attempted systematically across multiple campuses. With leading authorities in foreign language pedagogy and research, the University of California has the potential to engage in systemwide planning and to pool resources and share in the development of pilot courses in these areas. Moreover, the mandate to address the Tidal Wave II of students anticipated by the UC system should inspire more creative uses of summer sessions and the development of intensive summer programs for foreign language instruction. These might also allow campuses to coordinate efforts and offer instruction in certain languages at only one or two campuses. There is also enormous room for growth with UC's Education Abroad Program, and we should seek new ways to connect EAP to the curriculum and summer language study.

Finally, even if enrollment patterns and student interest did not compel University of California to confront these issues, it would be our responsibility as a state university and national leader in higher education to address the significance of the study of foreign languages at the beginning of the twenty-first century. Americans may increasingly believe that U.S. economic and geo-political dominance will make English a universal language, but

the combination of globalization and the multicultural environment of California makes foreign language study imperative for our students. The University of California can and will need to show leadership in this area and to spearhead coordination and collaboration with K-12 educators on issues of foreign language education where this is practical and appropriate.

The more than 300 languages spoken in California's K-12 schools provide a concrete indication of the multicultural and multilingual background with which our students enter college. The state's future economic prosperity also depends upon our students' ability to function in an international context. A recent report by the California Department of Education cites this recommendation of the California Economic Development Corporation: "Internationalize all curricula to provide greater understanding of our place in the global economy, through international studies and stronger requirements for foreign languages and cultures." The Stanford University Graduate School of Business, for example, recently has placed a greater emphasis on foreign language courses. It is not our mission to play Berlitz to business schools and international studies programs any more than it is our job to provide mere language instruction to our heritage language students. However, our faculty have a necessary role to play in integrating language study into these areas in a pedagogically and academically serious way. It is the responsibility and the strength of our humanities divisions and liberal arts curricula to offer rigorous language instruction in a humanistic, cultural, and comparative context. In this way we can prepare our students (and the future workforce of the state) for the global economy and the multicultural environment in which they live.

The challenges and responsibilities presented by these demographic and academic trends make it crucial that we pool our resources (both financial and intellectual) and develop strategies and programs for the future. We believe that a *University of California Consortium for Language Learning and Teaching* would be able to address some of the theoretical, pedagogical, and professional problems that we all will face. The worst case scenario is that the changing landscape of foreign language instruction will be allowed to overwhelm divisions of humanities, skew academic priorities, and shift resources from traditionally strong research areas to instructional programs removed from academic contexts. In addition to depriving the academy of rich linguistic and intellectual resources, it would also create a large group of lecturers whose professional needs are increasingly neglected by the system. It could necessitate costly duplication of course development at a moment when UC faculty are taking the lead in new technologies of language pedagogy and other universities are developing "brand name" products in distance learning curricula. It could leave our graduates unprepared for the workforce.

Alternatively, we could share our collective resources and talents in order to draw upon our world class research and pedagogical expertise in foreign language learning and teaching. Together we could explore policy issues and institutional strategies, and address issues of state and national significance. We believe that a relatively modest investment now would be cost-effective in the long run and would address compelling instructional and administrative problems of our campuses while there is still time to think ahead. We know that all of our campuses will share most of the problems brought about by the enrollment trends in foreign language study and instruction. It would be best to address them thoughtfully, informed by

the best expertise and experience our faculty have to offer. A *UC Consortium for Language Learning and Teaching* would help us to share and, indeed, together discover some of the solutions to these problems.

CHARGE

The Consortium has the overall mission of fostering communication and collaboration across the UC campuses, across and among language groups (e.g., between teachers of German and teachers of Spanish, and among teachers of German at various campuses), and across the various disciplines that inform the learning and teaching of foreign, classical, second, and heritage languages within the UC system. It has four areas of responsibility:

- Curricular planning and institutional programming;
- Research and development in language learning and teaching;
- Professional development of language teachers; and
- Outreach on the regional, national, and international levels.

1. CURRICULAR PLANNING AND INSTITUTIONAL PROGRAMMING

In the last five years, several initiatives have improved foreign language instruction remarkably across the UC system. The Intercampus Academic Program Incentive Fund, before it was discontinued, promoted the development of course materials in African languages and in Russian; it made possible course sharing using distance technologies in Italian, Russian, Japanese, and Spanish, and promoted the use of interactive video in Russian and video teleconferencing in Greek and Hebrew. In addition, several campuses have established Centers or Institutes for the enhancement of second-language acquisition and teaching: the Second Language Acquisition Institute at UC Davis, the Berkeley Language Center, the Language Resource Program at UCLA and the Linguistic Minority Research Center at UCSB. These developments, however, have not been coordinated and, except on a local level, the resources have not been shared equitably across the campuses. The Consortium can help articulate and disseminate the various models of foreign language delivery, curricular innovation, and institutional programming across the various campuses.

The considerable variability from campus to campus in the distribution of foreign language instruction is another curricular and institutional planning issue to which the Consortium should direct its attention. UCB and UCLA, for example, offer courses in 55 and 63 world languages, respectively, and maintain the study of less commonly taught languages (LCTLs) so vital to our national and international well-being and security. With the exception of UCSB, which offers instruction in fewer languages than UCB and UCLA but still offers a relatively broad range, the other campuses typically, and quite reasonably, support instruction only for the principal European and Asian languages. At present, no bureaucratic or programmatic infrastructure exists that could be used to extend the sphere of language instruction in LCTLs from UCB and UCLA to the other campuses. The Consortium should take the lead in exploring how to harness recent advances in technology to nurture language study at a distance and thereby open access to a population wider than just one campus. Expanding language delivery and student access will not necessarily decrease UCB's and

UCLA's cost of maintaining a large number of LCTLs. However, it should provide the means to enable them to spread benefits out over the entire system, thereby ensuring a prudent and economic use of scarce resources.

Any discussion of distance learning of course raises legitimate concerns that the technology, once in place, might supplant the face-to-face instruction that is essential for effective language learning. The Consortium should work quickly towards establishing guidelines that reflect the current understanding of the importance of a mix of live and mediated delivery, guidelines that can be used to establish criteria for approval of distance learning initiatives based on need and feasibility. At the same time, the Consortium should undertake an evaluation of current research on the pedagogical issues related to the various combinations of delivery systems.

The Consortium's charge is therefore to **facilitate the review and planning of language teaching both on individual campuses and across the system** and to **encourage greater intercampus cooperation**. In addition to the tasks mentioned above, the Consortium should provide advice on such curricular matters as:

- Data collection and appropriate institutional response to shifting enrollments, new curricular pressures, job placements, etc.;
- Articulation of EAP and language instruction on the various campuses; and
- The "virtual university" model and its potential across the UC system.

The Consortium should facilitate cooperation in such areas as:

- Academic and alternate disciplinary contexts for language instruction (e.g., foreign languages across the curriculum, distance learning).
- Articulation of credit for non-UC language courses.
- Development of a clearinghouse of foreign language curricular initiatives both intra and intercampus.
- Articulation of International and Area Studies with language study on campus.
- Links between *academic* language or language-related centers within the UC system, e.g., Humanities Research Institute, Berkeley Language Center, SLA Institute at UC Davis, Language Resource Program at UCLA, UC Nexus, the Linguistics Minority Research Institute.
- Links to the various *research* communities within the UC system in the fields of Education, Linguistics, Anthropology, Applied Linguistics, Second Language Acquisition, Literature and Cultural Studies, Media and Communication Studies and International and Area Studies. The Consortium can help bring the research done in these fields to bear on the learning and teaching of any of the 78 different languages taught at the University of California. The Consortium should also establish links with research groups outside the U.S. that investigate the learning and teaching of English as a Second or International Language, as well as national languages taught as second languages within their respective national communities (e.g., *Deutsch als Fremdsprache* in Germany, *Francais Langue Etrangere* in France).

2. RESEARCH AND DEVELOPMENT

Collaboration and cooperation can best be accomplished in the context of the University's research mission. The state of California, and UC in particular, have the largest concentration of scholars and researchers in the fields of second-language acquisition, applied linguistics and related research areas, and psychology in the country. The linguistic and cultural diversity of the State, and the unique concentration of foreign, second, and heritage languages (including Native American languages) taught within the UC system, make the Consortium a natural research environment to investigate the learning and teaching of languages in instructional settings.

The Consortium's charge is therefore to **encourage, stimulate and fund on a competitive basis various research initiatives** which are aimed particularly, although not exclusively, at testing the value of various experiments in pedagogy and delivery (referred to in the first charge). These initiatives may be of a single-campus or a multicampus nature and may have an intra or intercampus focus. These initiatives may include:

- Pedagogical projects, e. g., instructional or curricular innovations, materials design and development, development of new testing techniques, new uses of technology;
- Language teaching research, e. g., evaluation of materials, methods, instructional activities, or the use of technology; conceptualization of various approaches to language instruction; theoretical or empirical studies of various aspects of second language acquisition in tutored environments.
- Conferences, workshops and colloquia on any aspect of language learning and teaching. These events can be addressed either to all language teachers or more specifically to those who teach the same language or the same level of instruction across the UC system. Topics could be: The teaching of heritage languages; Multimedia technology and the development of L2 literacy; The role of literature in language teaching; The "focus-on-form" approach in language instruction; Language learning and cultural identity.
- Cross-disciplinary conferences that bring together linguists, applied linguists, anthropological and educational linguists, psychologists, cognitive scientists, literary scholars, media specialists, to shed light on various aspects of language study.

3. PROFESSIONAL DEVELOPMENT

A significant portion of the language instruction throughout the UC system is delivered by Lecturers (Unit 18 or SOE), who in some cases are also responsible for training the graduate student instructors. In many cases, these faculty members have specialized training/expertise in a field directly related to the teaching of languages (e.g., second language acquisition, applied linguistics), but their positions allow them very limited access to travel and research funds and provide virtually no incentive for professional or intellectual growth. Ladder-rank faculty, particularly from fields less obviously related to language teaching, do not necessarily fare better in terms of resources to support them in learning about current research, theory, and practice in the teaching of languages. By increasing access to professional development resources and by creating local opportunities for professional development of language faculty, the Consortium can raise the morale of

instructors, strengthen the quality of language programs, and enhance the status of language teaching across the system.

The Consortium's charge is therefore to **provide an intellectual and professional forum for the pre- and in-service training of language teachers across the UC system**. It supplements, rather than supplants, the development opportunities offered by individual departments on individual campuses. It should sponsor teacher training events that are run by language program coordinators or applied linguists taken from various campuses. Possible Consortium initiatives are:

- Regularly scheduled workshops for teachers of language-specific or generic groups on topics of common interest (e.g., *Intermediate German, Spanish for Native Speakers, Teaching Writing at the Intermediate Level, Articulation of Instruction between Secondary and Post-secondary Sectors*);
- Summer workshops, summer institutes for language instructors;
- Clearinghouse for library and software materials developed or available at the various campuses through Consortium Website, Listservs, Newsletter, etc.;
- Clearinghouse for information regarding the governance of foreign language instruction across campuses including enrollment data, language requirements, placement procedures, teaching and testing practices, curricula, etc.;
- Travel grant program to enable language instructors to attend professional meetings; and
- Grants program for research projects.

In order to support these initiatives outlined above, the Consortium will **develop a plan for extramural funding from private and public sources**.

4. OUTREACH

The University of California has a tradition of outreach to schools and community colleges across the State. The California Foreign Language Project has strengthened the ties between UC and the teaching of foreign languages in California's elementary and secondary schools. In addition, UC has nurtured links with various linguistic communities. For example, the Native American Master-Apprentice Project has helped revitalized Native American languages in Northern California. These initiatives would benefit, however, from being associated with a larger outreach effort on the national and the international scene.

The Consortium's charge is therefore to **actively seek links with the various linguistic, academic, professional, research, and business communities** that have an interest in furthering the learning and teaching of foreign, second, and heritage languages on the regional, national, and international levels.

- Links with *linguistic communities*, especially of speakers of less commonly taught languages like Vietnamese, Tagalog, Finnish.
- Links with K-12 outreach programs that seek to improve students' ability to meet the E (language) requirement for entrance; work with the California Foreign Language Project in the professional development of K-12 language teachers,

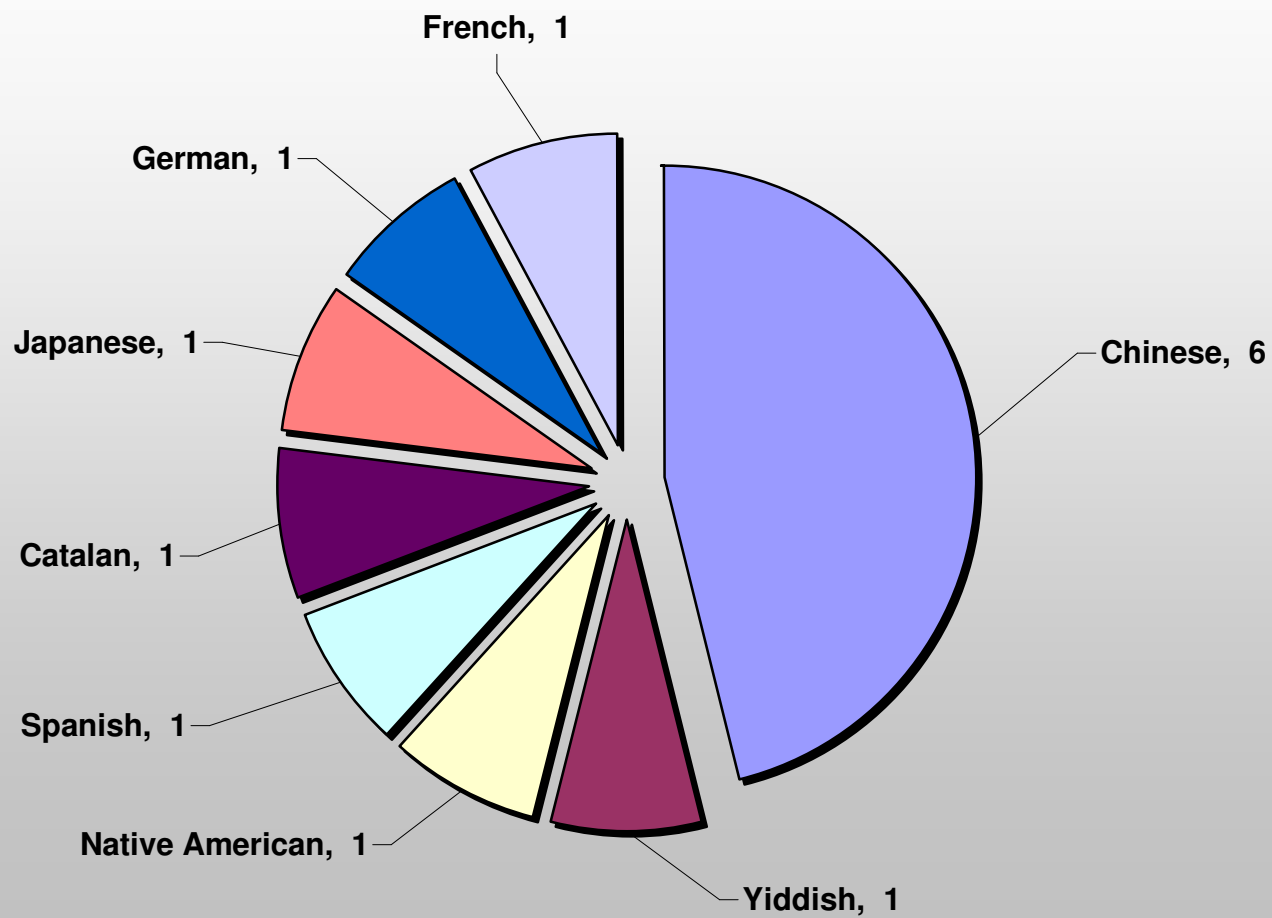
particularly in the area of incorporating instructional technology into language instruction.

- Links to *professional* organizations across the U.S.: the National Foreign Language Center (NFLC), the Center for Applied Linguistics (CAL), the various National Language Resource Centers (e.g., Minnesota, Hawaii, San Diego), and, outside the U.S.: the European Council, the International Association of Applied Linguistics (AILA), and the Federation Internationale des Professeurs de Langues Vivantes (FIPLV).
- Links to the *business* communities in California that seek job applicants with foreign language competencies.

**CONSORTIUM ACTIVITIES
FOUR CHARGES
2000-2004**

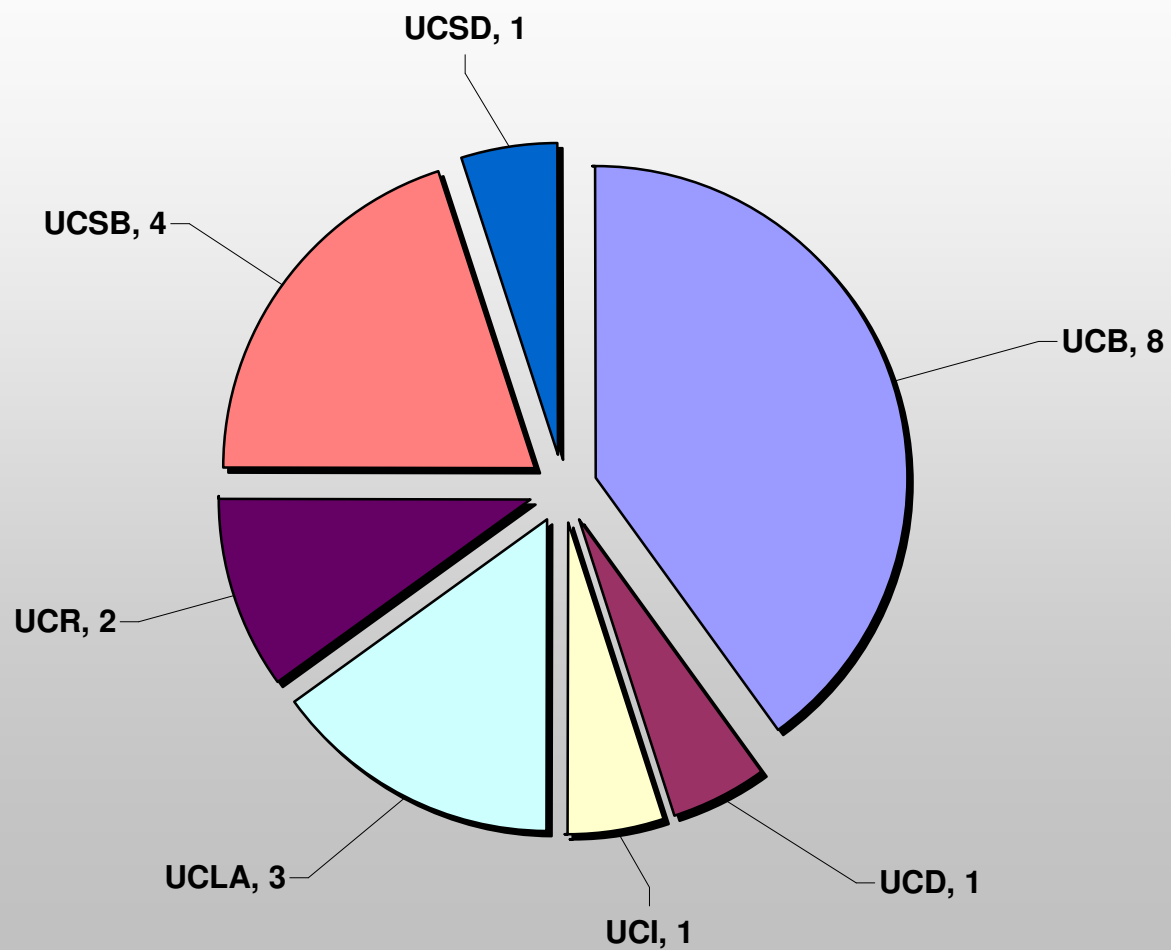
	1. System-wide Articulation	2. SLA Research	3. Professional Development	4. Outreach
2000-01	<ul style="list-style-type: none"> •Three planning meetings of steering committee at UCD, UCLA, UCD. •Visits to UCB, UCLA •Enrollment database programming started •Wimba Voice boards bought and made available to system 	<ul style="list-style-type: none"> •White Paper on Distance Language Learning 	<ul style="list-style-type: none"> • Summer Workshop on Technology—UCSB 	
2001-02	<ul style="list-style-type: none"> •Two steering committee meetings at UCR UCB •Visits to UCB Humanities Dean and Council •Visits to UCLA, BLC, UCSC, UCSB, and UCSD •Newsletters 1 & 2 	<ul style="list-style-type: none"> •First SLA research conference held at UCI—110 attendees •White Paper on Guidelines for Heritage Language Instruction 	<ul style="list-style-type: none"> •Mini-grants—\$13,600 --2 UC German meetings --UC Chinese Planning meeting •Heritage Language Institute—UCLA 	<ul style="list-style-type: none"> •Consortium invited to join advisory board of CFLP Project •Consortium invited to join CLTA Advisory Board
2002-03	<ul style="list-style-type: none"> •Two steering committee meetings at UCD and UCSD •Visits to UCR, •Visit to State Capitol (UC ACCORD) and DLI •Report to Humanities Deans •Newsletters 3 & 4 	<ul style="list-style-type: none"> •Seed funding for first on-line Heritage Language Journal •Director presents at East Coast Language Consortium—UPENN 	<ul style="list-style-type: none"> •Mini-grants—\$79,500 --Heritage Lg (UCLA) --Chinese Writing (UCB,UCLA) --Chinese Heritage I (all UC) --Chinese Placement (UCD, UCR, UCB, UCI) •Summer Workshop on Teaching Culture—UCB 	<ul style="list-style-type: none"> •Spanish AP Lit. Workshop I •Spanish AP Lit. Workshop II •CLTA board meeting •CFLP board meeting
2003-04	<ul style="list-style-type: none"> •Two steering committee meetings at UCD and UCSD •Visits to campus --UCI—consultation with Dean Lawrence --UCLA—to promote grant applications --UCLA—Distance learning meeting --UCSD—consultation with Assoc. Vice Chancellor Applebaum and Lg. committee --UCMerced—consultation with Dean Hakuta •Report to Humanities Deans •Drafted codicil for SR 544 on distance learning presented to and approved by UCEP and Distance Learning •Enrollment database fully operational •Newsletters 5 & 6 	<ul style="list-style-type: none"> •Second SLA research conference held at UCSC—80 attendees 	<ul style="list-style-type: none"> •Mini-grants—\$63,000 --Chinese Heritage II (UCSD, UCI, UCR, UCB) --Finish at a Distance (UCB) --Twi Portal (UCLA) --Tagalog Meeting (UCSD, UCLA, UCB, CCSF) --Armenian Meeting (UCLA) --Urdu/Hindi (UCLA, UCB, UCSC) •Workshop on Teaching Grammar—UCSD •First Consortium Service Award given to Jean Schultz (UCSB) 	<ul style="list-style-type: none"> •Director becomes lead faculty for FL with IMPAC project •CLTA board meeting •CFLP board meeting •Address to 20th Summer Seminar for Language Teachers at UCSB
2004-05	<ul style="list-style-type: none"> •Statistical Report to be tendered to Humanities Deans •Developing distance learning blueprint for LCTL instruction across system •steering committee meeting at UCR (fall) 		<ul style="list-style-type: none"> •Distance Learning fall seminar at UCD •Follow-up Heritage Language Summer Workshop (UCLA) •UC Japanese Planning Workshop at UCD 	<ul style="list-style-type: none"> •IMPAC state-wide meeting •CLTA board meeting •CFLP board meeting

Applications Submitted by Language 2002 - 2003

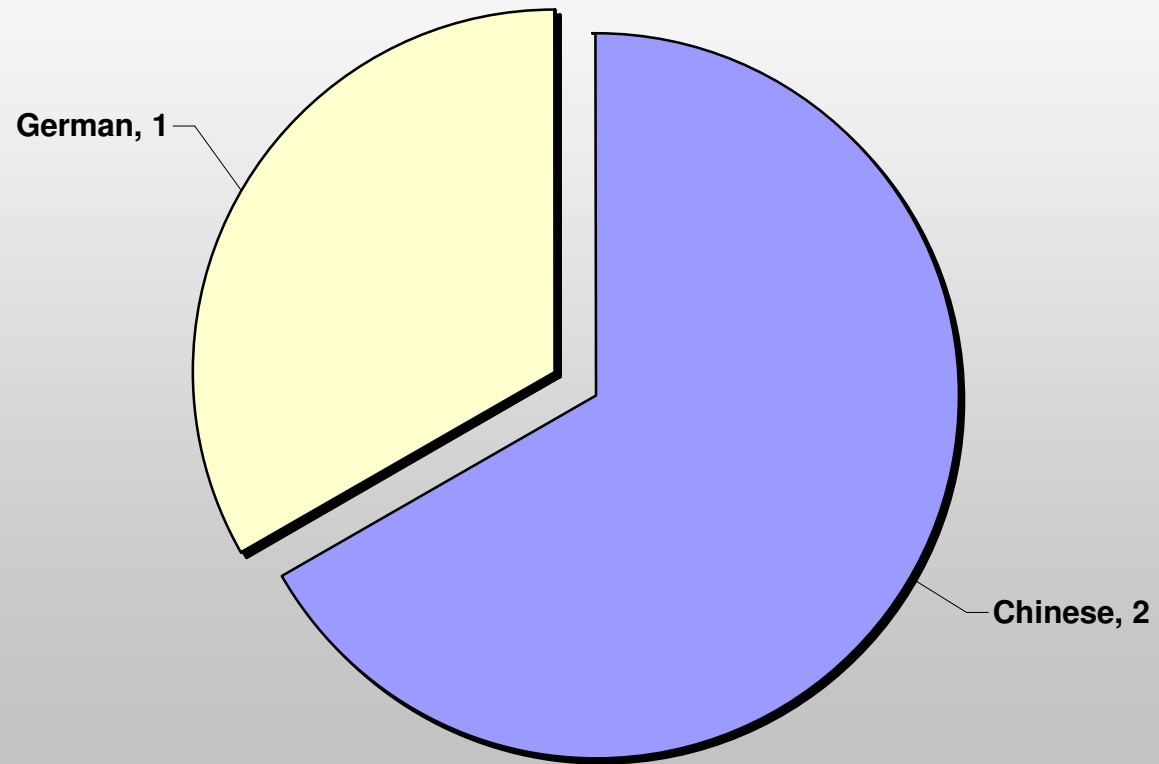


Applications Submitted by Institution 2002 - 2003

(Chart Includes Multi-Campus Collaborations)

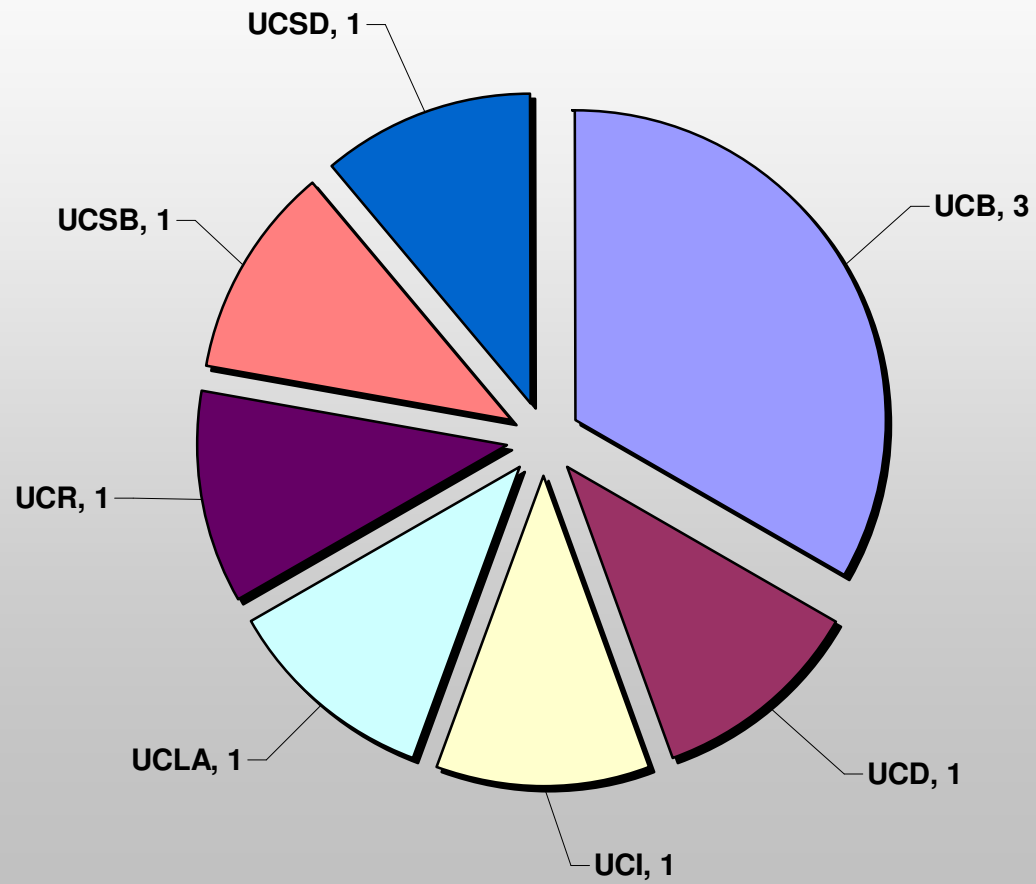


Grants Awarded by Language 2002 - 2003

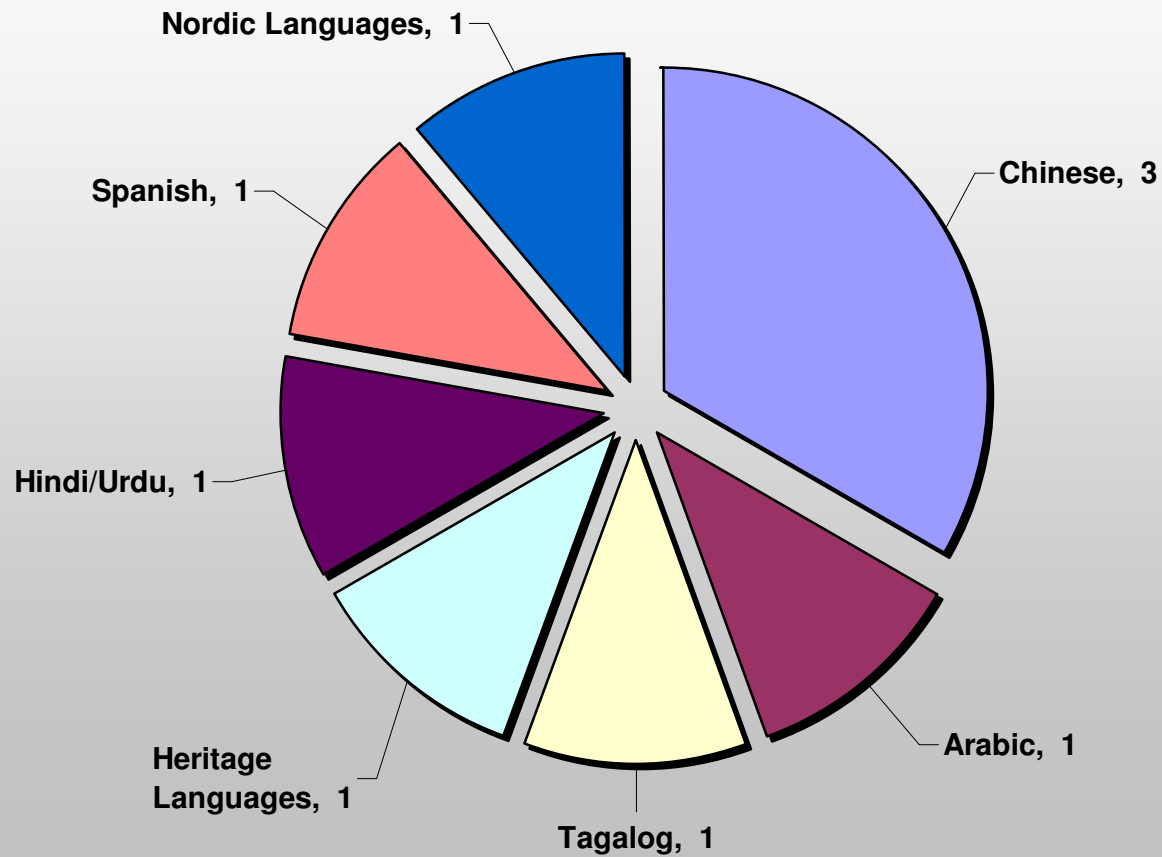


Grants Awarded by Institution 2002 - 2003

(Chart Includes Multi-Campus Collaborations)

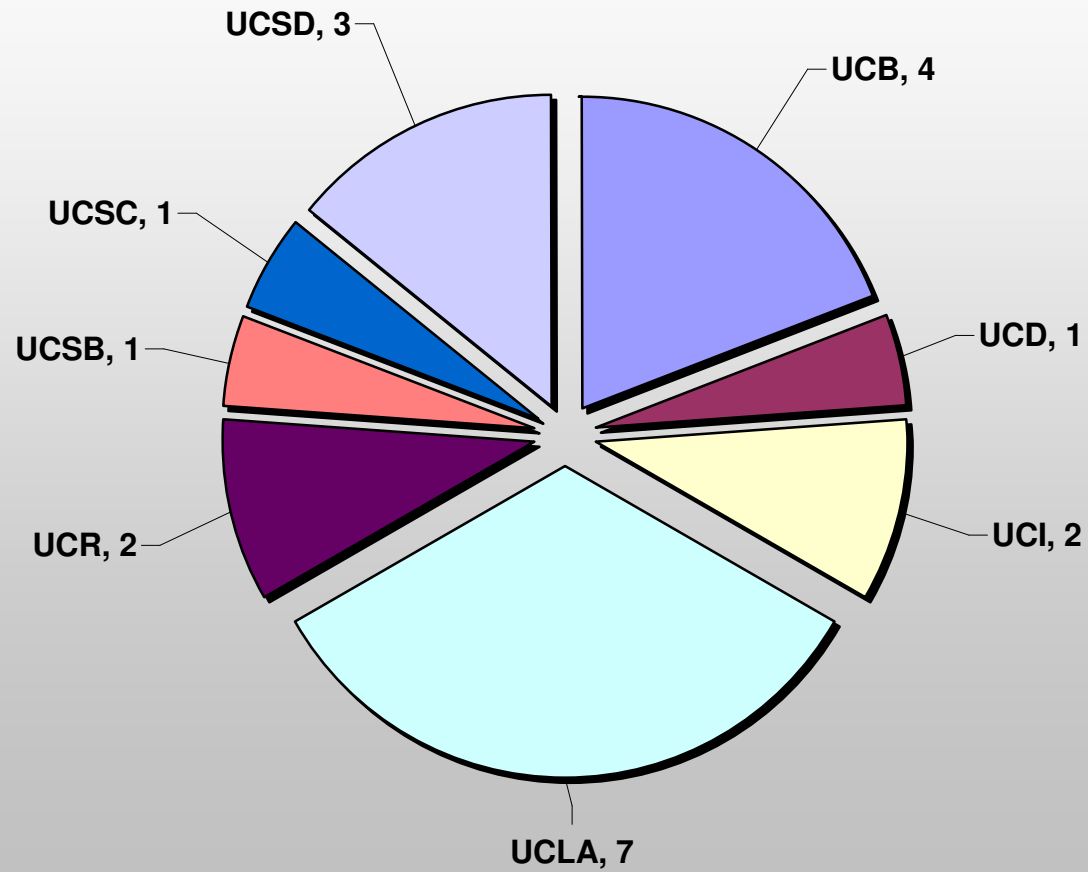


Applications Submitted by Language 2003 - 2004

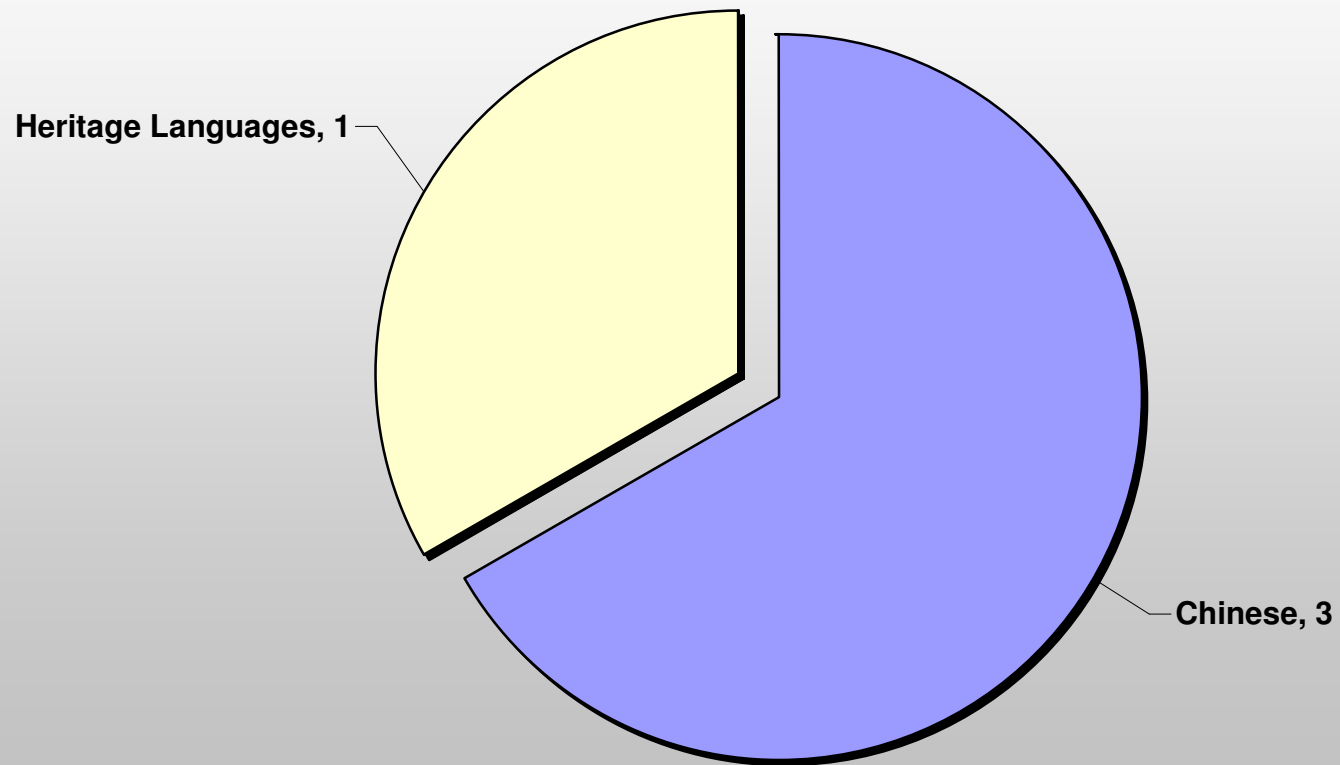


Applications Submitted by Institution 2003 - 2004

(Chart Includes Multi-Campus Collaborations)

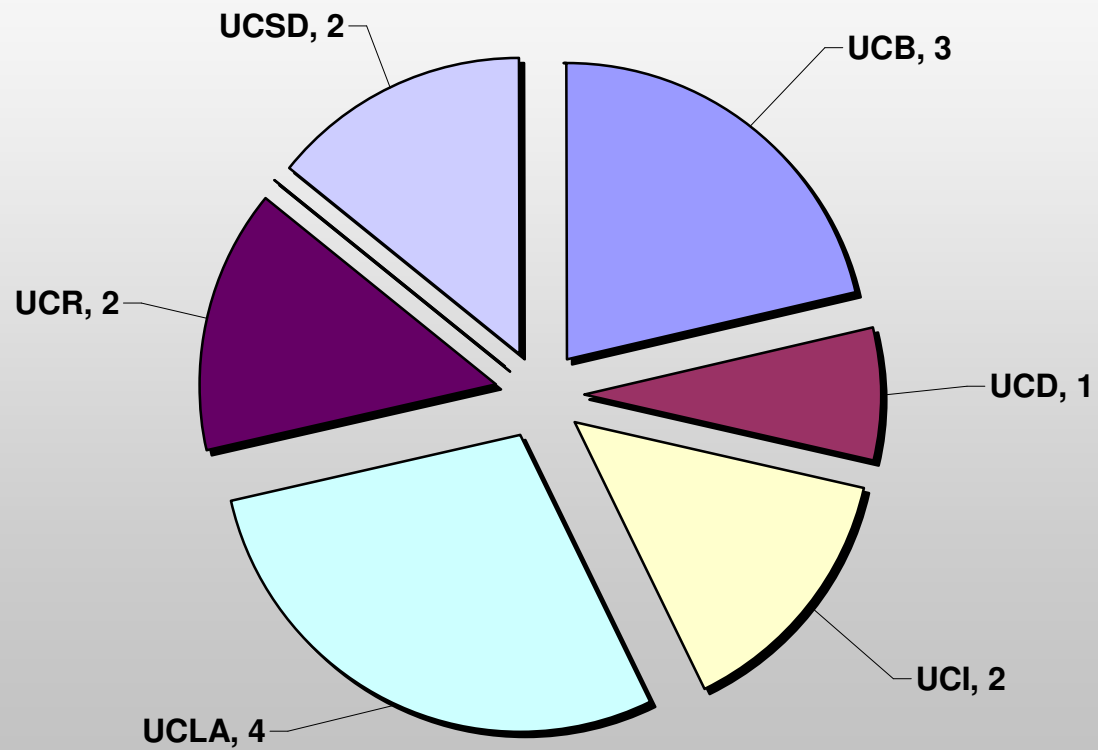


Grants Awarded by Language 2003 - 2004

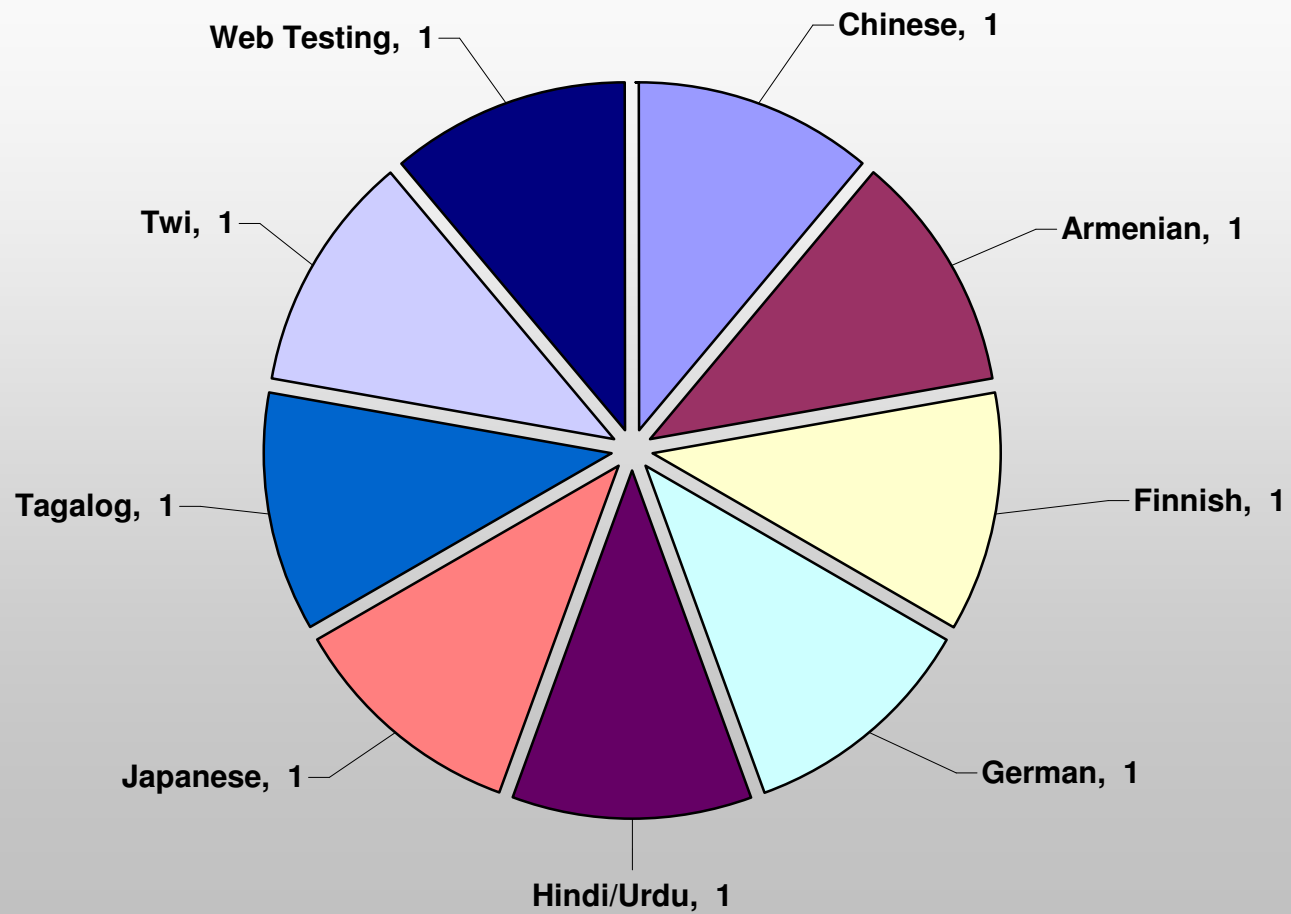


Grants Awarded by Institution 2003 - 2004

(Chart Includes Multi-Campus Collaborations)

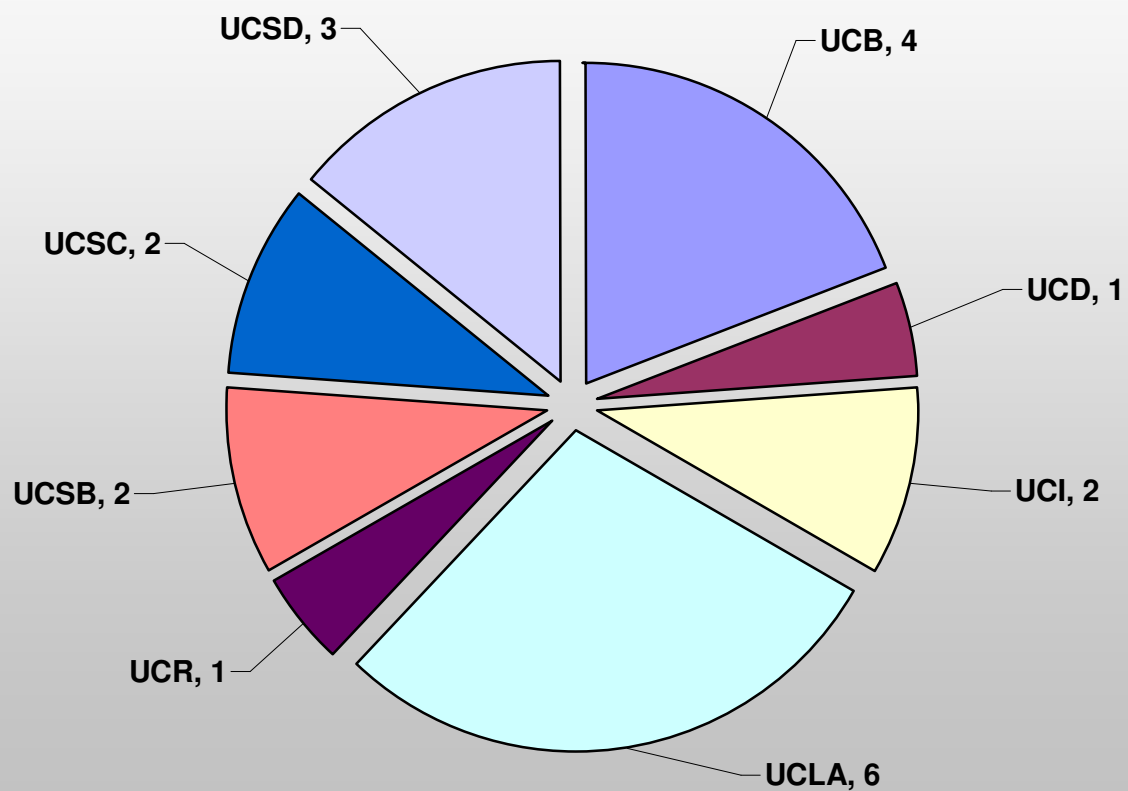


Applications Submitted by Language 2004 - 2005

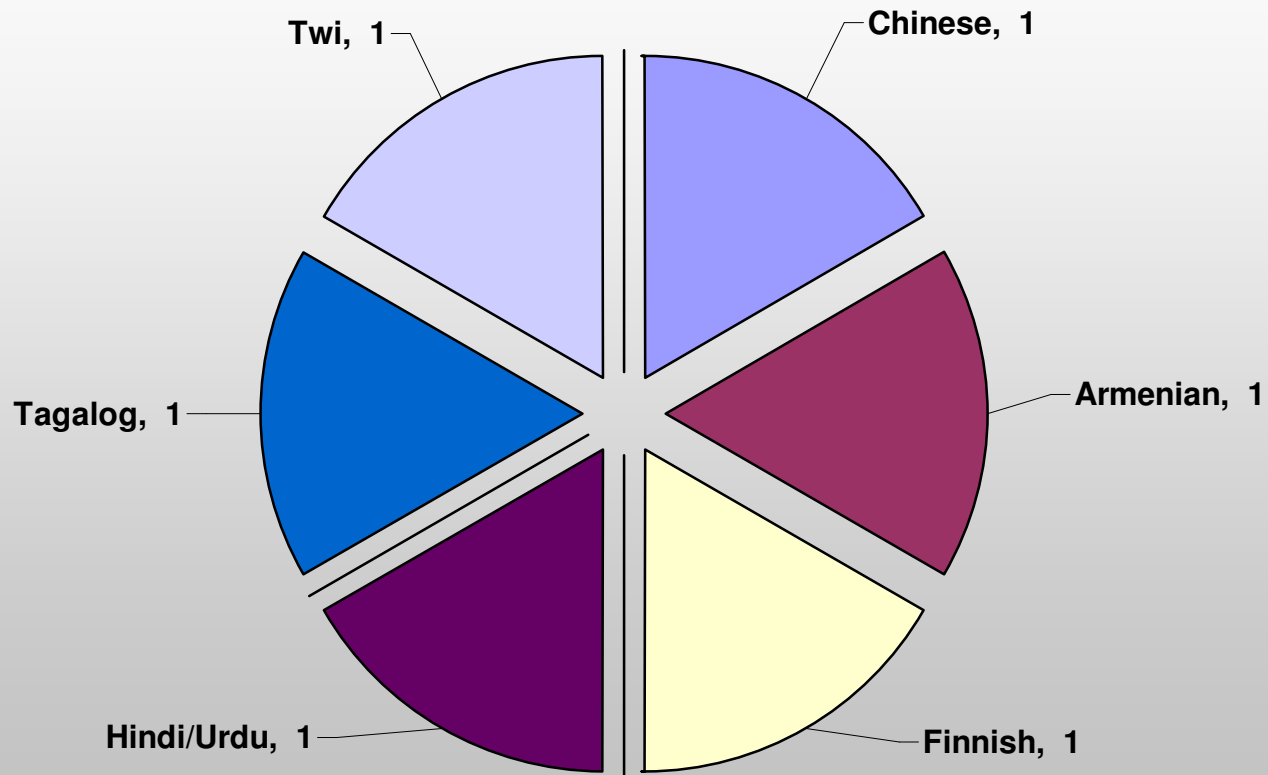


Applications Submitted by Institution 2004 - 2005

(Chart Includes Multi-Campus Collaborations)

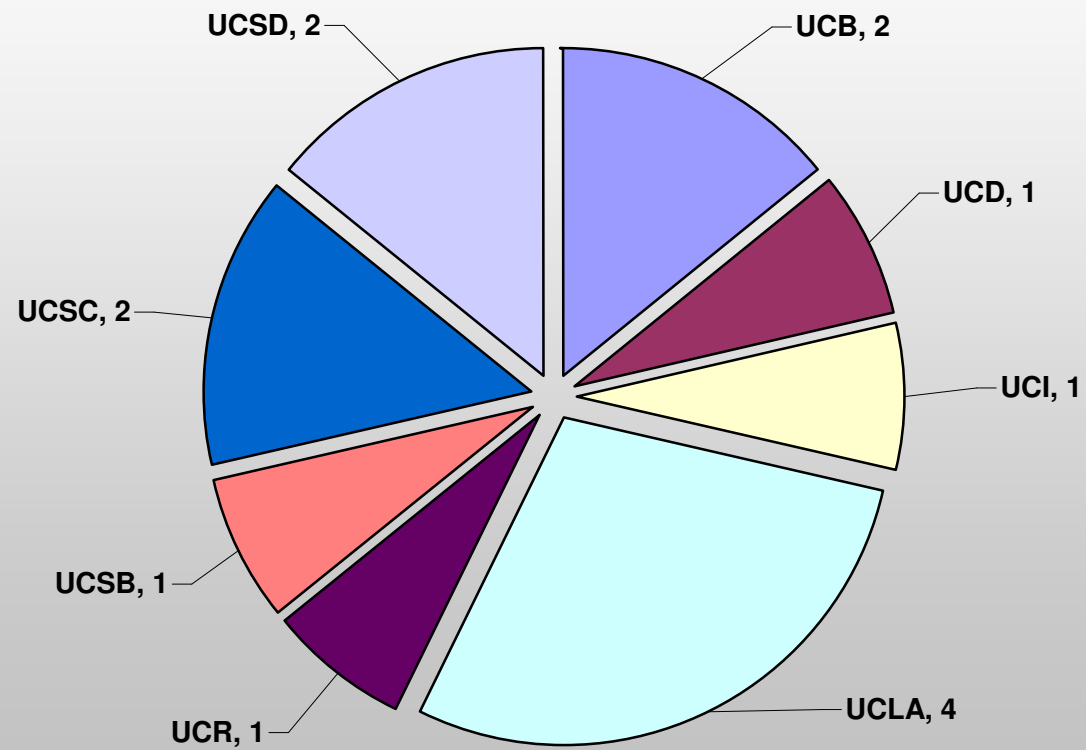


Grants Awarded by Language 2004 - 2005



Grants Awarded by Institution 2004 - 2005

(Chart Includes Multi-Campus Collaborations)



**GRANT ACTIVITY
2002-2004**

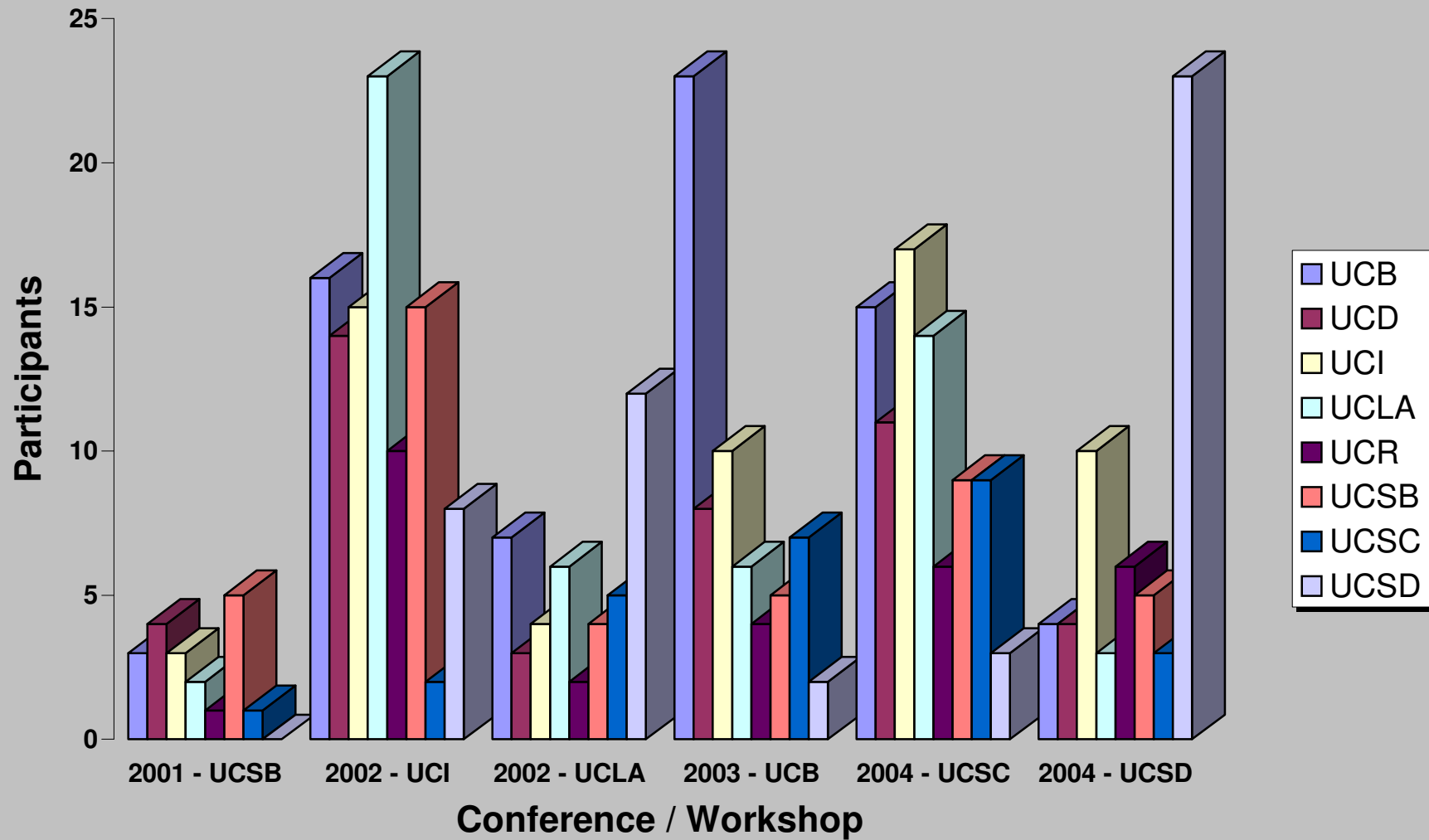
YEAR	TITLE	AMOUNT	AGENCY
2003	“AP Spanish Literature Seminar”	\$ 15,000	UOIP (UC Davis)
2003	“Summer workshop support”	\$ 15,000	TIAA-CREF
2003-2006	“Arabic Without Walls”	\$453,000	FIPSE—DOE
2004	“Summer workshop support”	\$ 1,500	MCGRAW HILL
2004	“Humanities Faculty Workshop 2004-05”	\$ 74,000	NEH
	<i>Total Revenue Generated</i>	\$558,500	

*Additional funding effort being pursued through UCOP with Dan Aldrich and Ralph Ochoa (former regent)

OTHER GRANTS APPLIED FOR

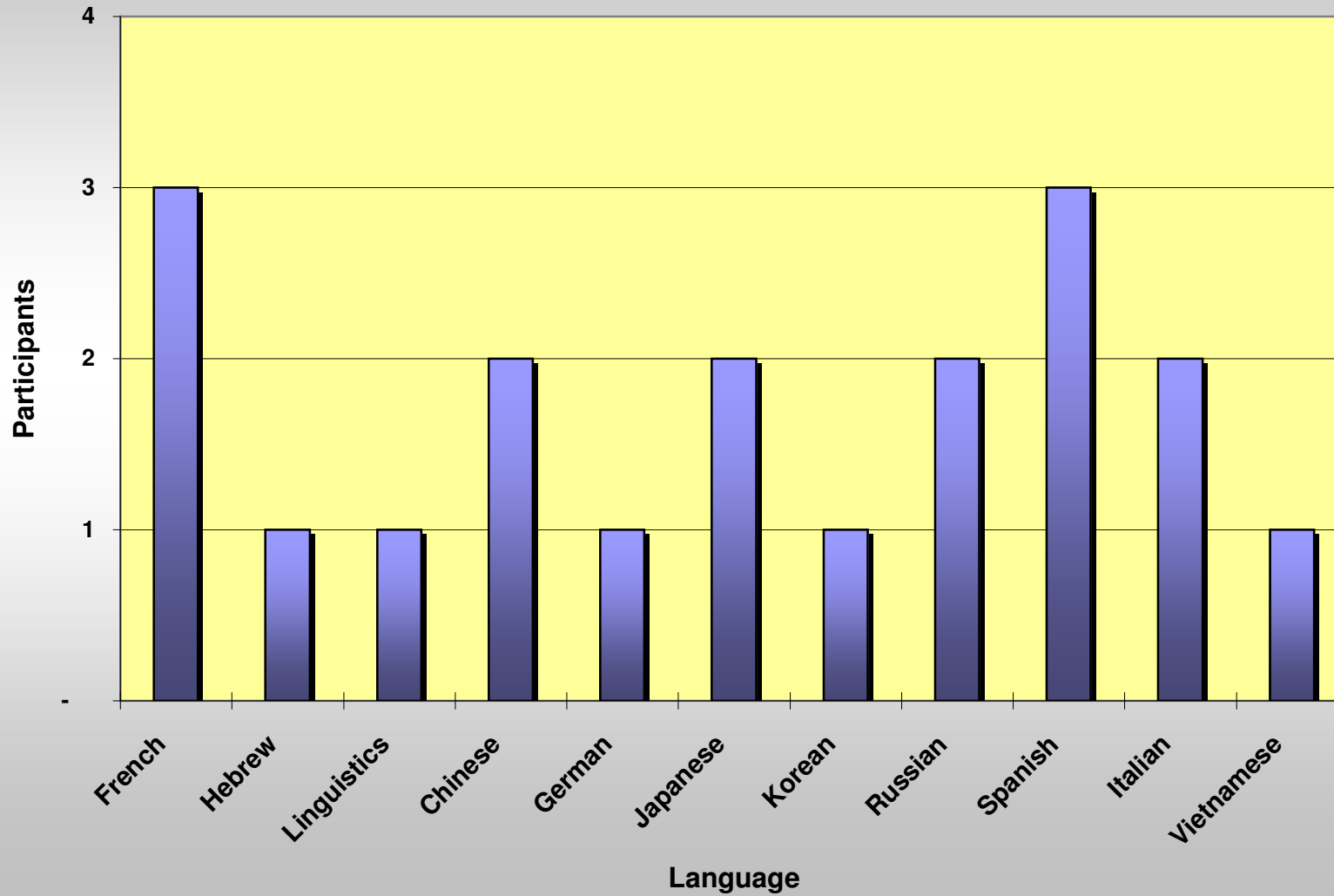
YEAR	TITLE	AGENCY
2002	“LCTLs Without Walls”	NSEP
2002	“Arabic at a Distance”	FIPSE
2002	AP Spanish Literature”	CRESS Center (UC Davis)
2004	“Punjabi Curricular Materials Project”	DOE Title VI
2004	“Summer Institute for AP Spanish Literature”	NEH

Participants by Institution



2001 - UC Language Technology Workshop - UCSB Participants by Language

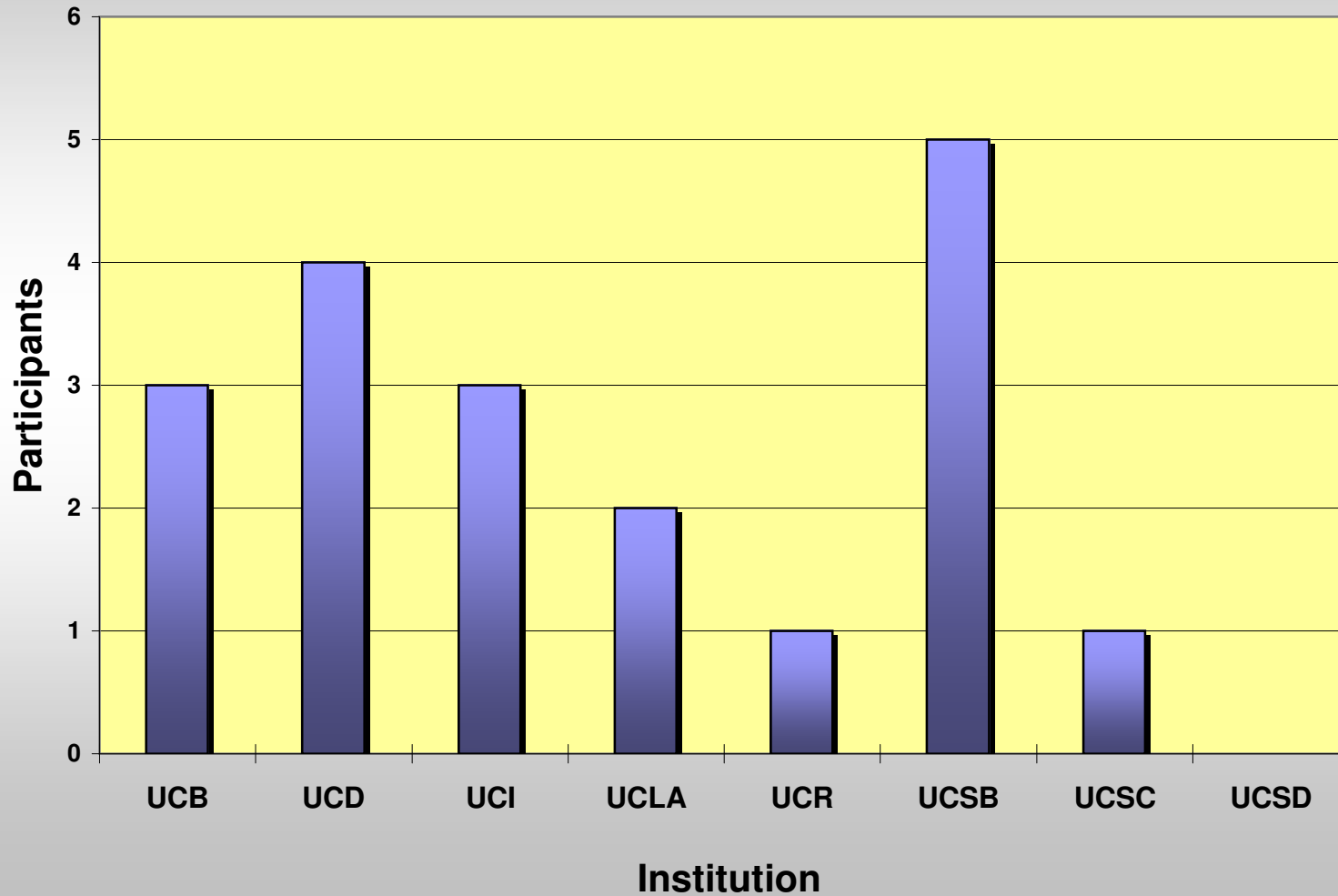
■ 19 Total Participants



2001 - UC Language Technology Workshop - UCSB

Participants by Institution

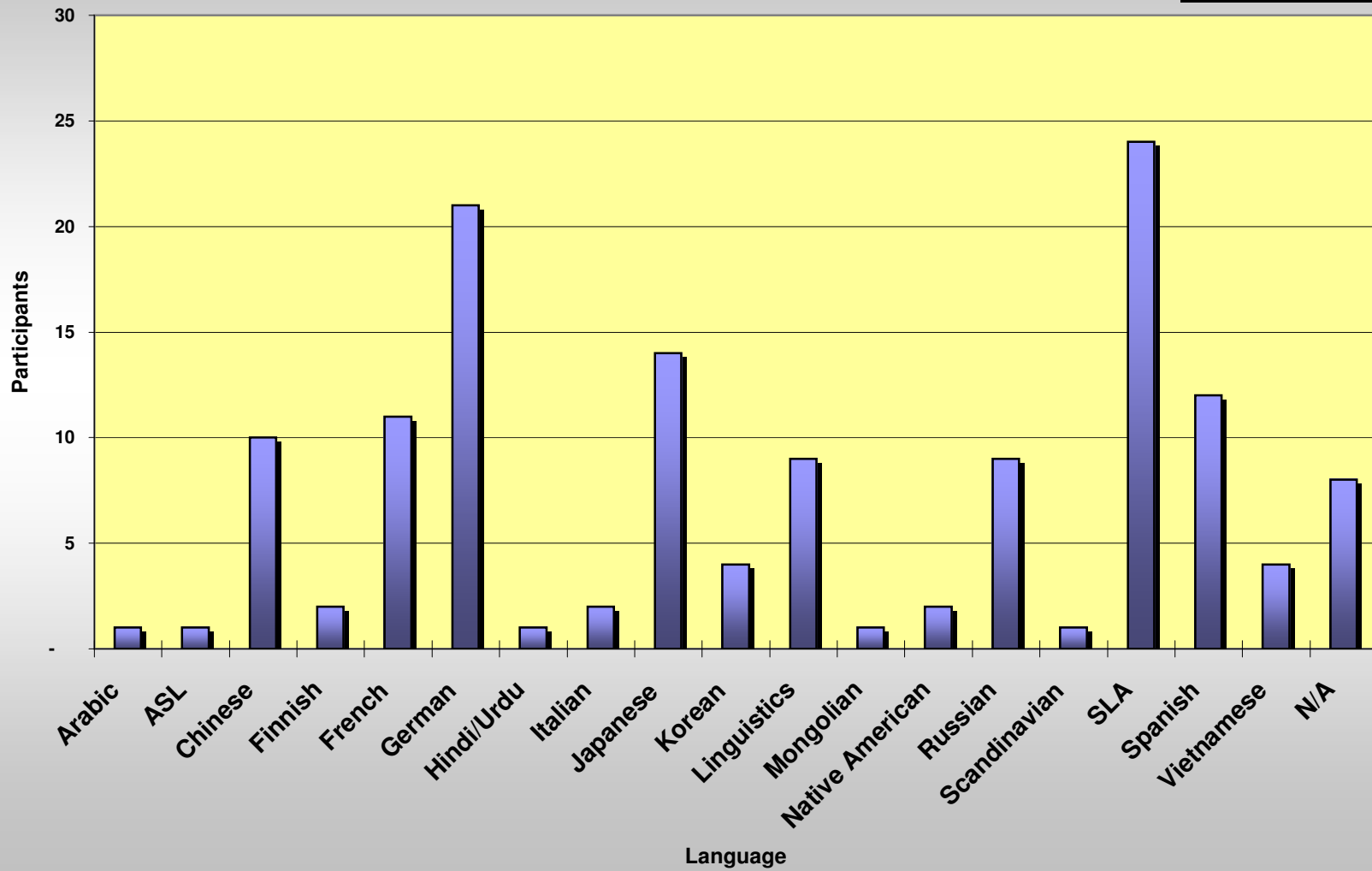
19 Total Participants



2002 - Theoretical & Pedagogical Perspectives - UCI

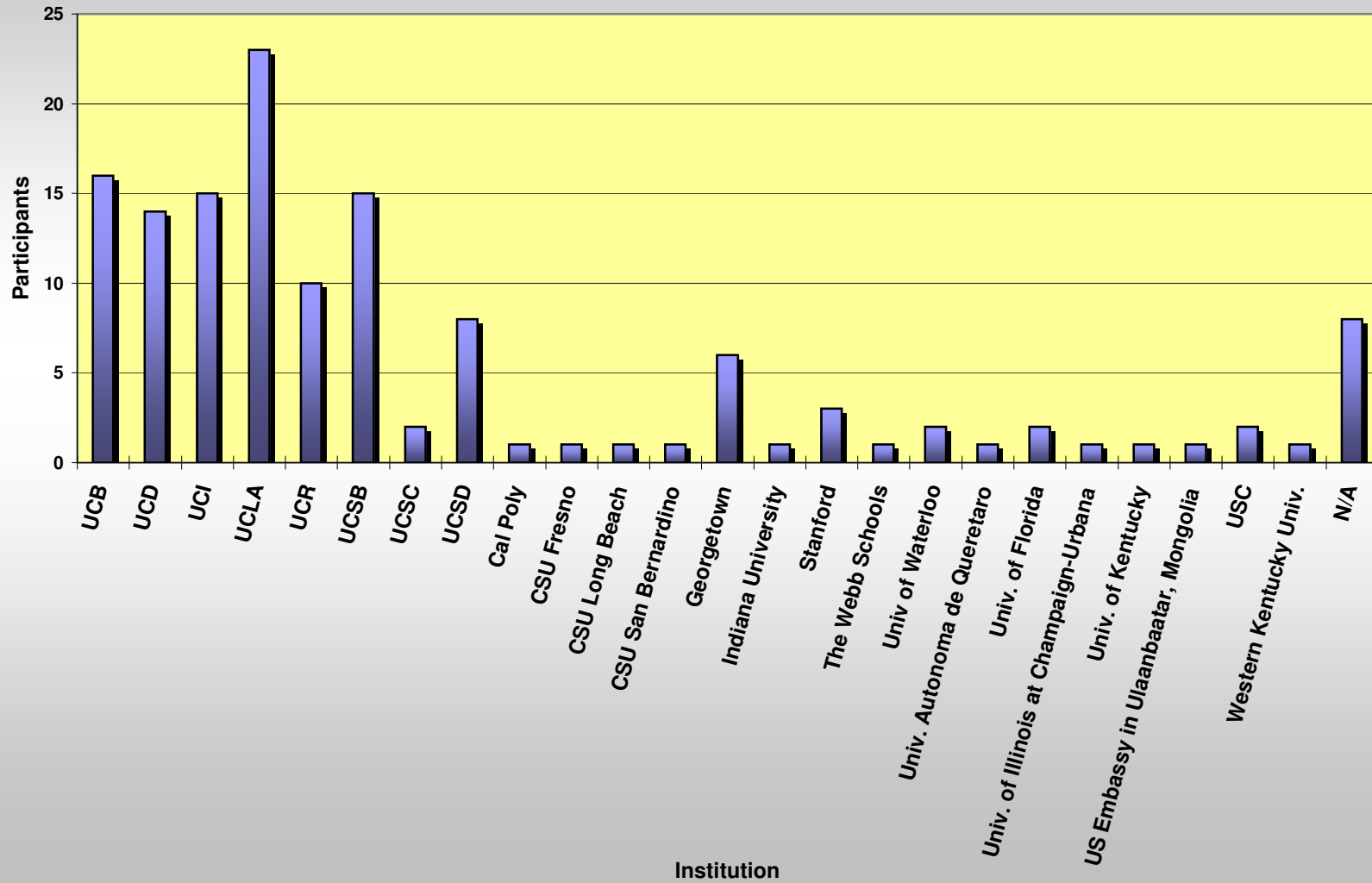
Participants by Language

137 Total Participants



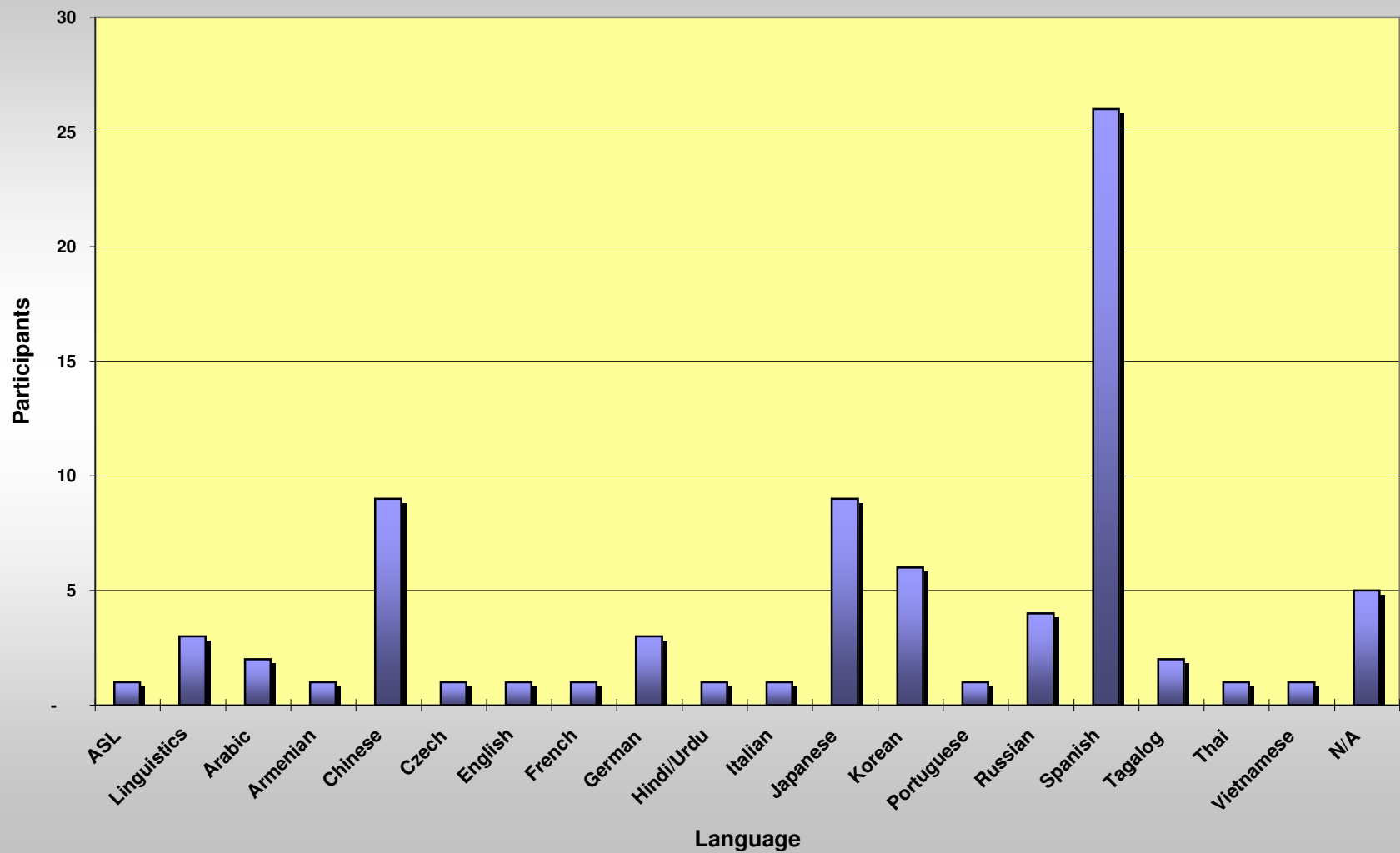
2002 - Theoretical & Pedagogical Perspectives - UCI Participants by Institution

■ 137 Total Participants



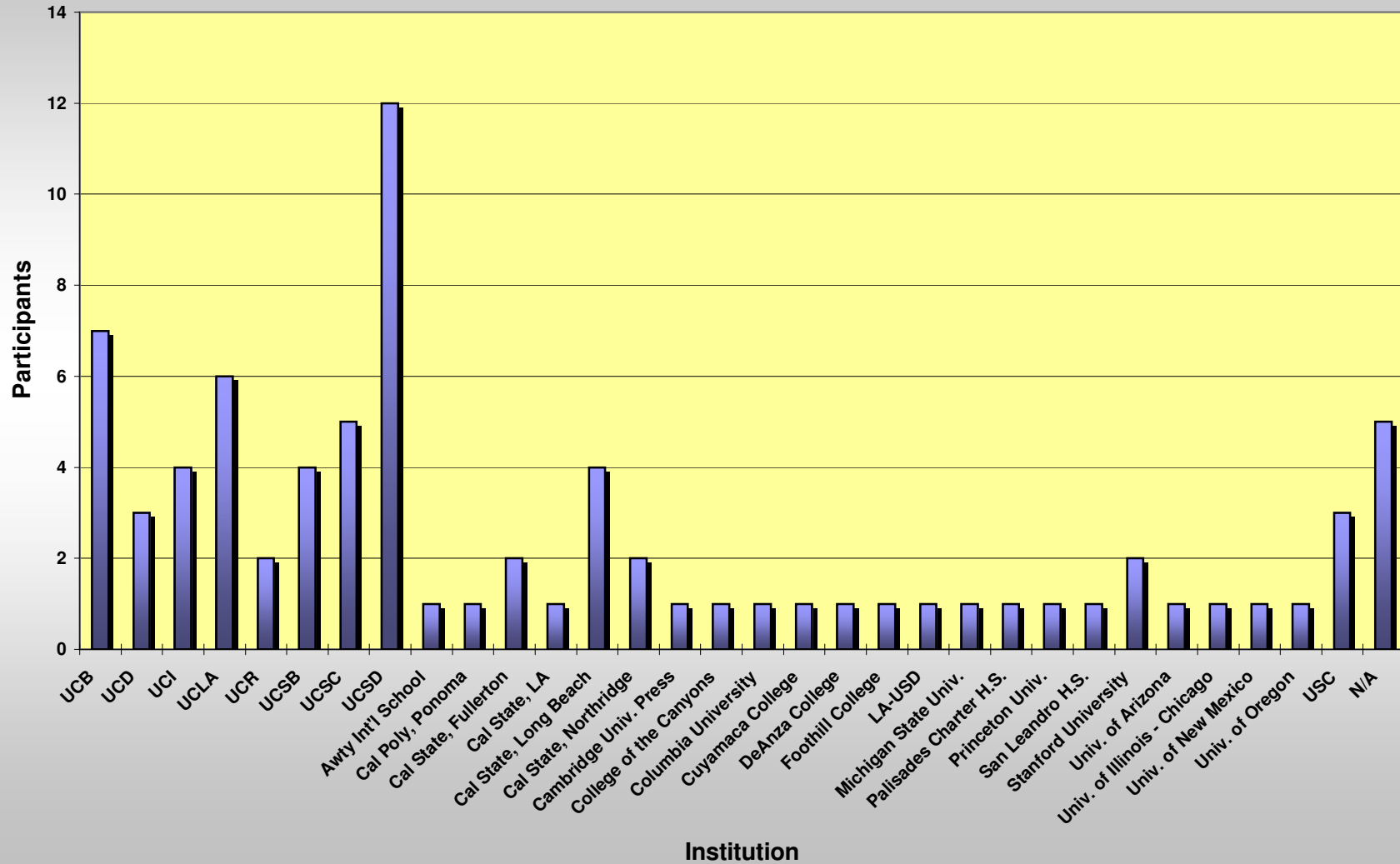
2002 - Heritage Language Institute - UCLA Participants by Language

79 Total Participants



2002 - Heritage Language Institute - UCLA
Participants by Institution

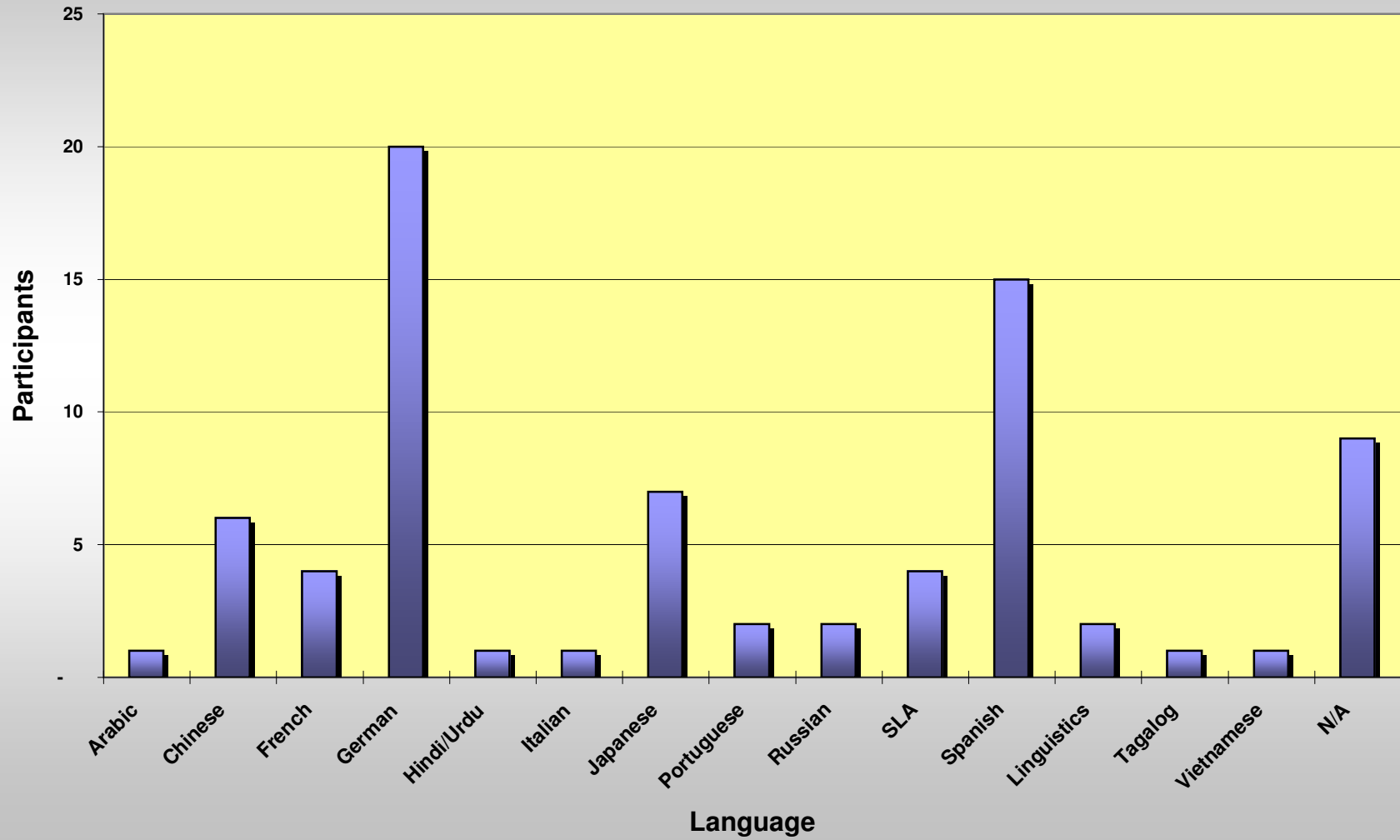
79 Total Participants



2003 - Discourse & Culture in Language Study - UCB

Participants by Language

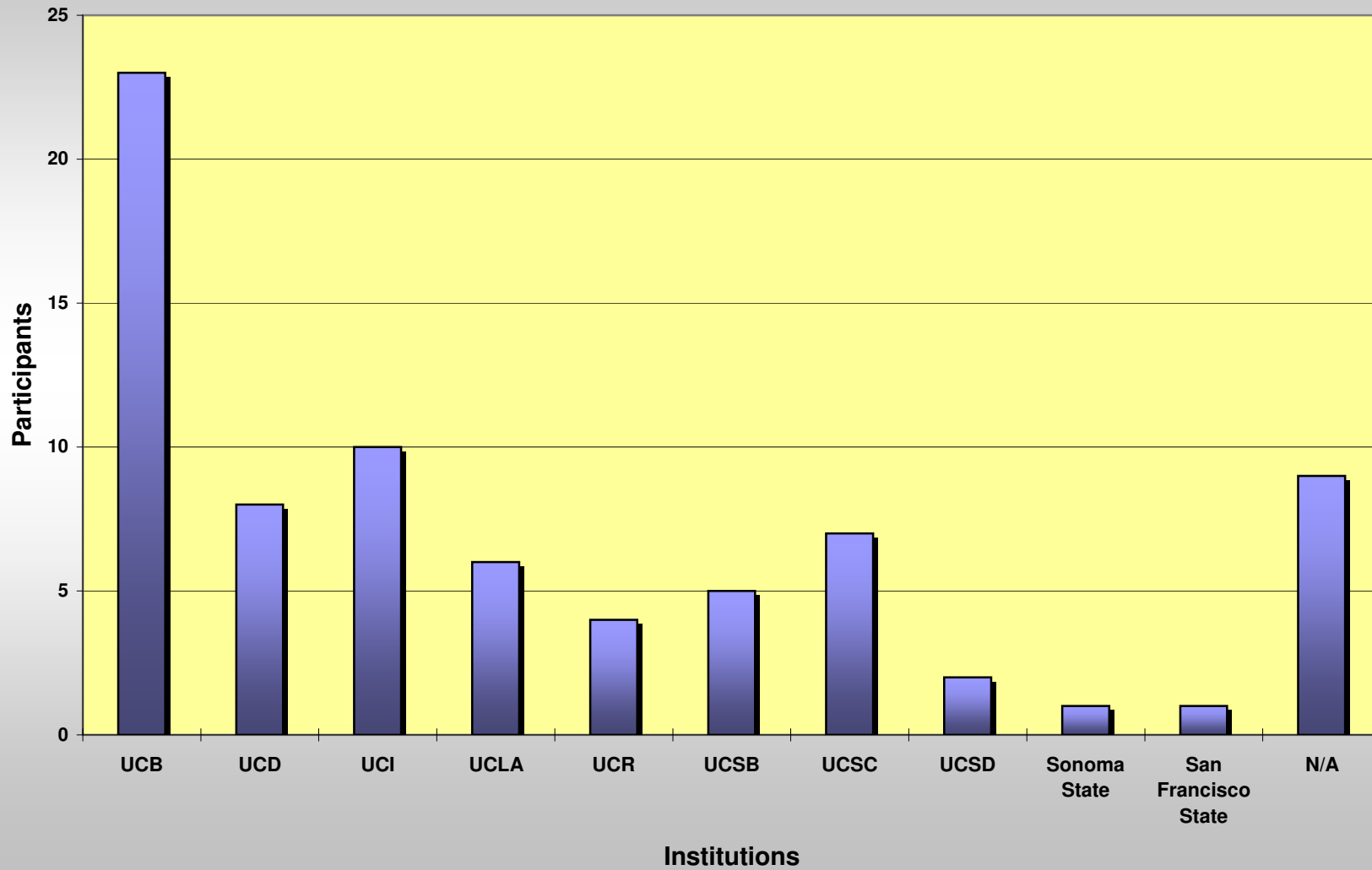
■ 76 Total Participants



2003 - Discourse & Culture in Language Study - UCB

Participants by Institutions

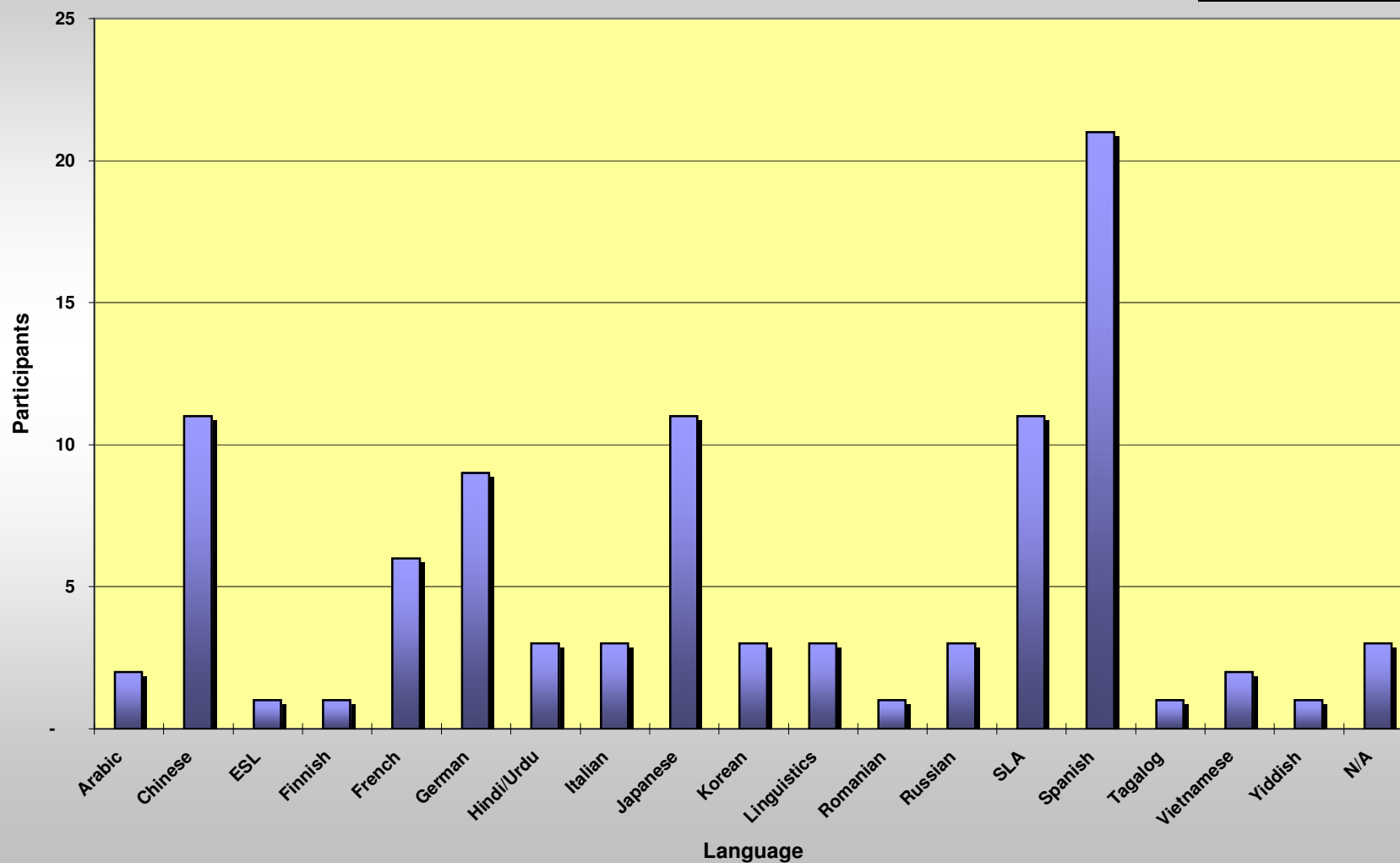
76 Total Participants



2004 - Theoretical & Pedagogical Perspectives - UCSC

Participants by Language

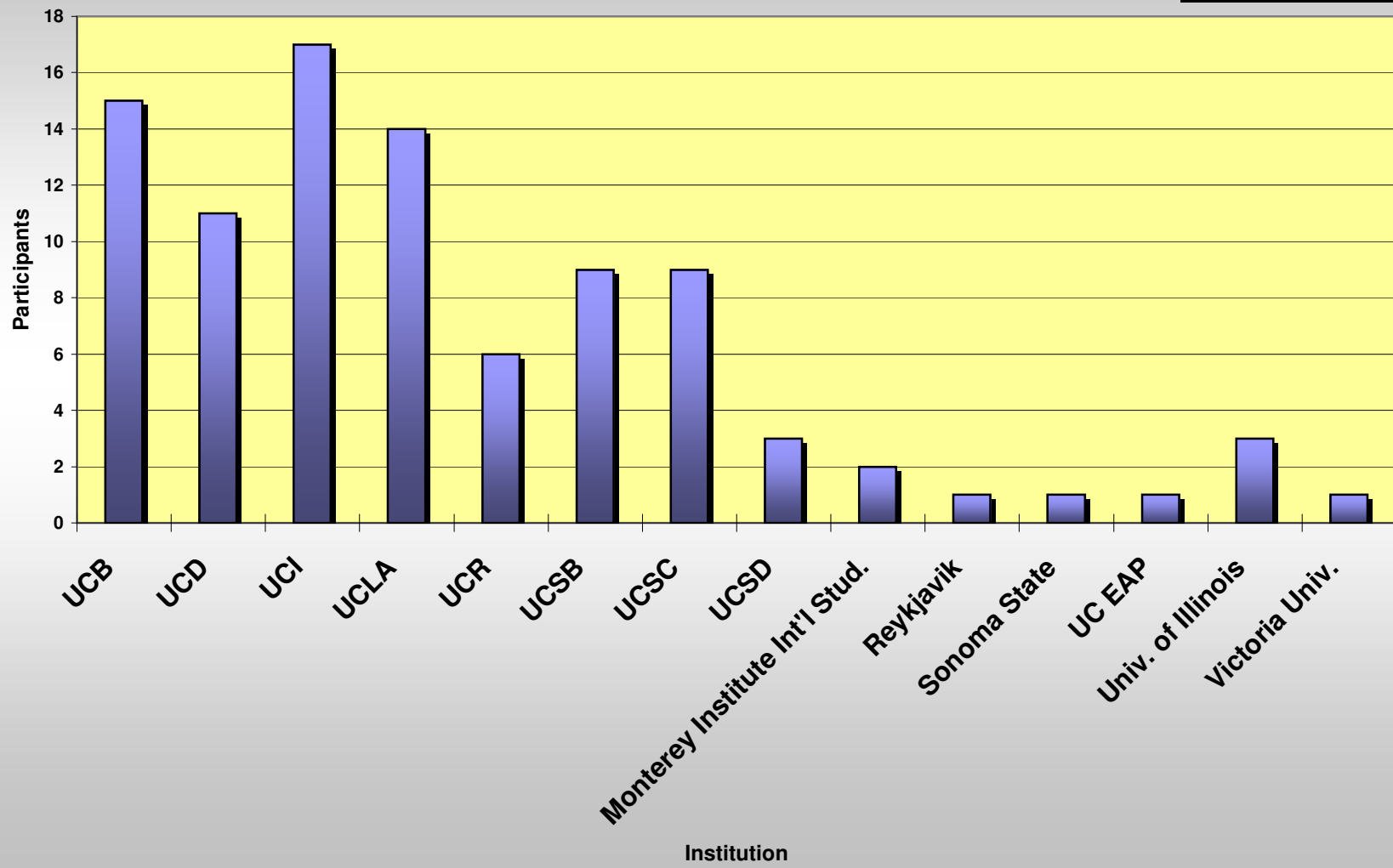
96 Total Participants



2004 - Theoretical & Pedagogical Perspectives - UCSC

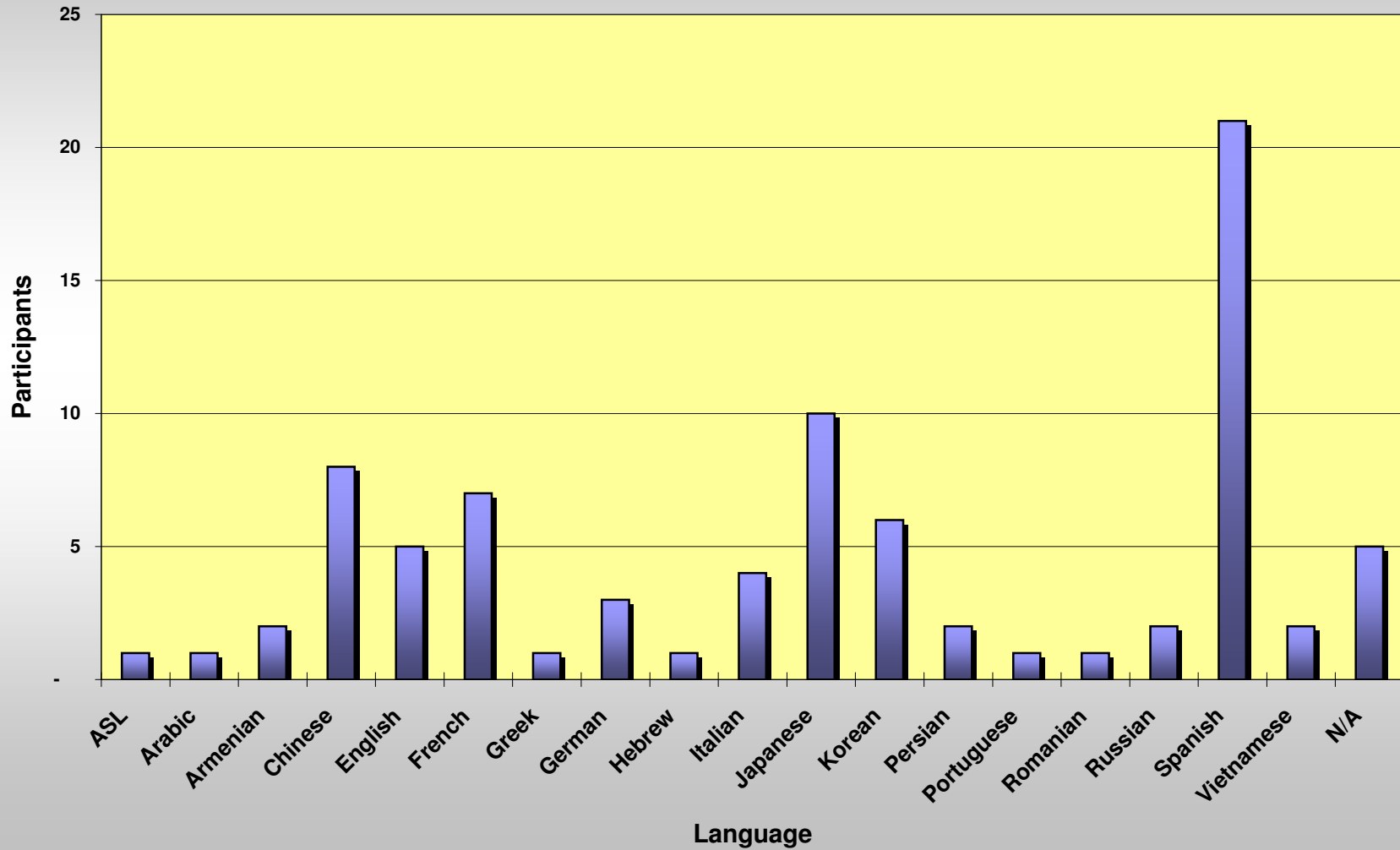
Participants by Institution

96 Total Participants



2004 - Grammar & Language Teaching - UCSD Participants by Language

83 Total Participants



2004 - Grammar & Language Teaching - UCSD
Participants by Institution

83 Total Participants

