EXECUTIVE SUMMARY
UC CONSORTIUM FOR LANGUAGE LEARNING & TEACHING
OCTOBER 2000–SEPTEMBER 2009

STRUCTURE AND MISSION

Since its establishment in fall 2000, the Consortium has achieved distinction as a model of systemwide collaboration and cooperation. Its system of governance via a nationally represented Board of Governors and a Steering Committee of three representatives per campus has inspired a previously unimaginable rapport and spirit of unity among the vast network of languages, including both ladder faculty and unit-18 lecturers. Since inception, the Consortium has provided 28 research and practice events that included 43 languages and 1,359 language faculty members. All the activities of the Consortium are designed, developed, and produced through a distributive model, rotating annually among the nine humanities campuses under the combined leadership of the Consortium director and the members of the Steering Committee.

To a considerable extent the language expertise of the UC has attained national recognition through the efforts and accomplishments of the Consortium. Success in rigorous federal funding competitions ($1,346,409 awarded to date), as well as a number of smaller UC grants, has not only allowed the UC language system to accomplish its own significant goals but has also placed the Consortium at the center of attention to the critical national need for improved and accelerated language learning and teaching following 9/11. The UC Language Consortium is now nationally known for its pioneer efforts in producing distance-learning models for instruction of less commonly taught and critical languages and for its leadership in developing cutting-edge curricula, research, and professional development. The alacrity with which prominent leaders in the language field have responded to invitations to accept appointment to the Board of Governors and to calls for a high level of active participation testifies to the Consortium’s national stature.

SYSTEMWIDE PLANNING AND ARTICULATION

It was intended that under this charge the Consortium would develop systemwide guidelines to establish criteria for approval of distance learning initiatives based on need and feasibility. At the same time, it would harness recent advances in technology to promote language study at a distance and thereby open access for all UC students to the less commonly taught languages. The Consortium was also instructed to facilitate the review and planning of language teaching both on individual campuses and across the system and to encourage greater intercampus cooperation. The record of products developed by the Consortium over an eight year period testifies to its fulfillment of this charge.

1st UCEP Approved System-wide UC Course

Annual Fall Language Enrollment Statistics
(for every campus and every language)

Consortium-Authored Guidelines

Distance Language Learning
Heritage Language Teacher Training
and Program Development

Promotion Standards for Applied Linguists
(cited by the Modern Language Association)

Federally Funded Distance Learning Language Courses

Arabic Without Walls (UC Irvine)
Punjabi Without Walls (UC Santa Barbara)
Arabic Encounters (UC Berkeley, Davis, Irvine)

Advanced Language Proficiency Certificate for UC Undergraduates

Online Language Placement Testing Bank
(UC Irvine) under development

Desktop video/audio teaching tools (e.g. Wimba Classroom) hosted for all UC language instructors

Systemwide-Curriculum Planning Meetings
with language programs to increase cooperation and articulation

Chinese
Filipino
German
Japanese
Vietnamese
RESEARCH
The Consortium was charged with summoning the vast linguistic expertise of the UC system to examine, evaluate, and develop new approaches to all aspects of second language acquisition from multi-disciplinary perspectives via conferences, workshops, and colloquia. From the outset, the Consortium has operated a collaborative model and has designed the research agenda to draw on the strengths of the entire UC system. Thanks to its model of all-campus cooperation, over the course of its tenure the Consortium has promoted and supported research in every area identified in this charge.

Biennial conferences on research and practice:
1st Conference, UC Irvine 2002
2nd Conference, UC Santa Cruz 2004
3rd Conference, UC Los Angeles 2006
4th Conference, UC Santa Barbara 2008

PROFESSIONAL DEVELOPMENT
The founders of the Consortium understood that the preservation and development of the strengths of UC language programs depend in large measure on providing the highest quality professional development for its language faculty. They envisioned a Consortium that would raise the morale of instructors, strengthen the quality of language programs, and enhance the status of language teaching across the system. Annual evaluation of the Consortium’s programs testifies to its success in attaining these goals. Since 2001, the Consortium has offered UC language faculty opportunities for professional growth and recognition that have been the envy of their colleagues throughout the state and the rest of the nation.

Grants for curriculum development
(Arabic, Chinese, Filipino, Finnish, German, Hebrew, Japanese, Punjabi, Quechua, Russian, Shona, Spanish, Twi)

The UC Language Consortium “Betty Guthrie Award for Major Contributions to Language Learning and Teaching at UC”
Jean Schultz, Santa Barbara 2004
Mark Kaiser, Berkeley 2006
Akemi Morioka, Irvine 2008

Summer Workshops
Language Technology
UC Santa Barbara, 2001

Heritage Language Acquisition
UC Los Angeles, 2002
Discourse and Culture in Language Study
UC Berkeley, 2003
Grammar & Language Teaching
UC San Diego, 2004
Content Based Instruction
UC Davis, 2005
Enhancing Foreign Language Instruction through Technology
UC Santa Cruz, 2007
Cognitive Grammar and Language Teaching
UC Davis, 2008
Teaching Language and Culture with Film
UC Berkeley, 2009

Other workshops:
For UC Arabic Faculty, Summer 2007
Developing a Research Base at UC for the Field of Heritage Languages on Heritage Language Communities, May 08
New Ways of Teaching Chinese
October 2004
Japanese Heritage Language Instruction at UC May 2005
Outreach

Within the first year of its existence, the Consortium began to expand its sphere of influence to include the state university system, the community colleges, and the K-12 schools. The Consortium director was the first person from the UC system to respond to an invitation from the California Foreign Language Teachers Association (CLTA) to attend their meetings and respond to their need for interaction and articulation with the vast foreign language resources of UC. Director Robert Blake was immediately invited to take a seat on their Board of Directors. Similarly, he serves as a board member for the California Foreign Language Project, and the Title VI Language Acquisition Resource Center at San Diego State University. Linkage with these external institutions has informed the Consortium’s efforts to fulfill its outreach charge.