Appendix I
Template for Departmental Academic Plan
September 2012

Background Description

1. What are your department’s strengths and current assets?

The Language Program is a vibrant academic unit that makes significant contributions to the teaching and research missions of the university. Our faculty – four senate faculty members, 14 continuing lecturers and a small cohort of pre-six lecturers – teach courses in nine languages that support majors in a wide range of undergraduate programs, such as East Asian Studies, German Studies, Global Economics, Health Sciences, Italian Studies, Jewish Studies, Language Studies, LALS, Linguistics, and Literature.

The lecturers in our department have had a great impact on the internationalization of UCSC’s student body for a long time, by training undergraduates to be multilingual and multicultural members of society. These instructors bring a high level of dedication to, and many years of experience in, language teaching that allows the program to thrive even without a language requirement on our campus. Thus it is not surprising that numerous faculty members have received teaching awards – including international awards – over the years, including UCSC Excellence in Teaching Awards, a nomination for the U.S. Professor of the Year Award, a Distinguished Teaching Award from the Alumni Association. Several lecturers, in spite of heavy teaching loads, have been productive in research as well; their activities were acknowledged by local, regional and national grants. They also present regularly at professional conferences.

With the arrival of three ladder-rank faculty since 2008, the department has contributed further to the intellectual productivity of the Division. Our training and expertise is interdisciplinary in nature, combining linguistics, second language acquisition and language pedagogy, under the larger umbrella of applied linguistics. The explicit connection between our research and language teaching is one of the key assets of our program. All three of us have active research agendas and publish regularly in top-tier professional venues, attend international conferences, and provide key services to our profession.

While the senate faculty membership in our program is quite small, totaling only four individuals, we are able to provide the necessary leadership to guide the program on its path towards departmental status and implementing two new undergraduate majors: Spanish Studies (expected fall 2013) and Multilingualism and Applied Linguistics (expected winter 2014 or fall 2015), as described in the next section.
2. How does your department fit into the academic landscape of its discipline or field of study? What makes your department’s scholarly profile and research program distinctive within that landscape?

At the moment, the Language Program is similar to other multilingual language programs in some respects. We offer first- and second-year courses in major world languages and some less commonly taught languages, and have third-year offerings in several of our most popular languages. Each course combines the study of language with developing an understanding of the cultural context in which that language is spoken. There are two features of our program that are quite unique, though. First, while language courses are important for a number of majors on campus, they do not fulfill a general graduation requirement, so our students are highly motivated and can attain better results than many of their peers in other language programs around the U.S. Second, many of our students are multilingual and study not one but several languages before graduating from UCSC.

For the past two years, the Language Program has also developed a proposal to evolve into a formal department. For all practical purposes, we already function as a department, but now have the intellectual and research focus that is a prerequisite for attaining this status. As part of the process, we have developed proposals for an undergraduate major in Multilingualism and Applied Linguistics (pre-proposal stage) and in Spanish Studies (finished proposal), both under decanal review, which reflect the research interests of the department’s senate faculty and the academic needs and interests of UCSC students.

Multilingualism and Applied Linguistics

Applied Linguistics has emerged in the last few decades as a discipline that promises to be increasingly important in the 21st century. Focused on achieving an interdisciplinary, scientific understanding of how language functions as a communicative tool between individuals and society, this area of scholarly inquiry explores processes of bilingualism and multilingualism, the acquisition of language in a social context, language as inherently linked with culture, and more. Specifically, the objective of this program is for students to study a language, and at the same time, reflect on and gain an in-depth understanding of language learning, and language use.

The study of applied linguistics has been typically reserved for graduate studies, but the few undergraduate programs are thriving (e.g., UCLA, Portland State University, the University of Hawai‘i at Manoa). Given UCSC’s reputation in linguistics, California’s particular position as a multilingual and culturally diverse state, the high caliber of undergraduates at our institution, and the importance of preparing students for an increasingly globalized world, we expect this undergraduate major in Multilingualism and Applied Linguistics to be successful. The major in multilingualism and applied linguistics will also complement – but not duplicate – course work in theoretical linguistics, psychology, education, linguistic anthropology, and sociology around campus, offering UCSC students an interdisciplinary academic alternative to these
existing courses of study.

Spanish Studies

The Spanish Studies major is designed as the interdisciplinary study of the cultural dynamics and expressive cultures produced by peoples of Hispanic origin residing in the United States, Latin America, and Spain at the time of globalization of those national societies. The Spanish Studies major aims to provide students with the linguistic competence and cultural literacy required to understand the perspectives and products of Spanish-speaking communities.

Most institutions, including other UC campuses, offer a major in Spanish that is housed in a department of Spanish (or Spanish & Portuguese), which configuration often result in a traditional literature-based major that is structured around time periods and/or regions. The proposed major in Spanish Studies at UCSC will be richer in interdisciplinary offerings and combines the strengths of language and applied linguistics with those of literary and cultural studies.

On a national level, the major is distinctive in that it breaks from the standard configuration of foreign language curricula in which a two- or three-year language sequence leads to narrowly defined courses focused on canonical literature. Indeed, a recent report by the Modern Language Association (MLA) ad hoc committee on foreign languages (2007) criticized this traditional model and recommended diversifying the content of courses included in FL majors, that is, incorporating “the study of all kinds of material in addition to the strictly literary” (p. 3). The proposed major in Spanish Studies heeds this call for greater diversity of course content by integrating various fields of inquiry (e.g., history, linguistics, cultural studies) into the core curriculum. Moreover, the configuration of the major allows students greater flexibility in following their particular interests. After completing the interdisciplinary core they will choose from two tracks that allow more in-depth study of either (1) literature and culture or (2) language and linguistics. These pathways within the major will make the Spanish Studies major appealing to a broad range of students since they offer opportunities for specialization within a particular area of the field.

These two academic programs will complement our language offerings with rigorous upper-division content courses, in addition to working with faculty from other departments to train well-rounded undergraduates who can progress successfully to graduate programs or various professional tracks that require a high level of language proficiency and awareness. Upon graduation, students can serve in many professions where an understanding of language in its social contexts is important: translation and interpreting, language teaching, teaching in a multilingual context, diplomacy, the Peace Corps, or forensic linguistics, among other careers that involve intercultural communication.

The Language Program does not have a graduate program at the moment. However, as we discuss in response to question 5, it is part of our long-range plan to implement a graduate program in applied linguistics and language pedagogy.
Meanwhile, our faculty play an important role in training graduate student instructors who are interested in teaching foreign languages as part of their post-graduate careers. Most of the GSIs who engage in language teaching hail from Literature, and receive in-depth training and mentoring from experienced Language Program faculty.

Our research interests and unique programs in Multilingualism and Applied Linguistics and Spanish Studies will provide a coherent foundation for a graduate program. There are few other graduate programs in the Monterey Bay or South San Francisco Bay areas that could provide similar training for applied linguists or ongoing professional development for language teachers at the master’s level (San Jose State University has a similar program, as does the Monterey Institute for International Studies).

The graduate program we envision carries further our undergraduate commitment by combining a high level of training in foreign languages with rigorous theoretical and research preparation. We expect both our undergraduate and graduate students to be active scholar-practitioners, and will work with them in close mentorship to foster their ongoing engagement with our discipline.

What societal issues or needs are addressed by the work of your department? How do the ideas, projects, or opportunities associated with it contribute to that issue or need?

Training students to speak more than one language well does not only increase their proficiency in the target language(s) they study, but also makes them more aware of sociocultural diversity and more sensitive about intercultural communication. These are essential interpersonal skills that can be particularly effectively brought to light through the mirror of another language. Having to grapple with limited communication skills as students begin to learn a new language fosters creativity in thought and self-expression, improves understanding and empathy towards others who are also working towards proficiency (a key lesson for students whose native language is one of the most commonly learned languages in the world) and broadens one’s way of thinking about the world.

Our upper-division courses focus further on societal issues in specific cultures (e.g., the Francophone world, the German media, Hispanic Linguistics); the awareness that students gain in these courses launches them well in a highly interconnected global work and life environment.

Many of our students, while majoring in academic disciplines other than traditional language emphases, stay in touch with their language foundations and end up teaching foreign languages in the U.S. or English abroad, work with Teach for America or the Peace Corps, or continue graduate studies in their
chosen language. Coming from a Spanish background, some of our students end up working as court or medical interpreters.

The two new majors in Multilingualism & Applied Linguistics and Spanish Studies will further our contributions to societal issues or needs, by training qualified, multilingual speakers in a variety of professions, such as bilingual educators, future academics in applied linguistics, or multilingual interpreters, as we mentioned earlier. A future MA program can provide needed continued development for language teachers in the public education system.

**Opportunities for Impact**

*What strategy and priorities will your department take for:*

a. *Shaping the ladder faculty for research profile and graduate training?*

b. *Supporting a range of effective undergraduate programs and curricula?*

c. *Contributing to interdepartmental degree programs and scholarly collaborations and programs*

For the Language Program, this question integrally relates to question 5, our two- and five-year plans. Since 2008, three ladder-rank faculty have joined the program: Eve Zyzik and Shigeko Okamoto (2008) and Zsuzsanna Abrams (2010). Our research addresses different facets of applied linguistics, both overlapping with and complementing each other’s work. Shigeko Okamoto works on Japanese socio-linguistics and discourse analysis, Eve Zyzik’s research focuses on second language acquisition in Spanish (with a recent emphasis on heritage language learners), and Zsuzsanna Abrams’ projects examine the development of learners’ pragmatic and sociopragmatic competence, primarily in German as a foreign language.

Future hires will be recruited with the expertise of existing faculty in mind, as well as our objective of creating the interdisciplinary Spanish Studies and Multilingualism and Applied Linguistics majors. New faculty members that we expect to bring to our department will contribute to either or both of these majors, in addition to teaching in their specific language caucuses.

The first recruitment is ongoing. We are currently interviewing candidates for a position in French applied linguistics; the new hire will be joining us in Fall 2013. We have also submitted a request for three further applied linguists, one in Spanish, Chinese and ESL. The candidates in Spanish and Chinese will contribute to their own specific caucuses and also support the program in Multilingualism and Applied Linguistics, while the ESL position will introduce new support for UCSC undergraduates: in addition to teaching English to international undergraduate students at UCSC, this faculty member would help train upper-division undergraduate students in the teaching of English as a second or foreign language in the U.S. and around the world.
The Language Program supports a number of undergraduate programs and curricula both in and beyond the “borders” of Humanities: East Asian Studies, German Studies, Global Economics, Health Sciences, Italian Studies, Jewish Studies, Language Studies, LALS, Linguistics, and Literature.

Language courses, thus, provide important support for other majors and the university’s mission. However, as mentioned earlier, we are also looking forward to implementing two new majors: Spanish Studies and Multilingualism and Applied Linguistics. Both of these programs have been built on principles of interdisciplinary and interdepartmental collaboration, with our faculty providing leadership in their development. Spanish Studies capitalizes on expertise in our department, in Literature, LALS and Linguistics, while the major in Multilingualism and Applied Linguistics has built disciplinary bridges (e.g., shared required or elective courses, affiliate faculty) with Anthropology, Psychology, theoretical Linguistics, Education and Sociology. Such academic collaboration will foster scholarly collaboration both among faculty and with students who are connected to them.

a. Engagement with public good or contributions of public service?

The entire mission of the department is to train students who are prepared to thrive in a multilingual and multicultural world. So in this sense, our academic mission is closely linked to the public good and makes contributions of public service.

Some specific examples of our contributions include the International Playhouse every spring, which attracts audiences from area High Schools and members of the Santa Cruz community. The performers, who are all language students at UCSC, report that the IP has a tremendous positive impact on their experience at UCSC, both in terms of language learning, but also in immeasurable gains in self-confidence and communicative ability. Similarly, different language sections offer film-series and cultural events that enrich the undergraduate experience of significant numbers of UCSC students, and even engage the general public (e.g., French Senegal night or the LP Lecture Series). In addition, several of our lecturers do public outreach through work at Consulates in San Francisco and cultural organizations in the Bay Area.

However, the Language Program can and should broaden its repertoire of active social engagement, and hopes to do so with the addition of the major in Multilingualism and Applied Linguistics. The major could include a service learning program, which can link very proficient speakers of various languages with court interpreters or a hospital community service, or send qualified students to area schools or social service organizations to provide language support. In Spanish (for now this is the most likely language for consideration), we also foresee the development of an intensive summer institute for language teachers at local and regional K-12 schools, focusing on language development and continuing pedagogical training.

Humanities Academic Plan 2013 Update
Vision and Goals

*What will the department look like in 5 years? What should it look like in 2 years? How are you preparing to achieve these aspirations?*

In five years, we envision three major developments in our department. First, we are in the process of gaining departmental status. We expect this proposal to be successful, since the Language Program functions as a department for all practical purposes: we have a coherent intellectual focus, established faculty, office space, a budget, run all of our own personnel processes, just to name a few characteristics. The proposal for obtaining departmental status has been submitted to the Dean of Humanities. Linked to this ambition is our goal to implement the two undergraduate majors in Spanish Studies and Multilingualism and Applied Linguistics. The proposal for the former, and a pre-proposal for the latter are also under decanal review. We expect to launch the two majors in fall 2013 and 2014, respectively.

Both of these developments are inherently linked to and guide the third path of change. Our departmental profile is expected to change significantly in the next five years, as we anticipate several retirements among continuing lecturers. These losses will be balanced to some extent by the expected addition of three ladder-rank faculty members, who are important for creating and maintaining robust undergraduate programs. These lines will need to be complemented by continuing lecturer faculty replacements, in order to ensure that our dual objectives of achieving academic ambitions (i.e., developing two successful majors) and providing continued university service are both met.

The research foci of future ladder-rank faculty also needs to reflect balance, and as such, our long-term recruitment plans must remain malleable. While applied linguistics, broadly defined, provides intellectual cohesion for our current and incoming faculty members, the areas of sub-specialization will evolve with each new recruitment. For example, the current French position is very broadly conceptualized, and the successful candidate’s research may focus on psycho- or sociolinguistic aspects of applied linguistics. Depending on the final candidate’s specific area of expertise, the next hires in Spanish and Chinese will be refined to ensure that no area in applied linguistics is overrepresented at the expense of other areas. While we are in a period of program development, a good balance between complementary subfields in applied linguistics will offer the best generalist preparation both for our undergraduate and future graduate student audiences. Our goals will remain sensitive to personnel changes, as well as academic and emerging campus needs (e.g., diverse student populations).
The new majors, the existing and incoming faculty, as well as our evolution to departmental status will bring new visibility to the study of languages within a coherent intellectual framework, providing innovative pedagogy grounded in cutting-edge research.