

Department of Foreign Languages and Cultures
College of Liberal Arts
Revised Departmental Five-Year Plan
February, 2007

In our last four Five-Year Plans, submitted in February 2003, February 2004, February 2005, and February 2006 we indicated that the Department of Foreign Languages and Cultures (DFLC) was working toward improving its visibility and, concomitantly, to assert the relevance of foreign language studies for future professionals in all fields so that they will more successfully become a part of a world that requires a greater cross-cultural understanding.

Academically, the DFCL has grown considerably in the last few years. We have compiled a 10th Day Course Enrollment History from Fall 2003 to Fall 2006 which includes graduate and undergraduate enrollments. In Fall 2003 our total enrollment was **1304**. In Fall 2006, it was **1856**. Looking at the more moderate figures for Spring semesters, in Spring 2004 we had **1208**. In Spring 2006, **1585**. That is a growth of **377** students, that is, an **increase of 31.2%**. Although WSU as a whole experienced a 2.3% decrease in enrollment in Fall 2006, the DFCL experienced an increase of enrollment from Fall 2005 to Fall 2006 of 35 students, or 1.9%. (There was a slight decrease of graduate enrollment in Fall 2006/Spring 2007 from the previous academic year which is related to one less graduate student enrolled in the MA program.)

Language minors continue to be very popular with students, who combine their other disciplinary majors with a language minor, especially in the majors of Communications and International Business. We recently reconstructed and designed our Cultural and Area Minors to be more attractive and “do-able” for students to participate in. Statistically, Fall 2006 saw 132 officially enrolled total minors, Spring 2007 has 139 officially enrolled total minors. We expect that the Minors degree enrollment will continue at a high rate.

Study abroad has seen an increase in student participation and courses. In our department alone, for Fall 2006/Spring 2007, of the average of 135 total minors, 38 of these students participated in a study abroad program. Of the average of 144 declared majors/2nd majors, 59 participated in a study abroad program. The department encourages and promotes study abroad, and we expect that we will continue to see higher participation in the future. Statistically, education abroad courses and credits are not officially reported; however, we do keep track of any language courses taken abroad internally and report them.

Collaboration of shared courses with the UI in the language areas of Chinese, Classics, Italian and Russian continues to be a productive joint relationship, in which we have seen student enrollments increase as a result. Again, although UI enrollments are not officially statistically reported, we do keep track of them internally and report them.

Our immediate as well as our more distant needs for instructional delivery are covered in sections **I.1. through I.5**. The departmental on-going and future strategies appear in sections **II.1 through II.4**.

I.1. Request for Replacement Tenure Track Hire in Spanish (PBL):

With the departure of Diana Pulido two years ago, the Spanish faculty lost a key position in Foreign Language Acquisition (Pedagogy) and Applied Linguistics. We decided at that time that it would be just slightly more important to hire a new faculty member in Chinese, so the **Bachelor of Arts in Foreign Languages-Chinese Major Option (approved by the WSU**

Senate on 2/8/07) could become a reality. Now we need to address the need to bring back this position in Spanish.

The primary reasons for filling this position are: the increased interest in these areas by Spanish graduate students (two graduate students who received training by Dr. Pulido are now pursuing doctoral programs at Purdue and Michigan State); the enhancement of the Spanish M.A. program; the requirement for five senior faculty within a graduate program (we currently have only four); and the realization that the entire department, not just the Spanish section, would greatly benefit from filling this position. This is explained in greater detail below.

From an administrative standpoint, we know that Ms. Suzanne Polle, who has taken over some of Dr. Pulido's duties, will retire in 2009. It would be ideal to welcome the new faculty while Ms. Polle is still on our staff, so she can convey her keen understanding of our program to the new faculty member. This tenure-track replacement coupled with the Clinical Asst Prof replacement upon Ms. Polle's retirement (see Specific Duties, Item D in position description) would enable the department to reduce its temporary instructional funding in Spanish from the current 1.75 FTE to 1 FTE by fall 2009 and provide stability to our graduate program. Immediately below is our job description for the tenure-track replacement:

Field: Spanish Applied Linguistics/ Second-Language Acquisition

Faculty Rank: Assistant Professor, Tenure-Track

Requested salary: (To be determined.)

Replacement hire: (Pulido)

Assistant Professor of Spanish (Tenure-Track) (Effective 2008-09)

Required qualifications:

- PhD in Spanish Applied Linguistics/ Second-Language Acquisition
- Expertise in the Use of Multimedia Technology in the Classroom
- Native-near native fluency in Spanish and English

Desired qualifications:

- Background in Romance Linguistics
- Background in Translation/ Interpretation
- Secondary expertise in other languages

1. Relation to plan:

- A. This is a replacement hire. The MA in Foreign Languages (Spanish Program) has been functioning with only 4 tenure-track professors since Dr. Diana Pulido left in Spring 2005. All these professors are trained in literature, so there's no Pedagogy (Applied Linguistics/ Second Language Acquisition) expert in the program, though it is an important component of the MA. In fact, the ADFL recommends "that graduate departments of foreign languages and literatures include the theory and practice of teaching foreign language, literature, and culture as integral components of their graduate degrees."¹ We have been carrying on with the support of two instructors (Suzanne Polle and Doug Winther). However, Prof. Polle is planning to retire in two years, and Mr. Winther has been teaching the Span 441/541 on top of his other duties as LLRC director.

¹ Source: <http://www.adfl.org/resources/guidelines.htm>

The Spanish program needs this position to support its pedagogy-oriented component, and better serve all graduate and undergraduate students who wish to specialize in this area. This person will teach the ForL 440/540 Methods of Teaching Foreign Languages to all our undergraduate teaching-option majors, and its graduate companion course to our MA students, and take over the ForL 441/541 Methods of Technology Enhanced Foreign Language Learning from Mr. Winther. Other duties include teaching the 400-level seminar on Romance Linguistics that serves all our Spanish and French majors, plus the interdisciplinary Linguistics major offered by the English Department. Other language upper-level courses such as 306, 307, 308, 407, and 408 could be part of the faculty member's teaching load, shared with other instructors. One further duty that would be included, if appropriate, would be to further develop the translation courses, such as the Span 306 or the professional language courses already in place, and/or create a new one at the 400-level on methods of translation and interpretation, for two important reasons: our students are increasingly pursuing this professional field, and our unit is looking to further develop our Center for Foreign Language Translation/ Examination Services.

- B. Currently, we have only four tenured or tenure-track professors. The minimum graduate faculty members per program as suggested by the Graduate School, is five. Not having this minimum requirement of graduate faculty members could affect our accreditation. In terms of the MA program Pedagogy component's sustainability and quality, this hire is an imperative.
- C. This hire falls within CLA goals, particularly those that pertain to outreach to teachers of languages in the state, and graduate and undergraduate education, particularly in the systematic training in pedagogy. This is the person charged to educate our students in how to integrate the different learning components in the foreign language classroom to promote foreign language communication skills, as well as accurate global perspectives derived from the teaching of culture. The hire will also sustain interdepartmental and intercollegiate synergies and the promotion of Centers.

2. Specific Duties:

- A. Specific course Assignments: course-load per year is 5 (**new course*)
 - ForL 440/540 SLA Methods of Teaching FL, 25 students
 - ForL 441/541 Methods of Technology Enhanced FL Learning, 25 students
 - Span 306 Intermediate Reading and Translation, 30 students
 - Span 453 Seminar on Linguistics, 30 students
 - *ForL 406 Advanced Translation and Interpretation, 30 students
 - (This person will teach other upper-level language courses, as needed.
 - Enrollment in these courses is variable, mostly between 25-35 students.)

These courses, except for ForL 406 which would be a new course, are already in place but it is expected that the new faculty member would update them according to advancement in those fields. And, though the Span 306 seems to be a basic course for this person, it is a key to training all our Majors and Minors in

introductory translation techniques, and it is the one that we encourage graduate students from other programs seeking training to fulfill their translations exams in Spanish to take. The faculty member would also be in charge in advising all graduate students who have an interest in pursuing further (doctoral) studies in Pedagogy-related areas. When Dr. Pulido was here, we had two students who opted to pursue PhD studies in this area; one was accepted in Michigan State (Marthe Schoreder) and the other (Mike Hubert) in Purdue. Right now, we have two students with similar interests that have had to work in literary-topics for the MA research projects due to the lack of a faculty member with sufficient expertise in the area. The new faculty member will also advise our Language Teaching Option majors (who are receiving a Teaching Endorsement from the College of Education). Most are in Spanish, but we do have some in French and German. This faculty member will also serve in an important outreach capacity as a link to teacher's associations, both regional and national, such as WAFLT and ACFLT. No teaching load reduction or increased compensation is contemplated.

- B. The research focus would be on Applied Linguistics or Second-Language Acquisition and Applications. Most PhD programs in these disciplines include courses in Linguistics, so we feel extremely confident that this person will be able to teach that particular course, as well. A desirable qualification would be some background in the theory and practice of interpretation and translation that could be further developed as the faculty member progresses towards tenure, with the notion of creating a 400-level methods course (undergraduate, but open to graduate students). This is tied to our Center for Foreign Language Translation/ Examination Services, where this person could serve in some capacity, but it responds as well to the fact that it is one of our fastest growing professional fields. Two recent graduate alumni have received their WA State certificates as translators, one of our current MA students is applying to a PhD program in Translation and Interpretation, and several of our undergraduates have gone on to obtain their certificates in this field, as well. Providing a foundation on this area will have a huge impact on our program and on our regional presence. As more and more migrants are moving into the area and many institutions related to education, health, social services and law enforcement are in need of trained bilingual professionals, our ability to fill this niche will become crucial. This also has the potential for funding from diverse sources, including those related to the health sciences, as was proven in the past by the support provided by Nursing and Pharmacy for the creation and delivery of Span 362 *Spanish for the Health Professions*.
- C. Apart from advising and professional relationships with education-related associations, we expect this faculty member to participate actively in all teaching-related university endeavors and projects, including the Honors College Foreign Language Initiative, and hopefully in our Center.
- D. The pedagogy position as previously essayed with Drs. Hokanson and Pulido proved ineffective: the coordination duties competed with the research requirements expected of a tenure-track position. Dividing these duties will be more efficient, realistic, and fair. The TA training and coordinating of instructors

takes an inordinate amount of time, particularly as we have an almost constant turnover of TAs and instructors. However, we depend on these individuals to teach 42 sections/ 1017 students per year. We propose to separate these duties from the tenure-track position and assign them to a non-tenure track Clinical position. This instructorship would be filled after Prof. Polle's retirement, with a search ongoing in 2008-09, for a 2009-10 appointment.

I. 2 Additional 1.0 FTE to Departmental TA Group Position (PBL):

"WSU should seek to expand or develop master's programs that can be budgeted without competing with Ph.D. programs for funds. The changing economy will provide highly rewarding employment opportunities for many individuals with master's degrees in emerging and existing fields... Growth and development of all aspects of graduate education has the potential to bolster the growth of Ph.D. programs."

(Report of the Graduate Education Commission (RGEC), WSU February 2006, p. 21)

In our Review last year we referred to the "**precarious situation concerning instructional delivery** we have had in Spanish for a while now". This situation has not changed. This year, we needed and hired 12 Spanish Teaching Assistants, but only 8 have been CLA funded. The additional TA's have been awarded to our department by the Honors College because of our faculty teaching Honors courses. Once again, "**the built-in risk/gamble**" **continues to be cause for alarm**. Should any of our colleagues who teach Honors courses go on sabbatical (which is very likely to happen at some point), or need to reduce their Honors teaching in order to address teaching needs in their own areas (German, Film Studies, French), or decide that they want to pursue endeavors other than teaching those courses for Honors, we simply would **not be able to hire enough teaching assistants to cover our students' needs.**"

Spanish Undergraduate Instructional Needs for 2007/08 - Petition for 2 new permanent TA positions:

At our recent (Feb. 15th) Academic Planning Workshop, the Dean of the Graduate School, Dr. Howard Grimes, distributed a document entitled "Transforming Graduate Education". Point 4 of the document states one of our institutional goals as follows: "Significantly enhance and expand efforts to attract the brightest students to WSU, with particular attention to racial and ethnic groups underrepresented in graduate education and to fields where women continue to be underrepresented." In addressing the question of how to implement more competitive practices, Dr. Grimes recommended: "Partner with us aggressively on recruiting diverse students." The students that are attracted to the M.A. in Spanish at WSU almost never can finance their studies without assistance; teaching assistantships are a necessity if we want to increase their numbers. **If we received the increase we request here, the two teaching assistantships could be reserved for racial and ethnic minorities, including African-American Chicano/Chicana and Latino/Latina students.**

Report submitted by Ana María Rodríguez-Vivaldi, Spanish Section Coordinator. For the continuous growth in Spanish, please see Prof. Rodríguez-Vivaldi's statistics and text in **Addendum A.**

Exactly a year ago, I wrote to you regarding the need for additional instructional staff, particularly of permanent TAs that could increase our current number of 8 to better reflect our needs, and to provide a certain security and stability to our graduate program. As you can see through the enrollment figures I have attached, the Spanish section has been growing steadily throughout the years, while the amount of PBL TAs has remained constant at 8. For example, on

2005-06, we had 741 students signed up in a total of 34 sections of Span 101-204, while this 2006-07 academic year, we have 775 (34 more) with only 31 sections being offered. **Table 1** summarizes this information. They do not include the enrollments at the one-hour conversation courses (105, 205, 305, 405) where we have had to cut sections and increase the enrollments from a previous cap at five because we cannot use TAs to help teach them. We have served 146 students in 2006-07 (26 sections/ 6 students avg.)

The reality is that we are shortchanging the quality of language instruction by overcrowding courses where students need a smaller instructor-student ratio, as recommended by our governing institution, the Association of Departments of Foreign Languages:

“ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.” (Source: <http://www.adfl.org/projects/index.htm>)

Obviously, to have fifteen students per class would be ideal, but we understand the impossibility, given our College budget concerns, of expecting that. However, **this academic year the average number of students per class at the 101-204 level has risen to 25.** This is an average; many of our TAs have 30 students per section.

The numbers at the upper levels are not much better. If you look closely at **Table 2**, particularly at the lower line with the totals per year of students in all undergraduate Spanish courses offered per semester, you will be able to see the growth of students with an almost constant number of sections (between 9 and 11) offered, and how **we have gone from 18 students average per section in the Fall 2002 semester, to 27 students per section this Spring.** These are upper level courses, where individual participation is highly required and necessary. Just to give an example which is quite close to my heart since I’m teaching the course, the Span 450, an [M] seminar on literature, has 37 students. How can you discuss literary works in depth with 37 students? How can you guide them in their advanced research papers? Indeed, how can we call this course a “seminar” when it goes against the definition of the term as we understand it in academia? In fact, I fear we are shortchanging our wonderful students of the quality education they deserve, indeed pay for.

Our separate request for another tenure track-faculty position will help relieve some of these needs at the upper level, but we still need to consider the needs at the lower one. At present, and given our limited instructional resources, we cannot increase the number of sections of these courses offered per semester. As it is, every year we are put to the test to cover basic needs at the 101-204 level, given that, with only have 8 permanent TA positions, we can only ensure the equivalent of 24 sections (at 3 per TA per academic year.) Through experience, and keeping track of enrollments for many years, we have found that we need to offer 32-34 sections of 101-204 per academic year, even though we have increased the base enrollments to 30 from the 20 students per section limit they used to have. Obviously, the current eight TA positions we have are not sufficient to cover these sections. This year we have been able, through an arrangement with the Honors College, and thanks to the McNair Program, to increase the number of TAs to 12, but depending on these outside sources is always an uncertain process that precludes long-term planning. The four Honors TA positions are tied to having four of their courses taught by our faculty members. If one of them were to go on sabbatical, or cease teaching for Honors, we would automatically lose that TA. These four TAs are used to cover

extra 101-204 sections up to the 32/34 required, and take over some of the instructional needs at the popular 306, 307, and 308 courses that all our majors and most of our minors take. **Table 3** addresses the increase in number in those specific courses, and I believe they speak for themselves.

I should also point out that Spanish continues to be the section with the largest number of Minors and Majors since I started to keep track of these things, to the point that, as of today, we have **73 declared Minors** in our departmental records (out of 139 total minors), and **111 undergraduate students majoring or double majoring in Spanish** (out of 177 total majors). Thus, **the Spanish section serves 63% of the students who are majoring in our department, and 53% of the minors.**

We also try to contribute to the GERs courses that are so needed by students across the university. This academic year we were able to offer three, one of them a [T], with **a total enrollment of 126 students, or 42 average per section**, as you can see in **Table 4**.

Table 5 addresses what the estimated enrollment for 2007-08 in the 101-204 courses may be, based on previous years averages, and the number of sections we would need (35). We also would need TA positions to cover 10 other sections of 300-level courses, which justifies our plan for a total of 15 TAs as follows:

- 8 permanent positions (24)
- 1 roll over position from 2005-06 (3)
- 4 Honors (tentative) (12)
- 2 requested from CLA (6)

In conclusion, we would like to ensure the quality of the learning experience of our undergraduate students by addressing the need for more permanent TAs from the 8 we have had for many years now, **to at least 10**. This is by no means the real number of TAs we need, but we realize that we must work at increasing these positions by setting achievable goals, and we hope to continue finding alternate ways of adding to the permanent positions.

I. 3 .25 FTE in temporary funds for the Russian Program

Starting next year, Prof. Zheng-min Dong will be entering the first year of his phased retirement plan. He will be working at 55% of FTE, thereby covering only 3 of his regular 5 courses. This has provided us with the opportunity to review our offerings in Russian and to re-adjust this program in a realistic fashion to what appear to be our students' needs. Starting next year, we will refocus our efforts on only one academic program for our Russian students -- a **Minor in Russian Area and Culture Studies**. This will limit the number of courses that need to be offered past Russian 204.

The arrangement we have envisioned fulfills three functions: 1. Continue providing Russian language courses to WSU students while providing an academic credential (minor) in Russian that is realistically achievable within a 2-year frame; 2. Maintain on the WSU Pullman campus an enormously important language and culture not only in-and-of-itself, but also because it is considered one of the "strategic languages" the U.S. government is interested in fostering. Next year we intend to apply for a grant from the National Security Education Program that would be supportive of the three strategic languages we hope to have at the time: Arabic, Chinese and Russian; 3. By continuing to offer Russian language and culture courses and a viable minor, we hope to provide the basis for the possibility of future growth. Not all possible constituencies for Russian have been tapped yet; for instance, there is a large colony of Russian immigrants in Spokane that may have an interest in their children making Russian a part of their lives.

The .25 FTE required that we are requesting would simply allow us to maintain the same number of courses (5) we have been able to offer consistently as with Prof. Dong. We have already located a willing instructor for these 2 courses.

I. 4 .25 FTE in temporary finds for Arabic

Our plan is to begin offering Arabic courses on the WSU Pullman campus this summer. It is unnecessary to dwell here on the reasons why Arabic has become so important to the nation as a whole. We intend to apply to the aforementioned National Security Education Programs grant next year. This will require collaboration with the CLA, International Programs, ROTC, and possibly a flagship institution that is already teaching Arabic.

Meanwhile, we intend to offer the language Summer 2007, and if all goes well, continue offering it next year, Fall 2007/Spring 2008. We believe that offering Arabic prior to applying for the grant would demonstrate the necessary institutional commitment to this national effort.

For Summer 2007, and Fall 2007/Spring 2008, we will benefit from the services of Mr. Saad Alshahrani, a graduate student in Economics who has offered to teach the courses without receiving a salary. Mr. Alshahrani has experience as a teacher and comes from a family of teachers in native Saudi Arabia. We believe we should hire Mr. Alshahrani as a .25 FTE instructor for the year, so both his work and his generosity to the students of WSU are rewarded. Summer courses, being self-sustaining, will enable us to remunerate him according to his enrollment. We would like to compensate him for Arabic 101 and Arabic 105 (a companion course for students who took 101 in the summer) in the Fall of 2007, and Arabic 102 and Arabic 105 in Spring 2008.

I. 5 Future instructional developments within the next five years

The department will revisit the needs for both of these languages (German and Japanese) once we can see clearly what lies ahead.

A) German

The situation in German is uncertain at this point. The German faculty have expressed interest in offering more courses at the lower division level. They have reported that the loss of student FTE and interest in German courses is because of the inability to offer the entire 101-204 sequence every semester. Given the full loads of both German instructors, this would require an increase in teaching staff. The reason for the uncertainty is that one of the German instructors has been denied tenure. The instructor is entitled to return for the next academic year, and at this time, we do not know what her plans are.

B) Japanese

A grant was written this year (Dr. Christopher Lupke is the PI), with the cooperation of the CLA among others, that has as its centerpiece a tenure-track position in Japanese. Should we be awarded this grant, our needs in that area (new tenure-track Asst Professor and continuation of 50% temp Instructor) would be fulfilled for the immediate future. Should we not, the situation is very complicated, as our present part-time instructor, Ikuyo Suzuki, may have to leave the U.S. for a year due to the terms of her visa. Should we not get the grant, the department will have to decide on a future course of action for Japanese. We definitely do not want to lose this important language, one that has shown good potential in terms of enrollment in the last few years, but we will have to decide whether we are willing to not offer the Japanese courses for one year while Ms. Suzuki is absent, or try to hire a part-time instructor, and if so, at what percentage of FTE. It

would probably be very difficult to hire someone to teach for us at only .50 on temporary funding. We will also need to consult the U of Idaho concerning their plans for Japanese language and courses, since Ms. Suzuki also teaches there.

C) A possible joint appointment: Chinese Department of Philosophy

We have discussed this possibility with Prof. David Shier, Chair of the Department of Philosophy. This idea would be to hire an Assistant Professor in Philosophy specializing in Asian Philosophy who could also teach courses in Chinese Culture and Chinese. This would be greatly beneficial to both departments as well as to the Asia Program.

D) Continued collaboration with the Plateau Center, LCSC, and UI in offering Nez Perce courses

Nez Perce language 101 and 102 were taught on the WSU campus for the first time beginning Fall 2006/Spring 2007, thanks to the interest and collaboration of many different groups. The Plateau Center, and the Nez Perce tribe continue to show interest in offering Nez Perce courses on the WSU campus. As long as this interest is maintained, we plan to continue this collaboration. We recently met with Barbara Aston, (Assist to Provost/Tribal Liaison) to discuss continuation and visibility of the courses.

******* See Addendum C for 5-Year Instructional Hiring Plan (2007-2012) Overview**

II. Departmental Initiatives to Increase Societal Impact & Visibility/Collaborative Efforts/Internationalization & Cultural Fluency:

II.1. H.A.P. (Now H.C.F. L.I.)

H.A.P. (the Honor's Assessment plan) has now evolved into the Honors College Foreign Language Initiative. Dr. Rachel Halverson (German) remains our designee to work with the Honors College on this issue. Following Professor Ali Moeller's visit in April 2006, the following steps have been taken to move closer to establishing a proficiency-based foreign language requirement for students in the Honors College:

- **Piloting Elements from LinguoFolio:**
 - ✓ All instructors teaching lower-division language courses were encouraged to use "My Language Journey" and "What About Me?" from LinguoFolio to place students more accurately in our language sequences and have them use self-assessment and identification of learning strategies to become more successful language learners.
 - ✓ The French and German Sections met and formulated universal "Learning Goals" for 101/102/203/204.
- **Pilot Study in the Honors College – Advising & Study Abroad:** It has become very clear how crucial advising is to insuring that Honors students reach the targeted proficiency level of Intermediate Mid. As a result, the Honors College (Libby Walker) has initiated a pilot study of incoming freshmen fall 2006. This has entailed the following:
 - ✓ ALIVE!: The Honors College emphasized their commitment to foreign language proficiency and study abroad to incoming freshmen and their parents.
 - ✓ Freshmen Orientation: Halverson and Walker presented a short skit depicting the importance of foreign language study to a successful study abroad experience. They then recruited freshmen to participate in the pilot study, an intensive advising sequence to help them make study abroad a part of their degree program at WSU. In addition to discussion of foreign language study and study abroad with advisors in the Honors College, this has included:
 - Two evening study abroad information sessions for these freshmen Fall Semester 2006. Both were attended by faculty from the DFLC who provided on-site language-specific advising to.
 - One evening study abroad providers' information session January 2007 for faculty from all colleges as well as members of the DFLC. There we learned about innovative programs which included internships, independent projects, and studio experiences.
- **Continuing Work with Professor Ali Moeller:** She will return to WSU March 23-28. During this time she will serve as the keynote speaker for the WAFLT Spring Regional on March 24. She will also meet with the DFLC faculty on Tuesday, March 27, to help the faculty move forward on defining and putting into place the assessment process for students in the Honors College. She will also meet with the French and German faculty to discuss their implementation of learning goals in the beginning language sequence.
- **Application for external funding:** Mary Wack has identified the International Research and Studies Program (DOE) as a possible funding source for further efforts to incorporate assessment into foreign language study at WSU. Wack, Walker, Whitney, Ross, Gonzalez, Rodriquez-Vivaldi, and Halverson met on February 13, 2007, to begin

discussion of the application. A time line was established to prepare an application to be submitted March 2008.

II.2. Interdisciplinary Film Studies Major: Ana M. Rodríguez-Vivaldi, (Spanish) is WSU's Film Studies Coordinator.

In early Fall 2006, Birgitta Ingemanson, Nick Berthold (Wazzu Films President), and Ana M. Rodríguez-Vivaldi met with Dean Lear to request permission to formulate a plan for the interdisciplinary Film Studies major. Dean Lear agreed and assigned Associate Dean Mary Bloodsworth-Lugo to work with the Film Studies group in developing the plan for the major. Since then, we have met as a group or individually with specific faculty members from Theater and Music, Communication, Fine Arts, Women's Studies, American Studies, Comparative Ethnic Studies, English, and Digital Culture and Technology. The end result is the proposal that is attached to this report, which is still in progress. We have to meet again with Communications to incorporate whatever courses they allow us to use, and then we intend to call a meeting with Dr. Bloodsworth-Lugo and the Film Studies members to discuss the final format of the major.

The main concerns raised by participating departments has been increased enrollment in specific courses, particularly those having to do with Digital Media and DTC, that could impact their and our students' ability to complete their majors on time. Please see Prof. Ana María Rodríguez-Vivaldi's schedule of studies for the major in **Addendum B**.

Wazzu Films: The association received \$10,000 for operating costs, and \$15,000 for equipment from ASWSU. Our financial manager, Lisa McMullen, is keeping track of all expenditures. The equipment is being kept in our LLRC until we can set up a lending process that ensures that it will be used correctly, and returned safely. The students organized the following activities:

- Students have been engaged in redesigning the web page at www.wazzufilms.org
- The premiere of *Abstract Jove*, a film by Mercury Boyan and Optimistic Productions. We hosted a reception after the show for the 100 or so people in attendance in CUE 203.
- The Halloween Fright Fest, showing two short films "Jack the Vomiter" and "What's in the Barn" by HeadJuice Film Productions, with the filmmakers in attendance to answer questions from the audience.
- 60 Seconds Film Competition: Around 12 groups submitted shorts for the competition, which were presented in Kimborough Hall to a full audience. The audience voted for their favorite. The shorts will be posted on Wazzufilms.org.
- Music Video Challenge kick-off meeting: several local bands and film students met on January 24th to discuss songs and ideas for the music video contest coming up. They will meet again on February for students to pitch their ideas to the bands. Bands will make their selections, and students will have until March to work on the videos. The competition will take place in March. The winning videos will be submitted to MTVU.
- "An Evening with Filmmaker Jordan Albertsen" that included the presentation of his award-winning film *The Standard* and a very active Q&A session with the audience after the film took place on January 31st in CADD 21. We had around 160 people in attendance.
- Director's Workshop: Guest director Jordan Albertsen met with 40 plus students on February 1st to discuss all the aspects of independent filmmaking.

- Coming up: the call for submissions for WIFF is already out. The festival is scheduled for April.

II.3. Other Forms of Departmental Outreach:

The Department has excelled in its outreach efforts in the past few years and will continue to engage different sectors of the state to the extent we are able. Some of these are:

- The Secretariat of the **Rocky Mountain Modern Language Association** is housed in the Department of Foreign Languages and Cultures, with administrative support from the Department of English. The RMMLA web site is at www.rmmla.org. The Executive Director is Joan Grenier-Winther, Associate Professor of French. RMMLA publishes a refereed journal, the *Rocky Mountain Review of Language and Literature*, as well as its sister publication, the *Rocky Mountain E-Review*. The editors of this journal are Michael Delahoyde, Assistant Professor of English, and Sabine Davis, Assistant Professor of French. RMMLA now counts a membership of nearly 1000 faculty, graduate students, emeriti faculty and independent scholars working and teaching in languages, film, literature, popular culture, technical writing and other related fields. Our relationship with the RMMLA has been very fruitful from the vantage point of scholarship. Our faculty and graduate students, as well as those in the Department of English, have been motivated to make professional presentations at the gatherings of this organization. **Last year's convention took place in Tucson**, with the University of Arizona as our local host. There were over 150 sessions held over the course of three days, attended by 650 RMMLA members. Washington State University, the College of Liberal Arts, the Department of Foreign Languages and Cultures and the Department of English have hosted the RMMLA Secretariat since 1998.
- Colville **International Film Series** at the Colville WSU Extension, directed by Dr. Birgitta Ingemanson, Associate Professor of Russian and Film Studies and other participants from the department: This film series has spawned an interest. Last year, there was a Latin American and Iberian Film Series at the **WSU Extension in Walla Walla**, directed by Dr. Navarro-Daniels, Assistant Professor of Spanish. The interest in both series continues. Additionally, the Fall Series has also expanded to Chewellah, WA. This will continue in 2007.
- **Intensive Spanish** courses at Walla Walla and Wenatchee. Ongoing collaboration with **WSU Extension** since 2004.
- We have set up the DFLC's **Translation & Examination Service Center**. We continue to do translations (English-Spanish) for **TALARIS Corporation**. We have also been working (collaboration with **WSU Extension in Thurston County**) on setting up a battery of Proficiency Exams and Certifications in Spanish for employees across the state of Washington's Department of Labor and Industries.
- Dr. Rachel Halverson, Associate Professor of German, has been appointed **President-elect of the Washington Association of Foreign Language Teachers**. A regional conference of this association to will come to WSU this semester.
- The DFLC's collaboration with WSU Admission/Recruitment, the CLA, and IP Int'l Students Association in "**International Education Week, Foreign Languages Day**" attracted around 300 students from surrounding high schools (Moscow, Pullman), as well as from Spokane, Richland and Kennewick.
- Sabine Davis (French) remains actively involved in the **Linguistics program** initiated by the Department of English, by offering courses in this area.

- We have held meetings with the Department of English concerning the **possibility of a Doctorate on Global Literatures and Cultures** as an optional track for the English doctorate in literary studies. If adopted, this would bring the two departments even closer together. A proposal has been drafted. The guiding idea would be to require a high level of competence in at least one language other than English, and graduate level instruction in at least those two languages. The proposal has been sent to Associate Dean Dr. Mary Bloodsworth-Lugo. She forwarded it to WSU's Catalog Subcommittee on 1/15/07.
- The **Foreign Language Fluency Track** was created last year to allow students from all fields to complete to G.E.R. courses by attaining intermediate-level fluency and doing course work abroad. Further meeting has taken place between Dr. Robert Olsen, Dr. Birgitta Ingemanson and the Chair of DFLLC to consider the possibility of creating an alternate Foreign Language Fluency Track that would allow students to do all their FLFT studies at WSU.
- Revision of **Spanish 101(x) and Spanish 102 (x), offered through DDP**, will be organized by Dr. Francisco Manzo-Robledo (Associate Professor of Spanish). Initial stage.
- New **collaborative initiative with the College of Education (College Knowledge for Heritage Speakers of Spanish)**. Drs. Ana María Rodríguez -Vivaldi and Eloy González have teamed up with colleagues from the College of Education and other university offices to produce a series of videos aiming at attracting more Spanish heritage-speakers to higher education. Initial stage.

II.4 External Funding/Grant & Fellowship Activity:

2006-07: Funded Activity

- Lupke – Fulbright Hayes Fellowship
- Lupke – CLA Grant Development Award
- Ingemanson – Research Travel Grant
- Grenier – NEH Fellowship
- Navarro – IP Internationalization Grant

2006-07: Proposals

- Lupke – Dept of Ed UISFLP Grant
- Gonzalez – Washington Humanities Grant
- Lupke – Research Travel Grant
- Halverson – Research Travel Grant
- Lupke – IP Internationalization Grant
- Luo – IP Internationalization Grant

2007-08: Proposals Planned

- Lupke/Gonzalez – NSEP/ROTC Strategic Languages Grant

ADDENDUM A

FIGURES Fall 2001-Spring 07*

Sem/ Year	Span 101	Span 102	Span 203	Span 204	Total: secs./students/ Avg. per sec.
Fall 01	5- 140/ 28	3- 68/ 23	3- 69/23	4- 53/ 13	15/ 330/ 22
Spr 02	4- 89/ 22	5- 116/ 23	3- 51/17	3- 48/ 16	15/ 304/ 20 = 30 secs. 2001-02
Fall 02	6- 150/ 25	3- 70/23	3- 68- 23	4- 50/ 13	16/ 338/ 21
Spr 03	4- 95/ 24	5- 114/ 23	4- 41/ 10	4- 55/14	17/ 305/ 18 = 33 secs. 2002-03
Fall 03	5- 128/ 26	4- 90/ 23	4- 85/ 21	3- 49/ 16	16/ 352/ 22
Spr 04	4- 93/ 23	4- 98/ 25	3- 56/ 19	4- 67/ 17	15/ 314/ 21 = 31 secs. 2003-04
Fall 04	5- 127/ 25	3- 76/ 25	3- 83/ 28	2- 56/ 28	13/ 342/ 26
Spr 05	3- 68/ 23	5- 108/ 22	3- 61/ 20	4- 66/ 17	15/ 303/ 20 = 28 secs. 2004-05
Fall 05	6- 142/ 24	4- 94/ 24	4- 82/ 21	3- 64/ 21	17/ 382/ 22
Spr 06	4-108/ 27	6-120/20	3- 64/ 21	4- 67/ 17	17/ 359/ 21 = 34 secs. 2005-06
Fall 06	5- 122/ 25	4- 102/ 25	4- 109/ 27	3- 66/ 22	16/ 399/ 25
Spr 07	4- 106/ 27	5- 111/ 22	3- 80/ 27	3- 79/ 26	15/ 376/ 25 = 31 secs. 2006-07

of sections- total / average # of students per section

*Based on Ro-Net's Census Reports

- In Fall 01/ Spring 02, we had 634 students in 101-204 (30 sections/ 21 student avg. per section).
- **In Fall 06/ Spring 07, we had 775 students in 101-204, an increase of 141(31 secs./ 25 student avg. per section).**
- During this time, we have had **the same number of permanent TA positions** (8, or the equivalent of 24 sections per year), though we have never just taught just 24 sections of 101-204. To enable this, we have managed to increase these positions through other sources. However, these numbers show that we can sustain offering 31-34 sections per year, for which we would need at least 4 additional permanent TA positions to ensure continued covering of 101-204 sections, and allow for additional use of TAs at 300-level courses.

*Scholarly research on teacher/ student ratio for optimal FL teaching agrees that the smaller group situation increases FL acquisition due to increased practice and instructor's attention. Fiscal reality dictates that we cannot hope for the ideal 20-student classroom (or 2.5 minutes of instructor's attention per student), but going beyond 20 to 25 or more has impacted the quality of the learning experience. **For a 50-minute class with 25 students, this means 2 minutes of specific attention; with 30 students, it is 1.6.***

Table 2. SPANISH ENROLLMENT FIGURES Fall 2002-Spring 07*

Fall2002	Spring2003	Fall2003	Spring2004	Fall2004	Spring2005	Fall2005	Spring2006	Fall2006	Spring2007
Span 120-20	Span 121- 30	Span 120- 29	Span 110-25		Span 110- 23	Span 121- 46	Span 130- 17	Span 111-48	Span 110- 29
Span 306-19	Span 306- 28	Span 306- 29	Span 306-28	Span 306- 31	Span 306- 31	Span 306- 33	Span 306- 37	Span 306- 28	Span 306- 22 Span 306- 20
Span 307-27	Span 307- 18	Span 307- 21	Span 307-27	Span 307- 30	Span 307- 29 Span 307- 21	Span 307- 30	Span 307- 23 Span 307- 20	Span 307- 24 Span 307- 26	Span 307- 27 Span 307- 27
Span 308-18	Span 308- 20	Span 308- 28	Span 308-26	Span 308- 40	Span 308- 31	Span 308- 31 Span 308- 26	Span 308- 33	Span 308- 33	Span 308- 31 Span 308- 16
Span 309-9	Span 311-40	Span 320- 23	Span 311-25	Span 350- 20	Span 311- 28	Span 310- 27	Span 320- 27	Span 311- 31	Span 321- 29
Span 310-27	Span 321- 23		Span 321-19		Span 351- 23	Span 321- 27		Span 350- 21	
Span 361-16		Span 361- 14	Span 362-16 Span 362-27	Span 361- 16	Span 362- 27	Span 361- 20	Span 362- 16 Span 362- 17	Span 361- 21	Span 362- 16
Span 407-17	Span 407- 22	Span 407- 24	Span 407-16	Span 407- 16		Span 407- 30	Span 407- 23	Span 407- 29	Span 407- 15
	Span 408- 22	Span 408- 10	Span 408-18		Span 408- 29		Span 408- 34		Span 408- 28
								Span 420- 49	
Span 450-13	Span 451- 20	Span 452- 21	Span 450-27	Span 451- 20	Span 452- 17	Span 450- 27	Span 451- 33	Span 452- 30	Span 450- 37
166/ 9/ 18	223/ 9/ 25	199/ 9/ 22	254/ 11/ 23	173/ 7/ 25	259/ 10/ 26	297/ 10/ 30	280/ 11/ 25	291/ 11/ 26	297/ 11/ 27

of students/ # of sections/ Avg. students per section *Based on Ro-Net's Census Reports

- Increase in number of students served in 2002/03 (389 students in 18 sections) to 2006-07 (588 students in 22 sections)= 199 more students (with only four more sections). We have gone from serving an avg. of 22 students per section in 2002/03, to serving an avg. 27 students per section in 2006/07; with an increase in sections covered from 18 to 22 per in the academic year)

Table 3. ENROLLMENT INCREASE* IN COURSES SERVING THE MINOR (SPAN 306, 307, 308)**

	2002/03	2003/04	2004/05	2005/06	2006/07	Average
Span 306	2/ 47/ 24	2/ 57/ 29	2/ 62/ 31	2/ 70/ 35	3/ 70/ 23	28 stds./ sec.
Span 307	2/ 45/ 23	2/ 48/ 24	3/ 80/ 27	3/ 73/ 24	4/ 104/ 26	25 stds. /sec.
Span 308	2/ 38/ 19	2/ 54/ 27	2/ 71/ 36	3/ 90/ 30	3/ 80/ 27	28 stds./ sec.
Total/year	6/ 130/ 22	6/ 159/ 27	7/ 213/ 30	8/ 233/ 29	10/ 254/ 25	37/ 989/ 27

of secs. / students/ avg. students per section *Based on Ro-Net Census Reports

**All these courses had original enrollment caps of 20. When allowed to exceed this limit, they always exceeded capacity, as shown.

Table 4. ENROLLMENT INCREASE IN COURSES SERVING AS GERS (110, 111, 120, 121, 130, 420)

	2002/03	2003/04	2004/05	2005/06	2006/07
110		25	23		29
111***					48
120	20	29			
121	30			46	
130				17	
420****					49
Total	2/ 50/ 25	2/ 54/ 27	1/ 23/ 23	2/ 63/ 32	3/ 126/ 42

of secs. / students/ avg. students per section

Span 111 is usually offered in the Summer session. * New course. Offered for the first time in Fall 06.

**Table 5. 2007-08 ESTIMATED ENROLLMENT / REQUIRED SECTIONS⁺
(based on averages from Fall 01 to Spring 07)**

Sem/ Year	Span 101	Span 102	Span 203	Span 204	Total secs. needed at lower levels: 35
Fall 07	135/ 7	83/ 4	83/ 4	56/ 3	18 (Scheduled: 16)
Spr 08	93/ 5	111/ 6	59/ 3	64/ 3	17 (Scheduled: 16)

⁺Estimate of required sections based on 20 students per section.

ADDENDUM B

Potential Film Major

(42 credits) (or 33 if we request a minor)

Student will meet with the assigned Film Studies Advisor, as suggested by the Film Studies Coordinator based on student interest. They will choose an area of concentration, and plan the major according to the following plan:

1. Core courses (12 credits)

- **Film Theory/ Critical Approach/ Content-based courses** (9 crs. min)

Courses chosen must fulfill the following standards:

- they concentrate on the art object/ film is the main text
- films are shown outside of class as lab component, or in scheduled group showings
- courses incorporate a writing component
- they are offered regularly

Areas under which core courses will be organized:

- Analysis and Critical Concepts
- Genre
- Film History
- International Film

- **Creative Practice courses** (3 crs. min)

To be chosen according to student interest out of list approved by Film Studies as appropriate. Core courses taken beyond the 12 credit minimum may count for the area of concentration.

2. Area of concentration (27 credits?) Chosen by student and advisor; will be subdivided as follows:

- **Foundation courses:** 3-9 credits from the same department/ program (or within a related area/skill (for example, drawing, or music, or creative writing) to provide a foundation for the area of concentration. Could be used to allow students to take pre-requirements for upper-level courses, and have them count for the major. (or, we could substitute this component for an idea proposed by Fine Arts and DTC: to request a minor to accompany the major, and use the minor courses to fulfill prereqs for upper level Film-Major-related courses. If we go this way, the total amount of credits for the major would decrease from 42 to 33.)

- **Concentration:** 18-21 credits to be organized according to the following sample concentrations (some are more critical skills/ theoretical/ content oriented, and some are more applied skills/ production/ practice oriented):

- Film Theory and Criticism
- International Films and Traditions
- Historical/ Critical Perspectives
- Narratives/ Genres

- Design and Technology
- Management and Production
- Creation and Design
- Adaptation/ Transformation

Other credit options within concentration

- Independent studies: students can develop special projects related to cinema such as research on a special topic in cinema studies for a maximum of X credits (3?)
- Internship: students can pursue internship opportunities in the film industry for a maximum of X credits (3?)

3. **Thesis:** Variable credit 1-3. Students will prepare a cinema-related thesis or film project for credit, following the Honors College model. Once the thesis advisor is assigned (and it could be a different person from the major advisor, based on the topic/ nature of project), the student would be encouraged to meet with the advisor often. We need to decide on a FILM/ number for this course. It could be a one-credit course, and students would have to sign up for a max of three semesters, including the one when they present their thesis/ project. We may consider establishing an evaluation committee, a presentation, etc.

VERY IMPORTANT: We need to identify potential [M] and capstone courses.

Potential courses related to theory/ content/ critical skills:

ANTH 301 [G]	Arts & Media in Global Perspective
<i>CES 222</i>	<i>Sport Film (pending for Fall 2007)</i>
CES 338 (H, D)	Cinematic Images of Blackness
CES 358 [M]	US Latino/as in Film
CES 379 (H)	Native Americans in Film
CES 404 / Com 471 (T, D)	Stereotypes and The Media
CHIN 111 (G)	Asian Film
<i>CHIN</i>	<i>Asian Film Directors</i>
CRMJ / POL S 381	Crime and Justice in the Movies
DTC 375	Language, Texts, and Technology
ENGL 150	Introduction to Narrative Film
ENGL 339	Topics in Film as Literature
ENGL 340	Science Fiction Film
ENGL 342	South Asian Film
FORL 110 (H)	Introduction to Foreign Film

FORL XXX

Introduction to Film Theory

FORL 410 (T)	Topics in Foreign Film
FREN 110 (H)	French and Francophone Film
FREN 310 (H)	French Film (taught in French)
FREN 311 (G)	Francophone Film (taught in French)
GER 110 (H)	German Film
GER 310	German Film (taught in German)
PHIL 210	Philosophy in Film

RUS 410 (T, H)	Russian Film
SHS 489 (T, D)	Disability and Society
SOC 372 (M)	Sociology of Film
SPAN 110 (H)	Spanish Film
SPAN 111 (G)	Latin American Film
SPAN 310	Spanish Film (taught in Spanish)
SPAN 311	Latin American Film (taught in Spanish)
THEAT 150	Film History

THEAT 462	Visual Communication in Theatre, Film and TV
THEAT 465	Dramatic Theory and Criticism
W St 340 (I)	Third World Women and Film

Potential courses more related to creative practice:

BDCST 150	Introduction to Broadcast Equipment.
BDCST 360	Writing for Television
COM 260	Introduction to Communication Technology
DTC 335	Digital Animation: Story, Narrative, Production
ENGL 205	Introduction to Shakespeare play w/emphasis on stage productions/film adaptations in various cultural contexts
ENGL 251	Intro to Creative Writing: Exploring the Genres
ENGL 336 (H)	Composition and Design
ENGL / FA 337	Experimental Animation
ENGL 355 [C, M]	Multimedia Authoring
ENGL 475 [T, D, M,]	Digital Diversity
ENGL 476/ DTC 476	Digital Literacies (Prereq Engl/DTC 375)
ENGL 477/ DTC 477	Advanced Multimedia Authoring
FA 332	Introduction to Digital Media
FA 333	Introduction to sound and video; prereq to FA 434)
FA 380	Introduction to Photography
FA 385	Digital Imaging [Prereq F A 332; 381]
MUS 153	[H] Musical Style in Composition.
MUS 364	Intro to Sound Recording Technology.
MUS 452	Electronic Music 2 (1-3) [Prereq Mus 353]
THEAT 160 [H]	Introduction to Theater
THEAT 163	Theatre Technology: An Introduction
THEAT 261	Performance I: Directing
THEAT 362	Script Analysis
THEAT 363	Lighting for Theatre and Television
THEAT 480	Playwriting