

## Madison Initiative for Undergraduates Proposal

Department of East Asian Languages and Literature

Chair: Junko Mori <jmori@wisc.edu>

### **Summary**

The Department of East Asian Languages and Literature would like to hire **one Faculty Associate (or Associate Faculty Associate) each for Chinese and Japanese** to enhance our undergraduate curriculum. We envision successful candidates for these positions will have formal training in language pedagogy and/or second language acquisition as well as extensive experience in teaching Chinese or Japanese language courses at the college level in the US. The addition of these two faculty associates will enable our department to restructure and diversify our language courses in order to meet current students' needs. Further, we would like to establish a **Certificate in Professional Communication in East Asian Languages** (tentative title, but we would like to consider adding a Korean option in the future as well), which we believe will be an attractive option not only for students in the College of Letters and Science, but also for those in the School of Business, the College of Engineering, the School of Journalism and Mass Communication, and others.

### **Background**

The last decade has seen a surge of interest in China among the general public, campus communities, and students alike. In fact, the International Institute set the goal of making China the number one destination of study abroad programs in the next several years.

And this strong interest in China has certainly affected the enrollment in our Chinese courses. As shown in the following table, the total enrollment in the Chinese courses has more than doubled since Fall 2000. In the meantime, students' interest in Japan has also grown. Indeed, the enrollment in Japanese courses dramatically increased during the last decade as well.

**Table 1: Enrollment trends in EALL courses**

Academic Year	Chinese		Japanese	
	Language	Lit/Hum	Language	Lit/Hum
Fall 2000	142	105	176	131
Fall 2004	189	120	255	79
Fall 2009	297	230	290	212

As the enrollment in our courses has increased, so has the diversity among students' backgrounds, motivations, and goals. The student body includes heritage learners, native speakers of other East Asian languages, as well as traditional American students for whom Chinese or Japanese is the first non-European language they learn. In terms of motivations and goals, some attempt to combine their other majors (Art, Business, Computer Sciences, Economics, Biology, Chemistry, Engineering, among others) and the learning of these languages so that they can become competitive in their professional pursuit, while others focus their attention on literature and culture and are eager to appreciate traditional literary works or contemporary popular culture and film.

During our exit interviews with recent graduates, the lack of diversity in our course offerings, the large class size, and the heavy reliance on graduate teaching assistants have emerged as prevalent themes. Our faculty appreciate these comments,

which indeed resonate with our frustrations as instructors. That is, we have struggled to develop a more effective curriculum under the current structure as the materials introduced and language skills (i.e., reading, writing, speaking, and listening) we focus vary depending on the students' aspirations. By trying to cover everything, we do not feel that we have accomplished anything to the degree we wish to reach. But by focusing on one aspect, we feel we are serving only a limited number of students. As for our class size, the number of students has doubled or tripled from the time when the department originally established the current structure of courses, and thus faculty-led lecture sessions filled with 40-50 (3<sup>rd</sup> Year), 50-60 (2<sup>nd</sup> Year), 120-130 (1<sup>st</sup> Year) students do not seem as effective an arrangement as it used to be. While our faculty and students share these concerns, the current staffing structure, which has not changed in the last two decades despite the surge in enrollment, has prevented us from instituting the desired changes. In order to respond to these students' feedback and to execute some innovations in our undergraduate curriculum, we need one faculty associate each for Chinese and Japanese.

To be more specific, the addition of these new staff will enable us to accomplish the following:

- We would be able to divide faculty led lecture sections of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Year Chinese and Japanese language courses into a few groups so that we can enhance interactions between faculty and students. We must note here that our 1<sup>st</sup> and 2<sup>nd</sup> Year courses have been team-taught by faculty (three lectures per week) and teaching assistants (five discussion sections per week), unlike many other language programs on campus. This intensive (8 hours per week, 6 credit) training of language distinguished us from

the other comparable institutions, and we would like to maintain this strength and build upon it further.

- We would be able to offer the following courses that are currently on our catalog, but have not been offered in recent years:

EA 411 Introduction to Business Chinese (last offered in Spring 1997)

EA 331 Intermediate Chinese Conversation (last offered in Fall 1998)

EA 501 Fifth Year Chinese (last offered in Spring 1997)

EA 377 Business Japanese Communication (last offered in Spring 2005)

EA 335 Intermediate Japanese Conversation (last offered in Fall 2000)

EA 503 Fifth Year Japanese (last offered in Spring 1997)

We have received inquiries from students about the availability of these courses as well as more opportunities to practice speaking, especially at the intermediate and advanced levels.

- We would be able to propose some new courses and programs. Indeed, in early 2000, we attempted to establish a Certificate in Business Japanese in collaboration with the College of Engineering (the Department of Engineering Professional Development), the International Institute, and the Center for International Business Education and Research (CIBER). This plan was developed with the anticipation of possible approval of a faculty associate position in Japanese (based on our senior members' recollection of their negotiation with the previous L&S Deans, it appeared possible to create some new lines in the department at that time). However, because of the budget situation we have experienced since then, the anticipated line of faculty associate has not been realized. As a result, we have not been able to offer Business Japanese Communication, the course envisioned to be the core requirement for the certificate. Should the proposed faculty associate positions be authorized, we could restart the

development of this once-proposed certificate, and further develop a comparable certificate for Chinese.

### **Timeline**

- Fall 2009 - Announce the positions as soon as they are authorized.
- Spring 2010 - Conduct the searches.
- Review the course offerings for the academic year 2010-2011, considering how best to utilize these faculty associates for that year. To start, it is most likely that we will split some of the lecture sessions for 1<sup>st</sup>-3<sup>rd</sup> Year courses and to offer Intermediate Conversation courses and/or Business Communication courses.
- Begin the planning of the certificate proposals, by examining more closely students' needs, other comparable certificates, and exploring possibilities of further collaboration with other units on campus. Through this process, we will reevaluate our existing courses and consider developing new courses if necessary.
- Fall 2010 - Finalize the certificate proposals and new course proposals.
- Spring 2011 - Obtain the approval of the certificate proposals.
- Fall 2011 - Start offering the certificate and possibly a few new or revised courses.

Our progress will be periodically measured by the following procedures:

- Analysis of the enrollment data gathered each semester.
- Analysis of the outcomes of questionnaires and focus group interviews concerning undergraduate students' motivations and goals to be conducted each year.

- Analysis of student evaluation of new/revised courses and new programs.
- Analysis of instructional staff and other resources employed for this project.

We will prepare biannual progress reports based on the analysis of these data.

### **Current staffing situation and new hires**

Currently, there are two faculty who specialize in Chinese language and linguistics, Professors Zhang and Zhu (on leave), and we are conducting an open rank search this year. The successful search will bring the number of Chinese language and linguistics faculty back to three, which is comparable to that of the Japanese Program operated by Professors McGloin, Mori, and Geyer.

With the current structure, it is rather challenging for us to cover the instruction of 1<sup>st</sup> through 8<sup>th</sup> semesters of language courses in each program per year, while at the same time managing graduate programs in Chinese and Japanese Linguistics and training teaching assistants. The challenge becomes even greater when one of us is serving as the department chair (or holding other administrative positions which grant course reduction), or is on sabbatical – this will be the case for the Japanese Program for the next three years. On occasions, we have turned to our colleagues in modern literature (Professors Huang and Ridgely) to cover 7<sup>th</sup> or 8<sup>th</sup> semester language courses, but these two are also teaching courses on contemporary literature, culture, and film, which are very popular among current undergraduate students (and they are in the process of developing some new arrangements for teaching these and other new courses). Thus, it is not an ideal situation to ask them to participate in the instruction of core language courses.

As discussed earlier, the addition of these faculty associates will immensely enhance undergraduate education. Together with existing faculty in language and linguistics, we can restructure our language courses so that students can meet in smaller groups and can take a wider range of courses.

One may wonder if these changes can be accomplished by hiring more graduate teaching assistants, or why we do not propose tenure-track positions. First, we must mention that when the Center for East Asian Studies submitted their proposal for the current cycle of the Title VI funding, a few reviewers pointed out the current staffing structure of our language programs, i.e., our heavy reliance on graduate students, as a weakness. This is because the reviewers thought that graduate students might not have sufficient training in current language pedagogy, which is an important precondition for successfully obtaining Title VI funding. The situation is better in the Japanese Language Program as its graduate program focuses on language pedagogy, pragmatics, discourse analysis, and applied linguistics, which are directly tied to performance-based, proficiency-oriented language teaching. However, in the Chinese Program, many of our graduate students study literature, culture, thought, or historical linguistics, and they typically have received a limited amount of training in current language pedagogy. Without the presence of strong teacher trainers, both undergraduate and graduate students suffer. We are trying to address this issue through the search that we are currently undertaking.

Even with the presence of strong teacher trainers, however, the exploration of new curriculums and approaches cannot be successfully accomplished by hiring additional teaching assistants. In fact, most of the comparable Chinese and Japanese Programs in the

US employ at least one, often times multiple, non-tenure track, full-time academic staff, who can devote their time to undergraduate education. The aforementioned reviewer of our Title VI application indeed reminded us of the benefit of having non-tenure track instructional staff who have strong training in language education. Hiring additional tenure-track professors does not appear to be a viable option for us, since the demands of research and publishing would take up significant amount of assistant professors' time, and they also need to make contribution to graduate teaching. We think our graduate programs can be managed by the three existing faculty members each, especially should these proposed positions be approved.

In our view, ideal candidates for these positions are people who hold at least an MA (but possibly ABD or PhD) in language education, second language acquisition, or Chinese or Japanese linguistics, and who have solid knowledge in performance-based language teaching and extensive teaching experience at comparable institutions.

As soon as the search of these faculty associates is authorized, we will post job openings at the web sites and newsletters of the Chinese Language Teachers Association, the Association of Teachers of Japanese, the Association of Asian Studies, and the Modern Language Association. In addition, we will approach universities that have strong language teacher training programs asking them to forward information about our openings to their alumni. The Annual Meeting of the Association of Asian Studies will be held on March 25-28, 2010 in Philadelphia. Since most programs searching for non-tenure track instructional staff conduct interviews during the meeting, it would be ideal if we could interview our semi-finalists then, if not sooner.

### **Campus collaborators**

As mentioned earlier, when we attempted to propose the Certificate in Business Japanese, we worked with the College of Engineering (EPD), the School of Business (CIBER), and the Center for East Asian Studies. In addition, we will work with the International Academic Programs, the Language Institute, and the Morgridge Center to explore possibilities of incorporating short-term study abroad programs, online courses, or service learning programs. We will also contact the International Institute to see which professional schools offer study abroad programs in East Asia, as we think our courses can be implemented as part of their pre-departure or post-study abroad training.

### **Budget**

(1) Faculty Associate Salary and Benefits                      \$43,000 – 55,000 + Benefits

The salary of faculty associate (or associate faculty associate) should be determined based on the finalists' experience and salary at their current affiliation. In order to recruit highly qualified candidates, we would like to make our offer as competitive as possible. Unlike newly hired tenure-track faculty, faculty associates do not receive any start-up package. However, in order to recruit highly qualified candidates for this position, we think it is important to be able to state such funding (see below) is available.

(2) Computers and other equipment                                \$ 10,000

Today, instruction of language courses (or any course, for that matter) involves the use of technology. All our language instructors use PowerPoint presentations and online course management tools for our instruction. This fund will be used to

provide **computers and other equipment for the proposed two faculty associates as well as existing faculty members who are going to contribute to the reevaluation of our curriculum and the proposal of the certificate.** (We must note that due to the recent budget situation, many of our faculty members are using outdated computers.) The proposed budget allows us to purchase six laptop computers – two for the faculty associates and four for the existing faculty members – (estimated \$1,500 each) and software up to \$1,000.

(3) Travel \$ 5,000

In order to explore innovative approaches for language teaching, it is important to attend workshops and conferences. **This fund will be made available for the proposed faculty associates as well as existing faculty in the department,** who wish to attend these meetings and develop new courses and/or adopt new instructional approaches. As for existing faculty members, travel support for them is typically limited for their participation in conferences where they deliver their presentations. This discourages faculty members from attending workshops and conferences in which they do not present, but can gather useful information for instructional development. We think it is important to have some travel fund available for members who are eager to contribute to the enhancement of undergraduate education.

Thank you for your consideration. We look forward to hearing from you.



To: Paul Deluca, Provost  
From: Gilles Bousquet, Dean of International Studies *G.B.*  
Subject: Madison Initiative for Undergraduates Proposal Ranking  
Date: October 1, 2009

I am pleased to offer my enthusiastic support for the following Madison Initiative for Undergraduates proposals submitted to the Division of International Studies. I have ranked the proposals in priority order based on the goals of the MIU and the DIS. I believe the first two proposals listed below will have the broadest and most transformative impact on international undergraduate education.

**1. International Studies Major:**

The International Studies Major is a joint endeavor of the College of Letters and Sciences and the Division of International Studies. The College of Letters and Sciences has endorsed this proposal. This complex, interdisciplinary major serves more than 500 students with a total of .75 faculty FTE (a 25% director, and 50% time teaching faculty member with a tenure home in Political Science), one full time advisor and a half time administrative assistant. My highest priority for the MIU is the addition of faculty and staff resources to eliminate bottlenecks and add the high impact learning experiences that are the key to an integrated learning experience, such as FIGS, Capstone courses, internships around the world, the DC International Semester, and more specific career advising. The two requested faculty FTE would dedicate 25-50% time to support the International Studies Major, sharing the remainder of the FTE with a department. The Division has experience in partnering with departments to hire faculty with dedicated teaching for international programs. The addition of an advisor for this large, interdisciplinary, low faculty resourced major is also critical and will have measurable, direct benefits to students.

The International Studies major is a key anchor to UW-Madison's commitment to international education, training students in systematic, integrated thinking about global systems and international issues. It builds on a long tradition of excellence in international engagement, research and training, one of the hallmarks of the UW-Madison, as evidenced by the eight federally supported area and international studies National Resource Centers on our campus. Support for faculty partially dedicated to the IS major will have spillover benefits for the area studies and language programs on campus, adding faculty expertise that

will provide integrative courses to students in language majors and area studies majors and certificates as well.

The International Studies major is also critical to preparing globally competent graduates to advance the international competitiveness of Wisconsin organizations. In fact, to be competitive in the global economy, Wisconsin business and services need graduates with the interdisciplinary, international skills provided by the IS major to assist them in their international endeavors, such as increasing foreign direct investment and export growth.

Success will be measured by the increase in both quantity of students served and increase in high value programming, including options that allow students to practice integrated thinking and apply knowledge in an international setting.

## **2. International Academic Internship Program:**

Another top priority is support for the proposal for an innovative new International Academic Internship Program. Study Abroad and internships are two of the high impact educational practices identified nationally and endorsed by our campus community. International internships are the intersection of these two practices and lead to global competence and other types of student outcomes we must offer in order to remain competitive. International internships are in high demand by undergraduate students. Both nationally and locally, career services units and study abroad offices report a marked increase in requests for work abroad opportunities and it is clear that the supply of such opportunities currently made available by our campus fails to meet this demand.

This collaborative initiative of the UW-Madison Division of International Studies, the Office of Corporate Relations, the College of Engineering, the School of Business, the College of Letters & Sciences, and the College of Agriculture and Life Sciences. It is the connection between the schools and colleges through their career services units, Corporate Relations, and the deep relationships with international partners and employers that make it effective, efficient, and unique.

One of the reasons I have ranked this new initiative as a priority is that I expect that it will have high impact results in numerous areas, and serve students from across campus. We anticipate that this initiative will not only increase the number of students participating in international internships, but strengthen campus relationships with global organizations, and result in more student career placements with the companies and organizations where students participated in internships. For the longer term, we expect that this program will be an important aspect of an integrated set of programs designed to produce a globally competent workforce and therefore improve competitiveness for Wisconsin and its graduates in the global economy. Through an on-going feedback process with companies who participate in international internships program, we will document the results of this feedback, and will solicit specific comments addressing this issue.

We are aware of international internship opportunities, and the benefits of an international internship experience have been demonstrated to be of high value to

students. We now need to make a modest investment in the human infrastructure to meet the increasing demand for international internships, and deepen our relationships with key corporations.

### **3. International Learning Community:**

My third priority for the MIU is the International learning Community proposal for TA support for language learning. The ILC is an immersion language option on campus that provides students with a campus “field” experience to increase language proficiency outside of a typical classroom setting. As a leader in language programs, and as the federal government puts more emphasis on proficiency levels (rather than seat time) in assessing language and area programs, the ILC offers a successful model toward this goal. Currently, it is difficult to get departmental funding for the TA’s, especially in the small departments of less commonly taught languages where this creates a very difficult burden. The ILC makes an important contribution toward our goal of global competence through an integrated learning experience. Support for TAs for language would strengthen the ILC language component, which is a critical element of its innovation and success.

### **4. European Studies:**

The European Studies program requests a student services coordinator to assist with advising students. While I believe this would benefit the program, I have made it fourth on my list because it would not have a transformative impact or improve program quality in a significant way.

### **5. East Asian Studies:**

This proposal requests a faculty associate to help diversify teaching of Chinese language and potentially offer courses leading to a certificate and Business Chinese and Business Japanese. This is a proposal with merit, especially with regard to the Title VI competition. It is not ranked as high as other proposals because it lacks the broad impact of the highest priority proposals, and is not as well developed as those proposals.

### **Endorsements:**

I have endorsed the following proposals on behalf of the Division of International Studies:

1. **Public Health and Global Health:** This proposal builds on the UW-Madison’s position as a leader in Medicine and Public Health, Nutritional Sciences, Global Health, and International Studies to meet the growing demand for training in global public health. This program would have broad impact and I give it strong endorsement.

2. Economics of Natural Resources and the Environment: This proposal, submitted by the Department of Agriculture and Applied Economics requests faculty resources to address a bottleneck in access to high demand courses in economics of the environment. Of particular interest to International Studies is new hiring to increase access to courses such as Environmental and the Global Economy which are in high demand by international studies students.