

HSU Academic Department Report – World Languages and Cultures October 10, 2008 - Program Prioritization

The departmental reports provide context for the academic programs administered by the department, and will be considered in conjunction with the program reports for final program ranking. This report is to be completed by October 10. Use 12-point Times New Roman with 1.5 line spacing.

I. Departmental History, Mission, and Goals

Insert the department mission statement and the department goals. In addition, provide a brief (2 page limit) overview of the departmental history with emphasis on the last 5 years.

Department History:

The Department of World Languages and Cultures (WLC) was created by Administrative Memorandum VPAA 01-01 July, 2001 and became effective fall 2001. The new department was constituted by the following six programs:

- Chinese Studies Program (CHIN)
- Ethnic Studies Program (ES)
- French and Francophone Studies Program (FREN)
- German Program (GERM)
- International Studies Program (IS)
- Spanish Program (SPAN)

WLC has become the third largest FTES-producing department in the College of Arts Humanities and Social Sciences and respectively a moving fifth or sixth largest FTES-producing department in the entire university. See FTES charts below (also see Appendix A):

WLC FTES Production					
	03/04	04/05	05/06	06/07	07/08
Totals	270.9	264.8	294.6	308.3	306.1
Comparative WLC and CAHSS FTES Production					
First: Engl	378	343.6	329.8	341.6	371.2
Second: Art	342.4	343.4	326.3	328.4	337.9
Third: WLC	270.9	264.8	294.6	308.3	306.1
Comparative WLC and HSU FTES Production					
First	Math 448.9	Math 430.7	Math 406.6	Math 428.1	Math 447.3
Second	Psyc 385.6	Psyc 362.5	Psyc 362.4	Engl 341.6	Engl 371.2

Third	Engl 378	Engl 343.6	Engl 329.8	Art 328.4	Art 337.9
Fourth	Art 342.4	Art 343.4	Art 326.3	Psyc 321	Pscy 327.4
Fifth	PE 325.7	PE 314.7	WLC 294.6	WLC 308.3	PE 310.7
Sixth	WLC 270.9	WLC 264.8	PE 287.5	PE 294.2	WLC 306.1

WLC is composed of 19 to 23 permanent and temporary faculty. It has 1.5 administrative support professionals. An elected chair and the Department's Executive Committee compose the Department of World Languages and Cultures administrative structure. The Directors of each of the six member programs make up the Executive Committee.

WLC is a vibrant and complex department that provides multiple services to its students, to Humboldt State University, as well as to the local and international community.

The richness and diversity of offerings in WLC permit our students to find multi-level academic opportunities within a single department. WLC provides a comprehensive unifying theme around the study of languages and cultures, from the national to the international. Within this framework, the Ethnic Studies Program focuses mainly on U.S. racial and ethnic minority groups, social power and privilege, and intersecting categories of experience. The International Studies Program emphasizes global issues, while the Department's language and culture programs track the complex histories and cultures of the world, including the migrations of people, cultures and languages through conquest and colonization, as well as through circuits of cultural exchange and influence. WLC firmly believes that students with national and international understanding of cultural, ethnic, and racial issues, coupled with second language competency, will be better equipped to meet the professional challenges of the 21st century.

WLC is comprised of an intellectually, ethnically, culturally and internationally diverse cadre of qualified and dedicated faculty and staff who possess an invaluable store of experience and knowledge with which to counsel students about educational and career opportunities in the United States and abroad. This team is complemented by an ongoing International Faculty in Residence Program that brings scholars and artists to teach in our department for a semester and our International Speakers Lecture Series that brings distinguished scholars, writers, artists, and diplomats for short visits to Humboldt State University to speak to our students, as well as to the wider community about topics of interest from the perspective of many different regions of the world.

Until Spring 08 WLC offered five majors. Recently (June 9, 2008), the German BA was officially discontinued and is in a phase-out process. We expect to complete the phase-out process in

spring 2010. We offer five minors and participate in several interdisciplinary minors as well. WLC graduates find jobs in many professional areas such as teaching, translation, social service fields, business and management, government, state, county and city services, law and justice, and in international organizations.

WLC offers its own international study abroad programs in five regions of the world. WLC has proven experience in international program development, implementation, and consolidation. These programs include the following:

- China: Xi'an Program (Fall semester)
- France: Montpellier Program (Summer semester)
- Germany: Halle Program (Summer semester)
- Mexico: Oaxaca Program and Parras Program (Both are Summer semester)
- Morocco: Morocco Program (Intersession winter break)

In addition, WLC has created and sponsored semester or year long bilateral exchange programs with the following universities around the world:

- China: Xi'an International Studies University, Xi'an
- France: Université Paul Valéry, Montpellier
- Germany: Martin-Luther-Universität, Halle
- Mexico: Universidad Autónoma Benito Juárez de Oaxaca, Oaxaca

Department Mission:

In the Dept of WLC we educate students to become thoughtful world citizens who can successfully meet the challenges of their future professions and their social responsibility in the 21st century. Thus, we promote critical thinking, reflection, and creative response to relations of power and privilege, especially the intersecting issues of power, race, gender, ethnicity, nationality, class, and religion. We offer a rigorous knowledge base to enable students to appreciate the fundamental importance of diversity and to realize social justice as a way of improving the human condition. We prepare students to acquire and develop the language and communication skills and the cultural proficiency necessary to understand the social contexts and cultural expressions of national and international ethnic groups. Finally, we provide meaningful service learning and cultural immersion opportunities to our students both at home and abroad.

Six Department Goals:

1. To give the students the tools to develop their critical thinking skills and clearly reflect on and respond creatively to the intersecting issues of power, race, gender, ethnicity, nationality, class, and religion.
2. To provide and transmit a rigorous discipline-specific knowledge base.
3. To instill understanding of the social dynamics and cultural expressions of national and international ethnic groups, in order to appreciate diversity as a fundamental component of human society and to engage in realizing social justice.
4. To give students the tools to acquire and develop language and communication skills and cultural proficiency.
5. To develop and provide meaningful service learning opportunities as well as cultural immersion at home and abroad.
6. To help students become thoughtful world citizens who can successfully meet the professional challenges of their future careers and social responsibilities.

II. Departmental Faculty and Staff

World Languages and Cultures Dept Instructors -- AY Average Count of Appointments facpos_WLC report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	9	7	5	11	12	10
Assist Prof	1	1	1	1	1	1
Assoc Prof	2	3	3	1	2	2
Professor	5	5	5	6	4	4
Volunteer	6	5	5	3	2	2
Total	23	21	19	21	21	19

World Languages and Cultures AY average FTEF (time base totals) facpos_WLC report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	5.77	3.77	2.84	5.91	6.64	5.60
Assist Prof	1.00	1.00	1.00	1.00	1.00	1.00
Assoc Prof	2.00	3.00	3.00	.50	1.50	2.00
Professor	5.00	5.00	4.50	5.25	4.00	4.00
Volunteer	1.13	1.09	1.14	.35	.06	.06
Total	14.90	13.86	12.47	13.01	13.20	12.66

World Languages and Cultures department release/assigned time facpos_WLC report generated: 02-OCT-08						
Assignment Description	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Instr Experimt Innov/Research	.00	.00	.23	.00	.10	.00
Instr-Related Services	.40	.40	.00	.00	.00	.00
Instr-Related Comm Assignmts	.10	.00	.00	.20	.20	.00
Curricular Planning or Studies	.17	.10	.00	.13	.00	.00
Dept Chair AY, Leaders/Dir.	.53	.53	.53	.53	.95	.92
Dept Chair - 12mo	.20	.20	.20	.20	.20	.20
Total	1.40	1.23	.96	1.06	1.45	1.12

Personnel (At least .5 FTE)

Name	Position	Description of Specialty and Key Contributions (no more than 100 words per person)
Dr. Christina Accomando	Professor ES	Teaches Ethnic Studies courses and a special ES 108 course designed for EOP. Has a dual appointment with the English department. Received the HSU Outstanding Teacher Award in AY 06/07. Her area of expertise is American minority literatures, particularly in the slavery period, and women's studies. Some of her courses are cross listed with Women's Studies and English. Faculty member of the English Graduate Program. She is of Asian descent.
Dr. Wurlig Bao	Professor ES	Teaches Ethnic Studies courses. Some courses are cross-listed with other HSU programs such as Women's Studies, Anthropology, and Chinese Studies. Strong transnational scholarship in Asian minorities, particularly Chinese minority groups. Also, teaches courses on globalization and popular culture. Provides support and expertise to the Chinese Studies Minor. She is originally from Inner Mongolia, China.
Dr. Rosamel Benavides-Garb	Professor SPAN	Chair of WLC. Teaches Spanish language courses and Latin American Studies area courses in the major. Expertise in Latin American narrative and culture. Experience creating programs abroad. Leads the Oaxaca Program on a rotating basis. Co-Editor of the international academic on-line journal "Cuento en Red". Has grant writing experience. He is originally from the central region of Chile.
Dr. Lilianet Brintrup	Professor SPAN	Director of the Spanish Program. Teaches Spanish language courses and Latin American Studies area courses in the major. Expertise in Latin American poetry, travel literature, and culture. She is also author of several poetry books. Experience creating programs abroad. Leads the Oaxaca Program on a rotating basis. Permanent president of the very successful International Alexander von Humboldt Conference. She is originally from the southern region of Chile.
Dr. Valerie Budig-Markin	Professor FREN	Director of the French and Francophone Studies Program. Teaches French language and Francophone studies with a focus on gender and ethnic issues in global Francophone cultures. Co-author of Francophone text book widely used in American universities. Has

		experience with programs abroad. Created the Morocco Program and the Montpellier Program.
Dr. Manuel Callahan	Assistant Professor ES	Teaches in the Ethnic Studies Program. Expertise in Mexican American history, Zapatismo, and prison industrial complex. Teaches in the M.A. in Social Sciences Program in Environment and Community. He is Chicano.
Dr. Barbara Curiel	Professor ES	Director of the Ethnic Studies Program in a dual appointment with English. Teaches courses on American ethnic minority literatures and border studies including Chicano studies. Some courses are listed with other HSU Programs such as English and Women's Studies. Also teaches graduate level English courses. She is an accomplished and published poet. She is Chicana.
Dr. Francisco de la Cabada	Lecturer (3year) SPAN	Teaches all lower and upper division language courses and selected courses in history and linguistics. Area of expertise is Mexican Studies and particularly the Mexican essay. Created and directs the Parras Program in Coahuila, Mexico in partnership with the Department of Environmental Engineering. He is originally from Mexico.
Dr. Joseph Diémé	Assistant Professor FREN	New tenure track faculty hire in AY 08/09 in the French and Francophone Studies Program. Teaches all French language courses and Francophone curriculum. Area of expertise related to African and Caribbean cultures in the colonial and postcolonial periods. Will continue preliminary work to establish the first HSU program in Senegal. He is originally from Senegal.
Dr. Matthew Dean	Assistant Professor SPAN	New tenure track faculty hire AY 08/09 in the Spanish Program. Teaches all language programs and Peninsular literature, history and culture. Expertise in Spanish Renaissance period, theater, and particularly Miguel de Cervantes. Will initiate exploration to develop our first HSU program in Spain. He will also take the post of WLC Computer Lab Director in AY 09/10.
Dr. Andres Diez	Associate Professor SPAN and FERP	Teaches lower level Spanish language classes and occasional upper division courses in the area of Peninsular literature and linguistics. His teaching semester is spring. He will enter his fourth FERP year. He is originally from Spain.
Dr. Michael Eldridge	Professor IS	Director of the International Studies Program. Leads all efforts of the program. He teaches in the English Program and is also director of the English Graduate Program. Area of expertise is American literature and postcolonial studies. Has grant writing experience.
Russell Gaskell	Lecturer SPAN	Teaches all lower division Spanish language courses. He is also the current director of WLC computer lab. Has expertise in language teaching and technology.
Dr. Kay LaBahn Clark	Professor GERM	Director of the German Program. Teaches all courses in the program, language courses and content courses. Area of expertise in German Studies, particularly the connection between German philosophy and German literature. Some courses are cross listed with other HSU Programs such as Women's Studies. She created the Halle Program in Germany and developed the Martin-Luther-Universität Bilateral Exchange Program.
Dr. Ray Wang	Professor CHIN	Director of the Chinese Studies Program. He is also the Interim Dean of the Library. His relevant area of expertise in WLC is Chinese

		studies and language teaching. Has special expertise as an international translator Mandarin-English. Has created the Xi'an Program and crafted the Xi'an International Studies Bilateral Exchange Program. He is also one of the founders of the Humboldt College in Xi'an. He has grant writing experience. He has taught all levels of Chinese, cultural seminars, and directed studies.
Xi Zhang	Lecturer CHIN	She has extensive international experience teaching Chinese as a second language to international students. AY 08/09 is her first year at HSU. We have had other excellent Chinese instructors from China in recent years: Huang Yan and Shen Lan.
International Faculty in Residence	Lecturer SPAN/ FREN/ ARABIC	Besides the ongoing participation of Chinese faculty in the Chinese Program, we have an ongoing International Faculty in Residence Program. These faculty members come to WLC for a semester to teach unique courses in their field of expertise, making the programs current and stimulating for our students. International faculty members have visited us from Argentina, Colombia, Chile, Ecuador, France, Guatemala, Jordan, Mexico, Morocco, Senegal and Tunisia.

III. Recruitment and Retention

Describe any specific actions (other than HOP or similar standard efforts) the department has taken to recruit and/or retain students, particularly diversity students and/or students who are underrepresented in your discipline. What have been the results of those actions?

There has not been any HSU mandate, directive, or budget assigned to WLC in the area of recruitment and/or retention other than HOP and other campus-wide efforts in which WLC faculty members participate actively.

Having said this, last AY 07/08 we received funding to produce our first professionally designed brochure. This fall 08 semester we received the final product and therefore we have immediately initiated the distribution of this brochure among our majors and minors as a first step.

A number of WLC faculty, particularly Ethnic Studies faculty, routinely participate in other campus retention activities and events such as Multicultural Center receptions aimed at supporting diverse students. We have also participated in minority graduation ceremonies. In addition, we have been active in community outreach efforts in partnership with College of the Redwoods, such as the International Latino Film Festival at the Minor Theatre. WLC organizes and hosts special events that have recruitment and retention goals such as department student receptions and program-specific receptions in the fall or spring semesters. Academic events such as the Dialogue on Race and the International Latino Film Festival also serve this purpose.

We have historically supported all elementary, middle, and high school language programs in the region and have invited faculty and language students to HSU when presenting cultural activities such as the Day of the Dead celebration or artistic events such as plays or concerts. When high

school students come to HSU, many of them for the first time ever, we take a moment to talk about what WLC has to offer to them in our respective majors as well as the university in general.

WLC faculty also go beyond the usual academic advising activities to support diverse and underrepresented members of the student population. Due to the diverse makeup of our faculty body (the most diverse at HSU), many students naturally seek mentorship and personal advice from our faculty members. We are certain that WLC faculty play a critical role in the retention of specific students who would simply drop out of school without our direct intervention.

The positive results of all recruitment and retention efforts are observable to us as students stay and continue their program, in many cases outside our own WLC programs, against difficult odds. We also observe results when we recognize high school students in our programs who decided to come to WLC after they met us in person. We regularly see students from the College of the Redwoods who decided to come to WLC after meeting us in person at outreach events.

In the area of international student recruitment, we should mention the students coming to HSU via bilateral exchange agreements that we have directly crafted, as mentioned above. These international students bring to our campus a unique international presence and make contributions to all areas of campus life, thereby supporting the ongoing internationalization efforts at HSU. So far, through these WLC sponsored programs and in collaboration with Office of International Programs, 20 students have come to HSU and likewise we have sent abroad almost the same number of HSU students.

Perhaps the most successful story in the area of regular, tuition-paying, international student recruitment at HSU is the case of students coming from Xi'an International Studies University. In AY 07/08 we recruited 16 students, and in AY 08/09 we recruited 19 for a total of 35 students. They come through a special unit in China called Humboldt College that was created and sponsored by HSU and principally by WLC. Two WLC faculty members have been the founders and driving force behind Humboldt College. Most of the students coming to HSU are International Studies majors with concentrations in International Business or another concentration.

IV. Learning, Curriculum, and Assessment.

List the student learning outcomes for your academic programs. Then for each learning outcome that has been assessed, provide a summary paragraph that includes the methodology and results of the assessment.

In the fall semester of 2006 we developed our first department mission statement with required goals and learner outcomes. In the spring semester of 2007 we developed six program-specific exit surveys to measure the learner outcomes and other areas regarding student satisfaction. At the same

time we implemented one beta exit survey with the participation of German BA graduating majors. In the fall semester of 2007 we analyzed the responses and decided to redesign the survey into one comprehensive single learner outcome and student satisfaction survey document applicable to all WLC majors. In the spring semester of 2008 we redesigned the WLC survey.

This process also forced us to look at the department mission, goals, and learner outcomes anew. This fall semester 2008, we decided to rewrite the mission of our department with further precision in order to better reflect the goals and logical learner outcomes. In addition, we wanted to connect our department statement with larger framing documents like the HSU vision and the Seven HSU Learner Outcomes as presented in the WASC process. The new mission and goals of WLC are stated in section I of this document.

Due to the recent update of our department's mission, goals, and learner outcomes, we expect to make one more revision to the department's learner outcome and student satisfaction survey. Furthermore, we are planning to implement additional program-specific assessment processes to measure discrete learner outcomes on an ongoing basis.

Thus, based on WLC's new mission statement and the six goals presented in section one, we present here six learner outcomes, one for each goal as follows:

1. Students can analyze complex historical and social events, and the cultural expressions of individuals and communities, from multiple perspectives of race, gender, ethnicity, nationality, class, and religion.
2. Students are prepared to apply their mastery of discipline-specific knowledge to workplace and/or post-baccalaureate environments.
3. Students demonstrate understanding of complex interactions of ethnic groups in their social contexts in the United States and the world achieved in the study of language, diverse cultural expressions, and social struggles.
4. Students use all four language skills (oral, writing, reading and comprehension) appropriately to function in authentic linguistic and cultural contexts.
5. Students demonstrate the capacity to critically reflect, adapt, and network in a non-academic space or organization in a collaborative and professional manner.

6. Students demonstrate the ability to gather information and use necessary analytical skills to evaluate the impact of private and public policies on regional, national, and international environments and cultures.

In the spring semester 2009 we will conduct a department-wide learner outcome assessment in the form of a Student Exit Questionnaire.