Language Institute
UNIVERSITY OF WISCONSIN–MADISON

2017-18 Annual Report

Submitted May 23, 2018 by
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www.languageinstitute.wisc.edu
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1. Overview

In 2017-18, the Language Institute continued to provide key support and advocacy for the study of language and languages on the UW-Madison campus and beyond. Activities of the Language Institute fall into five broad categories, which are represented by separate sections in this report:

- Academic programs
  - Doctoral Program in Second Language Acquisition
  - Russian Flagship Program
- Advising and programming for undergraduate students of languages
- Grants and campus programming for faculty, staff and graduate students
- K-12 and community outreach
- Research and special projects

New Language Institute initiatives in the 2017-18 academic year included:

- The Wisconsin Language Roadmap Initiative, a federally funded project to promote collaboration among Wisconsin leaders in business and industry, non-governmental organizations, state and local government, and K-16 education to develop a vision and strategic plan for developing multilingual talent to meet the state’s future workforce and community language needs.
- The federally funded STARTALK Korean Language and Culture Academy, a pre-college summer program for beginning-level learners of Korean.
- Support for the new Classics Camp for Youth in the Department of Classics and Ancient Near Eastern Studies.

The Language Institute was fortunate in 2018 to recruit and hire an outstanding new International Directions Advisor, Kaitlin Koehler, to replace Michael Kruse, who took a position with L&S SuccessWorks in November, 2017.

The excellence of our staff in carrying out the activities described in this report was recognized this year by the Wisconsin Association for Language Teachers (WAFLT), which presented the Language Institute with the Anthony J. Gradisnik Award at the WAFLT annual meeting in November, 2017.

Websites
Language Institute languageinstitute.wisc.edu
Languages at UW-Madison languages.wisc.edu
Doctoral Program in Second Language Acquisition sla.wisc.edu
Russian Flagship Program russianflagship.wisc.edu
STARTALK Korean Language and Culture Academy startalkkorean.wisc.edu
Wisconsin Language Roadmap Initiative wisconsinlanguageroadmap.wisc.edu
2. Academic Programs

2.1. Doctoral Program in Second Language Acquisition (SLA)

The Doctoral Program in SLA prepares students to investigate a broad range of social, cognitive, and political issues surrounding the instructed and naturalistic acquisition of second/additional languages, and the development, maintenance, and loss of bilingualism/multilingualism in communities across the globe.

Core faculty in the SLA Program are from 9 departments and represent unique perspectives and backgrounds that inform a diverse program with a richly interdisciplinary research and teaching profile. The current Director is Catherine Stafford, Department of Spanish and Portuguese; Wendy Johnson, Language Institute Assistant Director, provides program administration.

BY THE NUMBERS
- Current students (as of Spring 2018): 20 SLA PhD majors; 34 registered SLA PhD minors
- SLA majors who have earned the PhD since the program was established in 2002: 33
- Applicants for admission in the Fall 2018: 30
- Students admitted and planning to matriculate in Fall 2018: 2
- Graduate School Fellowships awarded for 2018-19: 4 one-semester fellowships
- Summer 2017-Spring 2018 graduates: 6

STUDENT ACHIEVEMENTS
- Kazeem Sanuth received the National Federation of Modern Language Teachers’ Associations (NFMLTA) Dissertation Grant. He also received a Mellon-Wisconsin Fellowship for Summer 2018.
- Bingjie Zheng was awarded a NFMLTA/Modern Language Journal Conference Travel Support Grant and a NFMLTA/National Council of Less Commonly Taught Languages Graduate Student Research Support Award.
- Sara Farsiou received a Spring 2018 University Housing Honored Instructor award.
- Eight students received SLA Program Travel/Research Awards to support their dissertation research and travel to conferences.
- Lauren Goodspeed accepted a full-time position at the University of Minnesota, Twin Cities.

ALUMNI ACHIEVEMENTS
- Thirty program graduates are employed in academic institutions.
- Two of the SLA Program’s first graduates were recently promoted to associate professor with tenure: Isabelle Drewelow (University of Alabama) and Paula Garrett-Rucks (Georgia State University). Drewelow’s work was recognized in the 2017 Educator of Excellence Award by the Alabama World Languages Association. Garrett-Rucks’ book, *Intercultural Competence in Instructed Language Learning: Bridging Theory and Practice*, received the 2016 ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. Garrett-Rucks was also tapped by core SLA members Dianna Murphy and Karen Evans-Romaine to share her expertise on promoting the development of intercultural competence in instructed language learning by serving as an external consultant for the Flagship Culture Initiative, a new, federally-funded, inter-institutional project housed at the University of Maryland to better prepare students for (inter)cultural learning before and during Language Flagship capstone study abroad programs.
- Michele Back, assistant professor of World Languages Education at the University of Connecticut, was co-editor of the volume *Racismo y lenguaje [Racism and language]*, published in 2017.
- Peter De Costa, assistant professor in the Department of Linguistics, Germanic, Slavic, Asian and African Languages at Michigan State University, was appointed co-editor of *TESOL Quarterly*, an important refereed professional journal in the area of teaching English to speakers of other languages.
- Atsushi Hasegawa, assistant professor in the Department of Modern and Classical Languages, Literatures and Cultures at the University of Kentucky, is currently serving as President of the Kentucky Association of Japanese Language Teachers (KAJLT). He was awarded a research fellowship from the Japan Foundation and spent two months in Osaka to conduct fieldwork for his new project “Language Lives of Short-Term Study Abroad Sojourners in Japan: Language Socialization Perspective.”
• Nelly Martin, a 2017 graduate who is currently a visiting scholar at Auckland University of Technology, had an article based on her dissertation accepted for publication in the journal *World Englishes*. Her work is entitled “Bahasa gado-gado: English in Indonesian popular texts.”

PROFESSIONAL DEVELOPMENT EVENTS AND ACTIVITIES

• Invited lectures by Kathleen Bardovi-Harlig (Indiana University), Li Wei (University College, London), and SLA alumna Michelle Back (University of Connecticut).
• In Fall 2017, a semester-long pro-seminar on research methods for incoming SLA students. The seminar included presentations by SLA faculty and staff on their research and weekly discussions of readings on research methods. Presentations were by Heather Willis Allen, Monika Chavez, Maggie Hawkins, Junko Mori, Dianna Murphy, Catherine Stafford, Katrina Daly Thompson, and Kate Vieira. SLA students Lauren Goodspeed and Chen Sun also presented on SLA faculty/student research projects. The seminar was coordinated by Dianna Murphy, with Heather Willis Allen and Maggie Hawkins.
• Professional development workshop “Riding the AAAL Wave,” organized by students to build on the momentum of attending a national conference (the American Association for Applied Linguistics) to discuss strategies for conference attendance and turning conference papers into publications. SLA faculty Maggie Hawkins, Cathy Stafford and Richard Young served as panelists.
• Biweekly lunchtime chats with SLA students and faculty.
• Annual *SLA Student Symposium*, co-sponsored by UW-Madison, University of Iowa, and the University of Minnesota, held this year on the University of Iowa campus.
• Four funded SLA research grants will give SLA students the opportunity to work collaboratively with SLA faculty in summer 2018.

Bingjie Zheng presents at the 2018 Conference of the American Association of Applied Linguistics

For more information:
www.sla.wisc.edu
2.2 Undergraduate Russian Flagship Program

The Russian Flagship is a non-degree program for UW-Madison undergraduate students of any major to reach a professional level of competence in Russian by graduation through intensive and accelerated programs of study on the UW-Madison campus and extensive study overseas. This prestigious program, funded by a grant from the National Security Education Program of the U.S. Department of Defense and by the UW-Madison College of Letters & Science, is a collaborative initiative of the Department of German, Nordic, and Slavic (GNS) and the Language Institute, with the Center for Russia, East Europe, and Central Asia (CREECA) and Doctoral Program in Second Language Acquisition.

BY THE NUMBERS
- 2017-18 external grant funding: $499,330
- Students: 54
- Tutors: 15
- Average hours/week of individual and small-group Russian tutoring in Spring 2018: 46
- Students on the Russian Overseas Flagship Program in Almaty, Kazakhstan in 2017-18: 5
- Acceptance rate to the Russian Overseas Flagship for 2018-19: 100%
- Students studying abroad in Summer 2018: 13
- Federal scholarships:
  - Language Flagship scholarships awarded: $151,118
  - Critical Language Scholarship for Summer 2018: 1
  - FLAS for Summer 2018: 4
- Russian House: 10

FACULTY AND STAFF: Karen Evans-Romaine, Director; Dianna Murphy, Associate Director; Anna Tumarkin, Assistant Director; Laura Marshall, Program Coordinator

PROGRAM HIGHLIGHTS
- **Global Professionals Day**, a career-oriented event organized by the Russian Flagship Program for all UW-Madison students of Russian. The event included a keynote address by a UW-Madison and a Russian Overseas Flagship alumnus who is currently working in Washington, DC as an analyst at Booz Allen Hamilton; a discussion panel with five Russian Flagship alumni; a resume-building workshop led by a representative from L&S SuccessWorks, Michael Kruse; and a networking and resource fair with a photographer who took professional headshots of students for their LinkedIn profiles. Laura Marshall conceptualized and organized this new event, which students evaluated as being very helpful and motivating.
- Successful proposal for the Flagship Culture Initiative: *Culture Learning at the Advanced and Superior Levels in Transnational and Transregional Contexts*, an inter-institutional curriculum development project administered through the University of Maryland to promote the development of students’ cultural awareness, knowledge, and skills, and their intercultural communicative competence at the ACTFL Advanced (ILR 2) and Superior (ILR 3) levels of proficiency in three languages: Arabic, Chinese and Russian. Karen Evans-Romaine and Dianna Murphy are co-Associate Directors of the initiative.
- Piloted an intercultural exchange, based on MIT’s *Cultura* model, between 7 UW-Madison students and 7 students at Nazarbayev University in Astana, Kazakhstan. UW-Madison students were upper-level Russian students enrolled in Slavic 705: *Advanced Conversation and Listening*, taught by Evans-Romaine.
- Gave presentations about the Russian Flagship Program:

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1 $306,330 for core institutional costs, $193,000 for student scholarships.
• “The Russian Flagship Program: Applying Flagship Practices to Enhance Language Learning,” by Evans-Romaine for a webinar hosted by American Council of Teachers of Russian, January 25, 2018. Russian language teachers from all over the world could register for this webinar, which was advertised on the international Slavic e-mail listserv SEELANGS.

• “Reaching the Advanced and Superior Levels of Russian Language Proficiency: Courses, Methods, and the Best Practices,” by Evans-Romaine for a panel organized by UW-Madison Slavic graduate student and Russian Flagship tutor Olga Permitina at the ASEEES annual convention in Chicago, IL, November 10, 2017.

• “Redesigning an Advanced Level Conversation Course into a Blended Format,” by Anna Tumarkin at the UCLA Russian Flagship Workshop, August 2, 2017


• Led Russian Across the Curriculum tutorials for advanced Russian Flagship students on topics such as language policy in Ukraine; arbuscular mycorrhizal fungi; Russia's propaganda war against the United States in the new Cold War; views of Russian literary critics and the reading public on current Russian literary trends; the differences between Russian and American news sources in tone, word choice, and number of quotations, with a focus on Crimea, 2014 to 2016; alternative sources of energy in Kazakhstan, including solar and hydropower, and recommendations for the development and use of clean energy sources; and the influence of Central Asian religious melodies on the music of Bukharian Jews.

• Promoted undergraduate student research: Funded the participation of two students in the 2018 UCLA Undergraduate Conference on Slavic and East/Central European Studies. Papers were on the role of Bukharian Jewish music in Central Asian music cultures, and on sports diplomacy in the Brezhnev era.

• Offered Introduction to Kazakhstan as a 1-credit course in the International Learning Community to provide a general introduction to the geography, history, culture, politics, society, economy, and culture of everyday life in Kazakhstan and to better prepare students for overseas study of Russian in that country.

• Offered a rich program of co-curricular activities that included:
  • Facilitated conversations with guests from the Wisconsin Russia Project (WRP), an initiative of the Center for Russia, East Europe, and Central Asia, funded by a major grant to UW-Madison by the Carnegie Corporation of New York. WRP scholars led discussions at on topics such as LGBT issues, income inequality, and local history in Russia.
  • Collaborative events with Russian House, including a cooking master class (to prepare a traditional Russian soup, borscht) and a New Year’s celebration where students participated in mini-workshops on Russian New Year’s traditions.
  • Peer language exchanges with students from Kazakhstan.

• Professional development opportunities for graduate TAs and Flagship tutors:
  • Workshop on “The Development of Blended Language Courses,” organized by Anna Tumarkin and led by Anna Kudyma, University of California, Los Angeles Russian Flagship.
  • One TA, an SLA PhD student, to participate the ACTFL 4-day Oral Proficiency Interview Assessment Workshop (required for OPI tester certification).
  • Two TAs who completed the OPI assessment workshop last year are pursuing full OPI tester certification and are currently in the final stages of certification process.

For more information:
www.russianflagship.wisc.edu
3. Undergraduate Academic and Career Advising, Programming and Communications

Activities focused on undergraduates were led by Michael Kruse, International Directions Advisor, until his departure for a position with L&S SuccessWorks in November, 2017. Assistant Director Wendy Johnson provided interim supervision of undergraduate-focused activities and chaired the search committee, whose successful search led to the hire of Kaitlin Koehler as of April 2, 2018.

**Advising and Programming**
- Pre-major and career advising for individual students
- SOAR language consulting (provided by Michael Kruse in Summer 2017 and Wendy Johnson in Winter 2018) to answer incoming students’ questions about language courses, programs and related policies
- Fall 2017 events for undergraduates:
  - Making the Most of Your Language Study
  - International Careers: Making Global Connections
  - Marketing Your Language Skills
  - International Education Week Alumni Career Mentoring

**Communications**
With undergraduate communications interns Emily Buchberger and Emily Curtis, communications campaigns targeted at undergraduates:
- **Languages at UW-Madison website, Facebook and Twitter**: Language-related feature stories, events and academic and career-focused information.
- Bi-weekly Love Languages e-Bulletin, sent to a list of over 1,600, with career tips, information about events, and scholarship, job/internship and other opportunities
- Under Koehler’s direction, a new print brochure on UW-Madison’s language programs for students and parents at SOAR

For more information:
www.languages.wisc.edu
4. Grants and Campus Programming for Faculty, Staff and Graduate Students
In 2017-18 the Language Institute continued to sponsor a small grants programs for academic staff in departments of languages, literatures, and cultures, and organized a rich program of lectures, workshops and other events for faculty, instructional staff and graduate students with interests in the study of human languages, and in language education and research.

4.1. Academic Staff Professional Development
Six professional development grants totaling $5,100 were awarded to:

- Erlin Barnard, Department of Asian Languages and Cultures (Indonesian; LCTLs) to participate in the 2018 International Conference on Heritage/Community Languages
- Beatriz Botero, Department of Comparative Literature and Folklore Studies, to participate in the 2018 Latin American Studies Association Congress
- Takako Nakakubo, Department of Asian Languages and Cultures (Japanese), to participate in the 2018 Conference of the American Association of Applied Linguistics
- Lauren Schmidli, L&S Learning Support Services, to participate in the 2018 meeting of the Association for the Assessment of Learning in Higher Education
- Nete Schmidt, Department of German, Nordic, and Slavic (Danish), to participate in the 2018 Danish Academic Network in America Conference and Workshop
- Jeanne Schueller, Department of German, Nordic, and Slavic (German), to host a course development retreat and workshop focused on the redesign of German 258: Intermediate German-Reading

4.2. Lectures, Workshops and Brownbags
Many of these events were co-sponsored with the PhD Program in Second Language Acquisition, and other UW-Madison departments and programs.

Public lectures:
- Words on the Move, by John McWhorter, professor of linguistics at Columbia University and host of Slate's language podcast Lexicon Valley. Audience of approximately 150; standing-room only. Recorded for University Place, Wisconsin Public Television.
- The Radically Isolating Languages of Flores: What Does it Mean When Languages Resemble Creoles Typologically?, John McWhorter, Columbia University
- Conventional Expressions in L2 Pragmatics, Kathleen Bardovi-Harlig, Indiana University
- To Osu or not to Osu: Language and Culture Learning as Multimodal Resemiotization: a Translanguaging View, Li Wei, UCL Centre for Applied Linguistics, University College London

Pedagogical workshops:
- Annual pre-service interdepartmental orientation workshop for 43 new TAs and instructors of 22 languages
- Teaching Second Language Pragmatics, Kathleen Bardovi-Harlig, Indiana University
- Vygotsky, Krashen, and Swain: Considering SLA Theories in Online and Face-to-Face Language Education, Jennifer Quinlan, Brigham Young University
- How World Language Teachers Perform and Position Agency in Classroom Target Language Use, Michele Back, University of Connecticut

Brownbags by UW-Madison graduate instructors:
- Task-Based Language Learning: Authenticity in the L2 Classroom, Matthew Griffin, Doctoral Student, Department of Spanish & Portuguese
- Context Matters! Using Authentic Video and Social Media in the Language Classroom, Jaerin Ahn, Departments of Curriculum and Instruction, and Asian Languages and Cultures
- Landscapes, Soundscapes: Exploring the Target Culture through Music and Technology, Melissa Sheedy, Department of German, Nordic, and Slavic
5. K-12 and Community Outreach

5.1 K-12 Outreach

By connecting UW-Madison expertise in languages and cultures with younger learners and K-12 teachers, the Language Institute strives to inspire future generations to undertake the long-term study of languages.

Language Institute 2017-18 K-12 outreach programs, led by Language Institute assistant director Wendy Johnson, were:

- **STARTALK Korean Language and Culture Academy**: A new federally funded precollege program directed by Byung-jin Lim, Department of Asian Languages and Cultures, and coordinated by Johnson. Funding was through STARTALK, a program of the National Security Agency a to increase the number of U.S. citizens who learn, speak, and teach critical-need foreign languages. The program, which enrolled 20 Wisconsin high school students, included daily instruction in Korean; workshops on martial arts, cooking, and dance; and a day-long field trip to Chicago to visit Korean restaurants and shops. The program recently received notice of an award for continued federal funding for Summer 2018.

- **Classics Youth Camp**: Johnson supported the Department of Classical and Ancient Near Eastern Studies in planning a new, two-week Summer 2018 program for middle and high school students focused on the language and cultures of the Ancient Greeks and Romans. Twenty-one participants are registered for the July 3-August 3 camp.

- **High School Tutoring in Less Commonly Taught Languages**: With East High School (Madison) and Plymouth High School (Plymouth), recruited UW-Madison students to provide tutoring for Wisconsin high school students studying Arabic, Chinese, Japanese, Korean (new this year) and Russian through Facilitated Language Study programs at those schools.

One-day campus events for K-12 audiences:

- **Experience Languages** school visits program: Hosted Madison East, Fennimore, Plymouth, and Waterford High Schools for visits to Van Hise Hall for observations of UW-Madison language classes, demonstration language lessons, and panel presentations on language study at UW-Madison. Reached around 80 high school students and teachers.

- **World Appreciation Day** (November 14, 2017): Co-sponsored (with the Institute for Regional and International Studies) a day-long event to introduce Wisconsin middle-school students to diverse languages and cultures.

- **International Introduction** (May 8, 2018): With IRIS, co-sponsored a day-long program for 175 middle school students from Aldo Leopold Community School, Green Bay. Wendy Johnson gave the presentation, “Why Learn a Language.”

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“I loved the way the teachers taught us! They were kind, patient, and very supportive, I learned so much!”
—Participant, 2017 STARTALK Korean Language and Culture Academy
5.2. Wisconsin Language Roadmap Initiative

A major outreach initiative of the Language Institute in 2017-18 was the Wisconsin Language Roadmap, a federally funded project to promote collaboration among Wisconsin leaders in business and industry, non-governmental organizations, state and local government, and K-16 education to develop a vision and strategic plan for developing multilingual talent that meets the state’s future workforce and community language needs. Wisconsin is one of just two states, with Indiana, to receive the federal funding to conduct a Language Roadmap in the current grant cycle.

The project is co-directed by Rob Howell, Dianna Murphy, Catherine Stafford and Guido Podesta. SLA PhD student Ryan Goble is project coordinator. Pam Delfosse is Wisconsin Department of Public Instruction liaison.

Major activities in 2017-18 were:

- Conducted an assessment of Wisconsin’s current and future multilingual workforce needs, and of the state’s current educational capacities and community resources in languages. Major findings from this assessment were summarized in a report, *Wisconsin’s Language Landscape*, that was shared with participants before a statewide Summit.
- Sponsored the Wisconsin Language Summit on January 28, 2018, a working meeting of 75 Wisconsin leaders from different sectors who exchanged perspectives on the value of languages in national and Wisconsin contexts, focusing on how language skills contribute to the state’s economy and how language education contributes to future workforce development. The Summit was co-chaired by Dianna Murphy and Pam Delfosse, and facilitated by Charles Dufresne, Interworks. See below for speakers. Sponsors were UW-Madison, with the Wisconsin Department of Public Instruction and Wisconsin Economic Development Corporation.
- Formed working groups comprised of leaders across sectors to draft recommendations for the Wisconsin Language Roadmap. Those recommendations will be widely distributed for public review and comment in early June, 2018.

Invited speakers at the Wisconsin Language Summit were:

- Shiva Bidar-Sielaff, Chief Diversity Director, UW Health
- Rebecca Blank, Chancellor, UW-Madison
- Tony Evers, State Superintendent of Public Instruction, Wisconsin Department of Public Instruction
- Christopher Gutman, Managing Director, Red Arrow International, A Kerry Business
- Michael Nugent, Director of the National Security Education Program
- S. Mark Tyler, President, OEM Fabricators, Inc.; Chair, Governor’s Council on Workforce Investment; President, Wisconsin Technical College System Board; Regent, University of Wisconsin; Member, Governor’s Early Childhood Advisory Council
- Howard A. Stephenson, State Senator, Utah
- Susan Zaeske, UW-Madison College of Letters & Science Associate Dean for Arts and Humanities

Featured innovators in language education at the Summit were:

- Teresa Carranza, Coordinator of Dual Language Education and Biliteracy, Madison Metropolitan School District
- Claudine Clark, French and Facilitated Language Study Teacher, Madison East High School, Madison
- Pam Delfosse, International Education and World Languages Consultant, Wisconsin Department of Public Instruction
- Karen Evans-Romaine, Professor of Russian, UW-Madison Department of German, Nordic, and Slavic and Russian Flagship Program
- Laura Koebel, Spanish and Facilitated Language Study Teacher, Plymouth High School, Plymouth
- Audrey Lesondak, Education Consultant, Bilingual/ESL Education Programs, Wisconsin Department of Public Instruction
- Marie Moeller, Chair, Department of Global Cultures & Languages, University of Wisconsin-La Crosse
- Lauren Rosen, Director, University of Wisconsin Collaborative Language Program
Wisconsin Language Roadmap Advisory Board members are:

- Shiva Bidar-Sielaff, Chief Diversity Director, UW Health
- Carmel A. Capati, Wisconsin Court Interpreter Program Manager, Director of State Courts Office of Court Operations
- Pam Delfosse, World Languages and International Education Consultant, Wisconsin Department of Public Instruction
- Lora Klenke, Managing Director, International Alumni Relations, Wisconsin Alumni Association
- Dominic Ledesma, Language Access Coordinator and Bilingual Editor, UW Cooperative Extension
- Audrey Lesondak, Education Consultant, Bilingual/ESL Education Programs, Wisconsin Department of Public Instruction
- Gautam Malik, Chief Operating Officer, Gamber-Johnson
- Marie Moeller, Chair, Department of Global Cultures and Languages, University of Wisconsin-La Crosse
- Lynn Neitzel, Director, Teaching and Learning Resources, Curriculum and Assessment, Blackhawk Technical College
- Lauren Rosen, Director, University of Wisconsin Collaborative Language Program
- Kevin Schleicher, Global Sales Manager, Organic Valley
- SuAnn Schroeder, President, Wisconsin Association for Language Teachers
- Katy Sinnott, Vice President, International Business Development, Wisconsin Economic Development Corporation

Communications about the initiative included the October 2017 article in the Wisconsin Business Voice: Language Roadmap Key to Economic Opportunities, by Guido Podestá, UW-Madison Vice Provost and Dean, International Division, and a presentation at the 2018 Flagship Annual Meeting in Philadelphia. Murphy will give a presentation about the project at the June 4, 2018 meeting of the National Security Education Board in Washington, DC.

Participants in the January 26, 2018 Wisconsin Language Summit
Photo: Yasha Hoffman

For more information:
www.wisconsinlanguageroadmap.wisc.edu
6. Research and Special Projects

6.1 Research
In addition to its support of research by SLA PhD Program faculty and students, Language Institute research in 2017-18 focused on the completion of a national report on the demographics of U.S. undergraduate majors in foreign languages, literatures and cultures. The report, authored by Dianna Murphy and Seo Young Kim, is forthcoming in the Summer 2018 edition of the ADFL Bulletin, a publication of the Association of Departments of Foreign Languages, a subsidiary of the Modern Language Association. The report presents descriptive data on the gender and ethno-racial distribution of U.S. Bachelor’s degrees in 50 different degree programs in languages and literatures other than English (LOTEs) over a four-year period, from 2010-11 through 2013-14 (average annual n=24,242).

6.2. Special Projects
The Language Institute provided support for several other collaborative initiatives, including:

- Implementation of the new UW-Madison course attribute for introductory language courses that enables students and advisors to more easily find language courses and identify how those courses may fulfill undergraduate degree requirements such as the L&S Foreign Language Requirement.

- UW-Madison participation in Big 10 Academic Alliance projects:
  - Support for Katrina Daly Thompson, Department of African Cultural Studies, to participate in the Big 10 LCTL Partnership as a core partner for Swahili
  - Four UW-Madison LCTL instructors to participate in Big 10 LCTL Partnership workshops at Michigan State University
  - For the Mellon LCTL Partners Program at the University of Chicago, served as the campus contact to share information about opportunities to participate in workshops and/or to apply to participate as a Collaborative Partner to develop shared courses in LCTLS.

- For the Russian Flagship, the Flagship Culture Initiative: Culture Learning at the Advanced and Superior Levels in Transnational and Transregional Contexts, an inter-institutional curriculum development project focused on the cultural preparation of Language Flagship students for successful intercultural interactions at a professional level with diverse groups in complex multiethnic, multilingual and multicultural societies. Valerie Anishchenkova, University of Maryland, PI; Karen Evans-Romaine and Dianna Murphy, co-associate directors. Partner institutions are Indiana University, Portland State University, University of Hawai‘i, University of Maryland and UW-Madison, in collaboration with overseas universities in Kazakhstan (Al-Farabi Kazakh National University and Nazarbayev University), China (Beijing Union University and Nanjing University), and Morocco (Arab American Language Institute in Morocco), and with American Councils for International Education.
7. Acknowledgements

The Language Institute is an initiative of the UW-Madison College of Letters & Science, with substantial support from the International Division.

The primary source of campus funding for the Language Institute is from L&S.

Generous funding from the International Division for 2017-18 Language Institute programming supported undergraduate programming and communications, SLA faculty and student research projects, academic staff professional development grants, and LCTL instructor participation in Big 10 LCTL Partnership workshops.

The Russian Flagship Program is supported by a grant from the Language Flagship of the National Security Education Program in the U.S. Department of Defense, and by the College of L&S.

The Wisconsin Language Roadmap Initiative is funded by a grant from the Language Flagship of the National Security Education Program in U.S. Department of Defense, with substantial support from the International Division and the College of L&S.

The governing body for the Language Institute is the LI Administrative Council:

- Director, Language Institute (Rob Howell)
- Director, Doctoral Program in Second Language Acquisition (Catherine Stafford)
- Director, Russian Flagship Program (Karen Evans-Romaine)
- Chair, Department of Linguistics (Eric Raimy)
- Associate Director, Language Institute (Dianna Murphy)
- Assistant Director, Language Institute (Wendy Johnson)

The activities of the Language Institute are possible because of the outstanding work of the many faculty, staff and students who are involved in Language Institute programs, projects and activities. We are deeply grateful to these colleagues for their contributions of time, talent and expertise to promoting the mission of the Language Institute and the Wisconsin Idea.