



## College of Arts and Sciences

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29 July 2016

### MEMO

**TO:** Kate Miller  
Provost/VPAA

**FROM:** Paula M. Lutz  
Dean, Arts and Sciences

**RE:** Program Review for the B.A. and M.A. in German (Modern and Classical Languages)—Dean's recommendation

The IPR for the B.A. and M.A. in German was done in tandem. The B.A. has had nineteen graduates in the past four years. The M.A. has produced four graduates in the past five years. Recruitment for the graduate program is almost exclusively from within (B.A. majors) which does not make for a strong program. At present, there are no GA's assigned to the German program. Graduate courses are often co-enrolled 4000/5000 levels with both undergraduates and graduate students.

There is a strong rationale for keeping this B.A. The presence of 'feeder high schools' offering this language around the state is important. UW's emphasis on internationalization and globalization is echoed in the draft A&S strategic plan. Preparing students to compete in a global economy is a part of the draft UW strategic plan. A language requirement for all students is no longer a part of the A&S Core, but more than half of our departments have included a language requirement in their four-year plans. That language requirement has increased in a subset of our departments. Discussion of an international certificate for our undergraduates—perhaps even a required international experience for all undergraduates—can only expand the need for the B.A. A weak M.A. degree dilutes the efforts that should be focused on the B.A.

It is the recommendation of the Dean that the M.A. in German be discontinued, and that the B.A. be maintained. The Department of MCL has indicated a possible new degree—a unified World Languages M.A. for Wyoming teachers. The Dean recommends this as the path forward, with a very reduced number of graduate course offerings in German to complement that degree.

1. German BA
2. Undergraduate
3. Modern & Classical Languages, A&S
4. Joy Landeira, 307-766-4852, jlandeir@uwyo.edu
5. Program Productivity
  - a. Number of graduates over 5-year period: 23 (19 BA, 4 MA)
  - b. Enrollment in major over 5-year period: 54 (43 BA, 7 MA)
6. Program Quality
  - a. Program accreditation: Modern Languages Education has had continual accreditation by NCATE/CAEP since 2007.
  - b. Credentials of faculty
    - i. German Faculty
 

Hannelore Mundt, Full Professor, Ph.D. German  
 Rebecca Steele, Associate Professor, Ph.D. German  
 Mark Person, Associate Lecturer, M.A. German
    - ii. Female: 2, Male: 1 / Ethnicity: 3 Caucasian
    - iii. Grants awarded:
 

<u>Rebecca Steele</u>	
2016	Various, World Languages Day, \$6.4K
2015	International Travel Grant \$2K
	Wyoming Humanities Institute for Research \$3K
	Various, World Languages Day, \$5.5K
2013	UW President, Summer Study Abroad, \$10K
	Various, World Languages Day, \$7K
<u>Mark Person</u>	
2016	Language Lab Upgrade, \$16.8K
	Community Engagement Mini-Grant, \$700
2013	Language Lab Upgrade, \$18K
2011	Language Lab Remodel, \$28.5K
  - c. Program reputation (Mundt and Steele have a research component. Person does not.)
 

**Mundt, Hannelore.** *International and National Constructions of German Memory Culture and German Identity.* (In preparation).

**Mundt, Hannelore.** "Framing the Past in Graphic Novels: Ulli Lust/Marcel Beyer's *Flughunde*, Barbara Yelin's *Irmina* and Volker Reiche's *Kiesgrubennacht*." *Gegenwartsliteratur: A German Studies Yearbook* 15 (2016).

**Mundt, Hannelore.** "From *Erdkunde* to *Kaltenburg*: Marcel Beyer's Never-ending Stories about the Past." *Gegenwartsliteratur: A German Studies Yearbook* 12 (2013): 321-345.

**Mundt, Hannelore.** "Excursions into German History and Poetic Voices: Marcel Beyer's *Falsches Futter*." *The German Quarterly* 84 (2011): 344-364.

Ette, Ottmar. *TransArea: a Literary History of Globalization*. Trans. **Mark Person**. Berlin/Boston: DeGruyter. (forthcoming September 30, 2016)

Humboldt, Alexander von. *Views of Nature*. Trans. **Mark Person**. Chicago: University of Chicago Press, 2014.

**Person, Mark W.** Review of German Culture and the Modern Environmental Imagination: Narrating and Depicting Nature by Sabine Wilke. *Environmental Values* April 2016 (print). [http://www.whp-journals.co.uk/EV/reviews/136\\_Wilke.pdf](http://www.whp-journals.co.uk/EV/reviews/136_Wilke.pdf) (online).

**Steele, Rebecca.** "Truth, Lies, and Gender in Charlotte von Stein's *Die zwey Emilien*." (In preparation).

**Steele, Rebecca.** *The Politics of Ambiguity: The Veiled Language of Women's Emancipation in 19th Century German Literature*. (Under review).

**Steele, Rebecca.** "The Class-Bending Love Affair with the Factory Girl: Rejecting the Western Capitalist Fantasy in Clara Viebig's "The Cigar Factory Girl" and "Margret's Pilgrimage." *Gender and Work*. Eds. Carolyn Prentice and Miglena Sternadori. Cambridge Scholars Publishing, 2016. 211-227.

**Steele, Rebecca.** "Vergewaltigung, Abtreibung und Selbstmord – Die Konsequenzen der weiblichen Sexualität? Eine tragikomische Deutung Hebbels Maria Magdalena." *Hebbel-Jahrbuch* 69 (2014): 118-143.

**Steele, Rebecca.** "The Great Cover-Up: The Double Containment of Woman in Friedrich Schiller's *Maria Stuart*." *Seminar* 49.4: (2013): 365-384.

**Steele, Rebecca.** "Does a Girl Have to Say No? – Rape and Sexual Discontentment in Friedrich Hebbel's Judith." *Hebbel-Jahrbuch* 67 (2012): 77-102.

**Steele, Rebecca.** "Reinterpreting Enite: Hartmann's Story of the Patient Wife in *Erec*." *Germanisch-Romanische Monatsschrift* 61.4 (2011): 379-394.

d. Curriculum of major, required courses

The German Major requires 30 content credits. 15 credits are required courses (see below) plus 15 hours of electives in German at the upper-level. There is a German in-residency requirement of three courses. Required courses for the major in German:

GERM 2040 Second Year German II

GERM 2140 Introduction to Literature

GERM 3050 Third Year German I

GERM 4100 A Survey of German Literature I

GERM 4110 A Survey of German Literature II

## GERM 4200 Introduction to Research

### German Electives Include:

GERM 3006 Twentieth Century German Culture and Civilization

GERM 3060 Third Year German II

GERM 4080 German-English and English-German Translation

GERM 4095 Masterpieces of German Literature in English

GERM 4145 Weimar Classicism

GERM 4180 German Poetry

GERM 4240 German Literature of the Romantic Period

GERM 4255 19<sup>th</sup> Century German Novellas

GERM 4265 A Divided Nation: Politics and Culture in Germany 1945 to 1990

GERM 4285 20<sup>th</sup>/21<sup>st</sup> Century German Film

The German Education major requires 33 content credits which follows the above required and elective courses and includes one additional upper-level elective.

- e. Distance delivery – none
- f. Quality of Assessment Plan

In Spring 2015, the Department of Modern & Classical Languages created a video-based assessment tool to capture student learning at the 2040 level in five main areas: speaking, reading, writing, listening, and cultural understanding. This tool provides quantitative data, which is used in curriculum planning. At the time, informal assessment through interviews was undertaken at the 3050 and 4200 levels. This assessment provides qualitative data also used in curriculum planning. The current assessment plan for German calls for assessing students at the 2040 level on an annual basis and students at the 3050 and 4000 levels biannually. The Spring 2016 assessment is currently in process. The quality of the 2015 assessment of the German program helped raise the department's level from Tier 3 to Tier 2. The results of the 2015 and 2016 assessments confirmed that previous curricular changes showed success. For example, several years ago, the German section implemented a policy, by which the instructor speaks German in the classroom at an increasing rate per level beginning already in 1010. This policy has been coupled with increased partner and group activities, in which German is spoken, according to the communicative method. Due to this change, German 2040 students demonstrated expected speaking and listening abilities. The assessment also demonstrated that our current curriculum needs additional updates. Currently, our intermediate language classes attempt to cover all of the five skills equally, which means that one or more areas often fall short. One planned curricular improvement is to create a conversation course, which would allow the focus of German 2140 and 3050 to be on reading and writing and the focus of 2040 and a new course (3100, e.g.) to be on speaking and listening. (All of the courses will be instructing cultural understanding.) Implementing a new course has not been possible due to the transfer of all MCL GA-ships to Spanish. The urgent need for such a conversation course was also made clear through the 2016 upper-level direct assessment, in which students repeatedly stated that a conversation course would be helpful for their language learning.

g. Strategic Plan

The strategic plan for the German BA forefronts language proficiency which also must include accompanying cultural understanding. The strategic plan incorporates the necessity to engage with students outside of the Humanities, while providing a Humanities education. At the same time, due to the current size of the program, some courses will continue to be taught in English in order to bolster enrollments in upper-level courses. In addition, the German section will improve its efforts to recruit new majors and retain existing in particular by providing accurate information on career options for majors as well as the advantages of a double major with German in today's economy. Further, more effort will be placed on demonstrating the value and usefulness of their choice of major. We want to always support our students' passion for learning.

The first parts in the strategic plan have already been implemented. All courses taught in German are actually taught in German. Upper-level courses are taught completely in German, while the lowest levels have a target of 70-80% use of German in the classroom (by the instructor). These targets recognize that while full immersion is desirable, it is not possible at lower levels due to the minimal amount of time the students spend in the classroom.

A further part of the strategic plan which was recently implemented redesigned the beginning level language sequence. Previously, this language sequence covered most (but not all) of the foundational material for the German language in the first two semesters (1010 and 1020). In the third semester (2030), students repeated the material from the first two semesters and received instruction in the missing material. The new sequence slows down the rate of instruction over the first two semesters and includes the third semester in the instruction of foundational material. This change was implemented in AY 2014-2015 so that the first cohort under this new instruction is only now (Spring 2016) in fourth semester German. The initial results have been promising and we will continue to make smaller changes to the sequence as necessary.

An additional part in the strategic plan currently in the process of implementation concerns the content of the upper-level courses. These courses are largely literature courses and previously followed a traditional format of some lecture on background information, the reading of texts, and discussion including instruction in literary analysis. The strategic plan recognizes that because the majority of German BAs do not go on to graduate school in German, the previous central focus on literary analysis should be shifted towards the twin goals of language proficiency and cultural engagement. This means finding creative solutions in upper-level courses for students to engage with literature (a significant piece of any culture) in a meaningful way while increasing language proficiency. One method already in place concerns shaping courses around themes that are both significant for students and for the culture they are learning. For example, German 4110 A Survey of German Literature II (from Enlightenment to today) – a required course for the major – has been taught under the themes of “sex and violence” and most recently “the outsider”. The students of all majors are encouraged to incorporate their specific interests in the discussions and relate the material – no matter its age – to their own experiences. Going forward, we plan to reshape German 4100 A Survey of German Literature I (from the Middle Ages to Enlightenment) – another required course for the major – around the theme of “science vs. dogmatism”. Beginning with the magic found in some of the earliest pre-Christian sources, the course will examine the shifting concentration on supernatural or dogmatic religious beliefs and the scientific examination of humanity and the world, as students move through the writings of the medieval, Humanist, Renaissance, Reformation, Baroque and Enlightenment periods. One of the major student projects will be a series of debates spanning these eras, where students will speak for the

various eras. All of these themes are particularly interesting for the students, since they touch on current topics. In addition, a topics course on “science vs. dogmatism”, in particular, encourages students in fields further away from the Humanities to see the interconnections between science and literature. An additional content change is being implemented in German 4200 Introduction to Research, which will become the COM3 for the German major. This course, in particular, allows for a flexibility in themes and encourages the students to make their own individual connections with the material through their research projects.

An additional part in the strategic plan currently in the process of implementation concerns the method of instruction and student output in upper-level literature courses. These changes have been highly experimental, but also hugely successful. We have been able to make these kinds of radical changes in two courses so far: German 4145/5145 Weimar Classicism and German 4240/5240 German Romanticism. In the first course, we shifted the traditional focus away from lecture/discussion/literary analysis to much more interactive format. We read the same eight seminal texts of this time period (all but one are plays), but the lecture discussion was limited to one course session. Then the students had to reimagine the text in a different genre and, using passages from the text, create a skit which they performed in front of the class in a later session (naturally, in German). This method allowed the students to be creative with the material, while engaging with it meaningfully. The groups evaluated each other’s performances and each student had to write a critical analysis of the role(s) s/he played and how the reimaged performance related to the reading. This redesign produced incredible results with students excited about the material, regularly using German, and actively engaged in every class session. The students who generally remain silent or say very little in the traditional classroom setting came alive. A similar revision to traditional instructional methods is currently being implemented in the German Romanticism course. Making these kinds of necessary curricular changes is very time-intensive and there is currently no provision for faculty investment in curricular changes. Doing so would greatly improve the overall process.

As previously mentioned, some upper-level courses are instructed in English to increase enrollments for those working on upper-division outside of the major credits. In order to continue to foster the language proficiency piece of our strategic goal for our majors, they are required to do all reading in German and are encouraged to submit any writing assignments in German.

A further part of the strategic plan in German concerns study abroad. Students are encouraged to participate in study abroad in order to increase their language proficiency and cultural understanding. We have partnerships with a number of German universities both directly (Oldenburg, Eichstätt) and indirectly (Pforzheim, Heilbronn, Nordhausen, Braunschweig) through other UW colleges and programs such as the College of Business and the College of Engineering. In addition, we have created a faculty-led Summer Study Abroad Program, which will take place for the second time in Summer 2016. The students spend four weeks in Germany, immersed in German language and culture, and can earn 6 credits, 3 of which can count for the major (all 6, if they have completed at least German 2040 before departure). The student participants of the summer study abroad program are generally German minors or students simply interested in German. They would not be willing to commit to a semester or a year abroad in Germany, because of their majors. The summer study abroad is a recruiting tool for the major. The study abroad experience fully supports the UP4 Goal 1 to “prepare university graduates to compete in a global economy” and its first and third objectives to “prepare students to contribute to Wyoming and beyond” by “involv[ing] all undergraduates in at least one active learning experience” “and “strengthen internationalization and cultural diversity.”

Another part of the strategic plan for German (and MCL) is the creation of the growing UW World Languages Day, which brings junior high and high school learners of world languages to the UW campus. It is an important recruiting tool for all of the languages taught at UW, but it was conceived of and implemented by Associate German Professor, Rebecca Steele. This event strengthens ties with German teachers across the state and brings student learners of German in direct contact with the UW German faculty making us familiar faces for the students. Our World Languages Day contributes to UW's Goal 3 to "expand statewide engagement to further the well-being of Wyoming citizens" and its third objective to "expand the cultural enrichment offerings of UW across the state".

A final part of the strategic plan concerns restructuring the intermediate sequence (partially discussed under 6.f.). The current intermediate sequence has students in German 2040 German II Second Semester and German 2140 Introduction to German Literature during the fourth semester of language learning followed by German 3050 German III First Semester. There is no regular course taught after 3050. Sometimes students must advance into 4000-level courses, sometimes they are offered German 3060 German III Second Semester. There is currently a lot of overlap of skills taught in German 2040 and German 2140. The strategic plan foresees shifting the emphasis on reading and writing into German 2140 and the emphasis on listening and speaking in German 2040. At the same time, German 2040 will be redesigned as a stacked course for multiple language levels, which will increase overall enrollments and improve student speaking proficiency. There will also be a similar shift for the advanced intermediate language sequence (3000) with a focus on speaking in German 3050 (which will also be a stacked course) and reading and writing in a redesigned 3000-level translation course (this is currently 4000-level). In order for these stacked courses to work alongside the more traditional courses, the credit allotments will need to be adjusted, which also means updating the four-year plans. The first steps for creating a stacked conversation course are already being undertaken in the context of this year's summer study abroad program. There the students will be participating in such a class, which will provide a good foundation for designing and implementing a stacked course on campus. The 2016 upper-level indirect assessment also speaks to the urgent need for such a conversation course.

The German Section will also participate in the department-wide strategy to encourage majors across the university to add a language requirement to their respective degrees.

As can be seen, the strategic plan for the German section is comprehensive and multi-layered. We are excited to see positive results already occurring in our program and look forward to continued success.

## 7. Mission Centrality

### a. How German supports the mission, vision, and strategic goals of UW

According to the UW's strategic plan UP4, the first of three main goals is to "Prepare UW graduates to compete in a global economy." A Bachelor's degree in German with its dual focus on language proficiency and cultural understanding completely fulfills UW's mission to its students. As the only 4-year institution in the state, a German program is vital to the University's mission. UW's mission states that "we strive to have our students compete in – and contribute to – a global society by embracing critical thinking, lifelong learning, and diverse cultural perspectives." In addition, UW's Goal 3 objective 5 demands that we "recognize the value of domestic and international diversity to UW and to the State of Wyoming".

In addition, together with the College of Education Secondary Degree in German, we educate the future high school instructors of German for the state of Wyoming.

German also supports the wider mission of the State of Wyoming to provide language education for its population. From the stipulation of language education in the Merrill Act to the recent addition of K-12 language instruction as part of the State of Wyoming Education requirement, providing a German major at UW gives language learners across the state a place to continue their language education as well as educating the future language instructors for the state. Currently, most if not all of the German language instructors at the K-12 and community college level received their degrees at UW. For the past seven years, members of the German section have been actively involved in statewide efforts to improve language education through 1) the High School to College Transition Project led by the Wyoming School-University Partnership which has included articulation for high school and community college language teachers and 2) Wyoming Content and Performance Standards Review (2010-2011). These efforts help fulfill UW's Goal 3 to "expand statewide engagement to further the well-being of Wyoming citizens" and its first objective to "continue to build on existing strategic partnerships with Wyoming's Community Colleges."

According to the State of Wyoming Education statutes: "The college, or department of science, shall embrace courses of instruction in the mathematical, physical and natural sciences, together with such courses in language, literature and philosophy as shall constitute a liberal education."

The importance of language learning is also being recognized by the US Congress, stating that "We write to request that the American Academy undertake a new study, proceeding from the excellent work presented in *The Heart of the Matter*, to examine the nation's current capacity in languages, and how a greater attention to language training can improve the education of a citizenry prepared to thrive in a multicultural society participating in a global economy and how such preparation influences international cooperation and diplomacy, trade and foreign investment, national security and the ability of all Americans to enjoy a rich and meaningful life. English is no longer sufficient as a lingua franca —neither at home or abroad. The percentage of the world's population that speaks English as a first language is declining rapidly; if current demographic trends continue, only 5% will be native English speakers by 2050."

Attached to this document are numerous testimonials from former graduates, UW professors, and department chairs all emphasizing the importance of language learning in general, and German language learning in particular. There are repeated mentions regarding the necessity of language majors. While a few semesters or a minor in a language is already useful for our students, the additional semesters of language learning provided through a major can help boost the student to a highly useful language proficiency. Most students will not continue past a minor without the award of a degree.

It should be noted that each of these documents does not name Spanish as the only language worth studying. Thus, maintaining a variety of majors including German is necessary to comply with the federal standards, the State of Wyoming statutes, UW's own mission.

- b. German contributes to other programs across the university both directly and indirectly. Evidence of German contributions can also be noted in the many attached testimonials.

The German Education major from the College of Education requires the same 30 credits of courses as required by the A&S German major.



Many A&S degrees have a foreign language requirement such as History, Anthropology, Global & Area Studies, African American & Diaspora Studies, American Indian Studies, Art, Art History, Communication, Criminal Justice, English, Geography, Humanities/Fine Arts, Journalism, Music, Music Performance, Political Science, Religious Studies, Theater & Dance.

The following German courses are certified H-Courses: GERM 1010, GERM 1020, GERM 2030, GERM 2040.

German 3050 is a certified COM 2 course and German 4200 will be a certified COM 3 course.

In A&S, nearly all of our exchange partner universities offer comprehensive programs for A&S majors. (See "Study Abroad")

In the College of Business, students in the International MBA program are required to study abroad the Hochschule Pforzheim.

In the College of Engineering, International Engineering students are encouraged to study abroad at the Hochschule Pforzheim and the Technical University of Braunschweig.

Honor societies such as Phi Beta Kappa have a language requirement for their members. Just this year, Phi Beta Kappa initiated two UW alumni members, Stan Brooks and his son David Brooks, both of whom emphasized the importance of language learning for a wide variety of careers.

UW has received donations specifically for the study of German in the form of the Siren Memorial Scholarship and the Mueller-Hansen German Scholarship. In addition, the James R. Burman Memorial Language Scholarship for Russian learners and secondarily for German learners.

c. Placement data for graduates

As is the case with a large variety of degrees, a degree in German rarely translates directly into a "German" job (i.e. teaching). (Indeed, how many of our university administrators have a degree in management or administration?) Instead, our graduates go on to a large variety of careers making use of their humanities education and German language skills. Below is a list of our graduates in German with data on their current professional and/or education status. A number of them have provided statements on how useful their degrees in German have been for them (see attached).

Christopher Padilla (BA German 2016): MA in Speech Language Pathology at the University of Texas, El Paso starting Fall 2016.

Belen Quillen (BA German 2016): Will attend a Nuclear Missile tech school in training to be an operator through the US Air Force.

Nickolas DeFrank (BA German Education 2016): Future German MA candidate at UW and future high school instructor for Wyoming.

Keenan Schuman (BA German 2015): Currently applying for MA programs in Business at Chinese universities.

John Hininger (BA German 2015, BS Civil Engineering 2013): Civil Engineer, Amec Foster Wheeler, Environment and Infrastructure, Inc.

Sarah Varichak (BA German 2015): Will begin her MA in Translation (German/ English/ Japanese) in Germany in Fall 2016.

Julie Lyon (BA German 2014)

Erika Yagi (BA German and Elementary Education 2014): Elementary School Teacher, American School of Yaounde, Cameroon

Jeff Wilson (BA Social Studies Education 2014): Social Studies Teacher, American School of Yaounde, Cameroon

Kira Cheshier (BA German 2013)

Anne Krogh (BA German 2013): Completed MA in English at UW in 2015. Currently working on Nevada teaching license

Charles Battisti (BA German 2013)

Taylor Turcato (BA German 2013)

Kelly Coxey (BA German 2013): currently in MA program International Communication and European Studies at Hochschule Fulda, graduation July 2016

Mitchell Sexton (BA German 2012)

Jared Almgren (BA German 2012)

Kristopher Mayes (BA German 2012)

David Burns (BA German 2012): German and ESL teacher at Cardinal Heights Upper Middle School, Sun Prairie, Wisconsin

Kelly Browne (BA German & International Studies 2011): Travel Agent, Elizabeth Holmes Travel, Seattle, WA

Micah Franke (BA German 2011)

Kylie Marchant (BA German 2011)

Alysha Warner Robison (BA German Education 2011, MA German 2013): Estimator in Metal Manufacturing (previously ESL Instructor, Laramie High School)

Joshua Taboga (BA International Studies 2011, MA International Studies 2015): Communications and Marketing Manager for US/UK/International, Nimax GmbH

Kayla Bradshaw (BA German 2009): Cultural Resources Assistant Project Manager, SWCA Environmental Consultants

Kevin Wrobetz (BA German 2009, MA German 2015): English Instructor, Yaruki Switch Group, and will begin PhD in Foreign Language in Academia at Osaka University in Fall 2016

Anne Redgate Krueger (BA German 2007): Accounts Manager at KVSH Radio (940 AM)

d. Uniqueness of discipline

It goes without saying that any foreign language degree is inherently unique. No other program on campus duplicates what students learn and achieve from a German BA.

## 8. Cost

### a. Ratio of student credit hours per FTE

Total Student Credit Hours over past 5 years:

Lower	4553
Upper	953
Grad	115
Total	5621

Student Credit Hours over past 5 years (not including Practicum or Independent Study):

Lower	4553
Upper	913
Grad	78
Total	5544

Average Student Credit Hours per semester:

Lower	455
Upper	95
Grad	12
Total	562

Number of FTE: 3; Hannelore Mundt, Rebecca Steele, Mark Person

Ratio of total student credit hours per FTE:  $562 / 3 = 187$

Ratio of undergraduate student credit hours per FTE:  $550 / 3 = 183$

Ratio of graduate student credit hours per FTE:  $12 / 3 = 4.0$

### b. Direct instructional expenditures

**2016 MCL Department Expenditures (not broken down by major):**

Salaries ( <u>all</u> languages included)	\$1,180,022
Support Services	\$51,750
TOTAL	\$1,231,772

German Expenditures Calculated as follows:

A = Total salaries paid to all German faculty

B = Total salary paid to all graduate assistants assigned to German

C = Total part-time salary paid for German instruction

D = Percent of German Majors  
 E = Departmental Support Service Funding  
 $A + B + C + (D * E) = \text{German Expenditures}$

A	\$195,336.00
B	0
C	0
D	9.60%
E	\$4,968.00
TOTAL \$195,336.00	

German allotment = \$195,336

- i. Per student credit hour:  $\$195,336 / 554 = \$353$
- ii. Per total degrees awarded

2011-2012: 4 BA degree (1 GESE); 0 MA degree
2012-2013: 6 BA degree; 2 MA degree
2013-2014: 2 BA degree; 0 MA degree
2014-2015: 3 BA degree; 1 MA degree
2015-2016: 4 BA degree (1 GESE); 1 MA degree
Average num. of BA degrees awarded: $19/5 = 3.8$
Average num. of MA degrees awarded: $4/5 = 0.8$
TOTAL average num. of degrees awarded: $23/5 = 4.6$

GESE = German Secondary Education

$\$195,336 / 4.6 = \$42,464$

- iii. Non-personnel expenditures per total academic FTE:  $\$4,968 / 3 = \$1,656$
- c. Course enrollment
  - i. Number of courses falling under University minimums

Total courses over 5 years = Group 1 and Group 2 = 134
Undergraduate courses over 5 years = 109 Total, 64 Lower, 34 upper (Group 1); 11 upper (Group 2)
Graduate courses over 5 years = 25 Total; 15 (Group 1); 10 (Group 2)

Undergraduate courses having fewer than 10 enrolled: 33 (30%)

Graduate courses having fewer than 5 enrolled: 15 (100%) – This number is misleading as there are **no** graduate only courses offered in German. All graduate courses are dual-listed with upper-level undergraduate courses.

Total courses falling below minimum: 48 (36%)

ii. Lower-division courses falling under University minimums

Total lower division courses over 5 years: 64; under minimums: 8 = 12.5%

Ave number of lower division courses falling below minimum: 0.8 per semester (8 / 10 semesters)

d. Other instructional cost drivers

i. Section fill rates

Average Undergraduate Students per Course: 14 (total enrolled 1485 / 105 courses)

Average Lower Division Students per Course: 18 (total lower 1167 / 64 courses)

Average Upper Division Students per course: 9 (total upper 305 / 34 courses)

Average Graduate Students per Course: 1.7 (total enrolled 26 / 15 courses)

Fill Rate Per 25 cap course:  $19.4/25 = 78\%$

Fill Rate Per 20 cap course:  $12 / 20 = 60\%$

Fill Rate Per 15 cap course:  $9 / 15 = 60\%$

Graduate Student Fill Rate:  $1.7 / 5 = 34\%$

Overall Fill Rate: 58%

ii. Course completion rates: Not available at this time.

iii. Curricular Complexity: Not available at this time.

iv. Faculty Courseload

G1 courses and G2 courses per term: 134

113 lecture/seminar courses; 21 independent study courses offered

$113/3 =$  average courseload over 5 years  $= 37.7$ ; 7.5 courses per academic year


e. Research expenditures per tenured/tenure-track FTE: No data available at this time.

f. Data compared to national benchmarks: No data available at this time.

As the UP4 states, “an injudicious choice of metrics – as well as any blind focus on metrics instead of the attributes for which they act as surrogates – can distort institutional self-awareness and fail to serve the purpose for which the metrics were created.”

MCL produces the fourth largest student credit hours on campus.

The numbers as they stand ignore the fact that the dollars per degree awarded are also used to teach German minors and the many students taking German as a requirement for their degree programs (History, Anthropology, Global & Area Studies, African American & Diaspora Studies, American Indian Studies, Art, Art History, Communication, Criminal Justice, English, Geography, Humanities/Fine Arts, Journalism, Music, Music Performance, Political Science, Religious Studies, Theater & Dance).

KB Kayla Bradshaw <kayla\_bradshaw@hotmail.com>  
To: ☐ Mark W. Person; 

Sehr geehrter Herr Person,

I just wanted to check in and see how everything is going at UW. I recently ran into a family of Germans while in Gillette, WY and was able to put my German skills to use to help them get checked into a hotel room for the night. They were very appreciative and kind, and actually mistook me for a fellow German! The experience made me reflect on the path that led me to the level of proficiency I possess today and I wanted to take a few minutes to thank you for your constant encouragement during my time as an undergraduate at UW, which ultimately led me to continue pursuing the language after the required credit hours for my degree in Anthropology. While I had been interested in the language since high school, I had a consistent feeling of anxiety when it came to speaking in high school courses. When I came to UW to study Anthropology and found out that language courses were also a requirement, I was excited to give it another try. Because of the relaxed environment and the associated overall class morale, the anxiety diminished and I finally felt able to speak without embarrassment or nervousness. My grades also reflected that this was something I both enjoyed and was good at, and upon almost having fulfilled the requirement, I elected to continue with the language and planned to Minor in it.

Like language majors, anthropology students are also encouraged to study abroad and experience foreign cultures. After the next course with Dr. Mundt, I felt even more like this was the path I wanted to take and because of both of your guidance, encouragement, and excitement regarding the German language and culture, I decided that I would study abroad in Germany. That was one of the best decisions of my life and has greatly influenced my overall outlook and openness toward other experiences - and has continued to enable me to gain new experiences and make and continue friendships so over the past 8 years since I returned from spending my Junior year at the Carl Von Ossietzky University of Oldenburg in northern Germany.

While I would have had the opportunity to study abroad through UW's exchange program, I would definitely never have had the confidence to go to a non-English speaking country and immerse myself in the language, culture, and university courses, without first undergoing the preparation you and Dr. Mundt provided at UW. My friends and family said how courageous I was, but I attribute that to the German program and more specifically to you.

As a result of the numerous courses I was able to successfully complete in Germany, upon returning and transferring credits, it became apparent that I would be able to Major, rather than Minor, in German! Experiencing the culture and becoming fluent in the language has afforded me many opportunities that I wouldn't otherwise have had. These include making lifelong friends with Germans as well as German-speaking people from all over the world, and traveling throughout Germany and other nearby European countries with friends and family - with whom these experiences never would have occurred. My flat mates and other non-German acquaintances in Germany were from Uzbekistan, Russia, Peru, England, Cameroon, Japan, and China to name a few. And my parents and 75 year-old Grandma came to visit Oldenburg, and traveled with me to Paris, Rome, and throughout southern Germany.

After graduating, while working in my previous position in Laramie, I was fortunate enough to get to know some of the German exchange students studying at UW, and have stayed in touch with two of them throughout the past 7 years; even having my friend Alina come home to Pennsylvania with me during her Winter break as an exchange student to spend Christmas with my family. Sharing our traditions with one another and especially with my family was a wonderful experience - and one that

none of us will ever forget!

I feel now that I am getting off-subject, but I wanted to share these thoughts and the gratitude I have to you and the German program at UW. Thank you for everything, and please keep in touch!

Kayla Bradshaw  
B.A. Anthropology, German  
Class of 2009



Kelly Coxey

In 2009 I began attending University of Wyoming, where I declared my major as German. My decision to continue my studies of German after high school was mostly because I enjoyed the language, I enjoyed understanding the roots of much of the English language, but also because I was aware of the dominance of Germany in the business world, as well as the political world. German, one of the most widely spoken languages of the European Union, plays a crucial role in politics affecting not only the citizens of their own respective countries, but also of the largest supranational state., the EU. I understood, as well, that Germany has one of the strongest economies worldwide and the United States is a common business partner. During my studies I had many unique opportunities thanks to my German knowledge, one of which was an internship in Germany during the summer. After I finished my studies I was able to secure a place in a Master's program in Germany, in which I am studying Intercultural Communication and European Studies. This program is taught in both German and English and from this program I have been able to travel to multiple European Institutions, complete another internship at a German company (during which I was utilized for my bilingual skills) and, most importantly, find my unique niche in the world. Day-to-day I am conversing with people from all corners of the world, I am in constant confrontation with my person in a refining manner and I am enjoying every minute of it.

## Rebecca Elaine Steele

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**From:** John Hininger <jhininger89@gmail.com>  
**Sent:** Tuesday, April 05, 2016 11:04 AM  
**To:** Rebecca Elaine Steele  
**Subject:** German in My Life

Dear Becki,

I am sorry to hear about the University considering the shut down of the German Department. I heard about the possibility a week or so ago and reached out to Wyoming's consulate for support. Unfortunately, I have not heard from them.

Aside from research after research singing the glories of learning a foreign language, I have chosen to learn one for the primary benefit of a higher quality of life. Since I was in high school, I have listened to German music and found it not only powerful but moving as well. Even without understanding the words I could feel the emotion in the voice. My degree in German has added a sort of spice or nuance of complexity to these songs, giving not only movement but self reflection as well.

I enjoy taking a piece of my family heritage (being German) and applying it to everyday life. In college as I finished my degree in Civil Engineering, I decided to learn the language that the world leading engineers and great thinkers of our world use. I have applied it to my everyday life for years and cherish speaking it in my home with my children. A part of the past mixed the my future, and it is because I have given the opportunity to follow my passion for the German language.

The rich insight to the culture has astonished me and instilled a drive to travel to a country more vibrant and with a history greater than our own. The German program at UW is responsible for this, and I do not want our State to lose that treasure. The State and some local programs have worked to bolster ties to one of the world's greatest powers. High programs teaming with rotary to bring exchange students to Wyoming. The University recruiting students to spend a semester abroad and study in the greatest state in America. Breaking this bond, dropping the German program, and isolating ourselves from Germany makes us look arrogant and foolish. How soon do we say goodbye to German at the University that the few German programs in high schools around the State close? There are many opportunities the University is blindly throwing away, and for a lifelong supporter, I am disgusted. I expected more support to strengthen the program and bring back an integrated relationships aimed at cultivating German with engineering or the like.

Personally in my career, I have had an opportunity with the company I work for to apply my German by transferring to one of our offices in Germany. When I first began working for Amec Foster Wheeler in 2011, there was an internal job solicit for a Civil Engineer to work for a short stint in one of the German offices. My boss told me that he has been over to Germany twice to assist in projects with our company. He went on to say that given my background in engineering that if I completed my German, I would make a stronger candidate than most engineerings in our company in this region. If the University did not have the German program, then I would not be coordinating right now with those German offices to temporarily transfer over to assist them once I complete my Graduate degree next fall.

My plans spread further than that, however. As the high school where I live, Sheridan, does not have a German program, I have planned to teach part-time to further cultivate interest in German. I watched both a Spanish and French teacher do the same thing when their children were going through high school and wanted to do the same for my children. Without the University's leadership, I am afraid that dream will never come to be.

German is a part of my childhood, education, career, and home life. I honestly hope that UW will choose to keep their program and help keep German alive in Wyoming.

I know this must be a hard time for you, Becki. If there is any more I can do, please do not hesitate to ask.

Herzliche Grüße,

John Hininger

## Rebecca Elaine Steele

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**From:** Anne Krogh <anne.e.krogh@gmail.com>  
**Sent:** Wednesday, March 30, 2016 12:27 PM  
**To:** Rebecca Elaine Steele  
**Subject:** German Program

Dear Becki,

What follows in my statement in support of the program:

The German program at UW grants students competencies, which are needed in the field of education, and on the general job market. Students from many other UW programs gain valuable knowledge through the German program. The German language is taught in high schools and colleges across the country, and the field desperately lacks teachers. UW provides a well rounded education in the German language, and culture, which makes students eligible for a German teacher endorsement. UW's History students rely on the German program to gain a cultural and linguistic understanding of German, which they need in order to effectively study source documents in their field. Philosophy students likewise are able to gain invaluable insight when able to read original sources in German. Many engineering students also rely on UW's German program to develop the language proficiency in German they are expected to possess upon graduation.

Personally, I studied German at UW in order to deepen my language skills, which I plan to use for either translation or teaching. I also gained valuable insight into the literary history of western Europe, which expanded my understanding of English literature by situating it in its broader context. While pursuing my master's in English at UW, I relied heavily on knowledge gained in the German program.

Beyond language proficiency and cultural/historical understanding, the German program also offers a chance for students to work with some of the most competent, engaging, and dedicated teachers at UW. Without the assistance and example of the German faculty, I certainly would have had neither the confidence, nor the ability to successfully complete my master's program.

The German program offers an invaluable service to UW's students across disciplines, and should be allowed to continue its important work.

Sincerely,

Anne Ellingham Krogh, M.A. English, B.A. German.



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[www.avast.com](http://www.avast.com)

Ann <annredg8@yahoo.com>

Mark W. Person;10:19 AM

You replied on 4/21/2016 12:20 PM.

Well good day to you, Herr Person! So great to hear from you!

However, I'm dismayed that the German department finds itself in a position where it must be justified, as it was by far the most enriching part of my education at the University of Wyoming. Not only did my German studies broaden my cultural horizons, it also helped with my general understanding of the English language. Before learning German, I never questioned why a sentence was structured the way it was, nor did I even know what certain parts of speech were! I never needed German for my business degree (much as one doesn't need to read or write to be alive, although it makes the experience much more enjoyable), but it gave me a fresh perspective on the world and helped with my reasoning and critical thinking in all of my other classes. I can't express how grateful I am that I was able to be a part of the German studies program at the University of Wyoming. All of the lecturers that taught me brought something to the table - whether it be the energetic graduate student who was also learning Arabic at the time, or the seasoned distinguished professor who had been teaching twice as long as I'd been alive. I also intermingled with fellow University of Wyoming students whom, had I never taken German classes, I would have never met. Learning German gave me the confidence to travel overseas and go outside of my comfort zone.

Now, much of this can be said for foreign language classes in general. It is without question that learning any other language is incredibly beneficial. German tends to get overlooked, as it's not as popular as Spanish, or as romantic as French. However, it directly benefited me right after I graduated. I was hired as a sales person at a plastics information company in Laramie called IDES. I sold subscriptions to a database full of engineering data on all of the different types plastic material; data such as viscosity, hardness, tensile strength, etc. Little did I know that Germany is Europe's largest producer and manufacturer of plastics! I ended up being called upon to translate datasheets along with emails that came in from our German-speaking customers. It might sound mundane, but it was actually quite exciting to this fresh-faced graduate. In fact, I used more of the German part of my degree than I did of Marketing and Finance (what I majored in!) while I was at that company.

Since then, I have moved to Nebraska and now work at a small AM radio station. A scenic river runs near the town, bringing tens of thousands of tourists each summer. I have met, on more than one occasion, a visiting German-speaking family and am always pleased when I can hold a conversation. I should also mention that the simple fact that I studied a language in college has been looked upon favorably by potential employers, and I have not been lacking on job offers since I have moved. I feel as though I could write an essay on why the German studies program is extremely important to the University of Wyoming, and would be happy to do so if needed (however, it has been a decade now since I graduated, and my essay skills are probably not what they once were).

I'll end with one last little side note as to why the Germans studies program was so crucial to me. I met Josh Krueger, who is now my husband at the University of Wyoming. Had I not been studying German and thought that it was interesting that he had a German last name, maybe I wouldn't have agreed to go on a date with him! :) We have been married six years and now have a beautiful little girl who will be turning one in May (and she's my whole world! Thank goodness for the German program!).

I hope this email is helpful. Please feel free to contact me any time if there's anything else I can do. Have a wonderful day - until we speak again!

Kind Regards,  
Ann (Redgate) Krueger  
402-322-1005

## Rebecca Elaine Steele

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**From:** Alysha Robison <alysharobison@gmail.com>  
**Sent:** Wednesday, April 20, 2016 10:57 AM  
**To:** Rebecca Elaine Steele  
**Subject:** German Program

I attended the University of Wyoming for six years, during which time I received by BA in Secondary Education, German, and my MA in German. Since then, I have worked in a variety of positions: paraprofessional for High School Special Education, High School ESL instructor, and Estimator in Metal Manufacturing. Studying German at the University of Wyoming opened the door for me to walk this varied path. My studies taught me the value of diversity, of having an open mind towards other cultures, and reflecting on history to build a better future. Without the opportunity to learn another language and another culture, my understanding of the world would have been much more limited.

I currently work in a very small town in Oregon, where most of my colleagues are very blue-collar, uneducated, working-class people. While dedicated and hard-working, they lack the global knowledge I obtained while studying German. This causes a much narrower focus in life, and opens the door for misunderstanding of other cultures. There is a distinct lack of cultural sensitivity and global awareness. If I hadn't studied German, I would be the same way.

I know that the German program has struggled over the past few years. However, I strongly believe that this can be changed. With proper support and funding, the German Department is capable of turning this tide, and increasing enrollment. This program is vital to a diverse, global university setting, and students should not be denied the opportunity to learn this beautiful language.

Josh Taboga

The German program has without a doubt made me into the person that I am today, and led me down the road to my current life in Europe. With each course, I not only understood more of the German language, but also became more aware of the peculiarities in English and history of the language's words. Such an increased understanding of one's own language holds great benefits, from improving upon grammar and syntax to easing the transition into a whole new language.

Without the German department, I would not have had the courage to undertake more than a year abroad in Germany. The support and teachings that I received from Mark Pearson, for example, were major boosts to my knowledge and pivotal in building confidence in my German ability. His friendship and keen ability to convey the ideas (not translations) of words built the foundation of my linguistic knowledge.

Once Becki Steele joined the program, I had the opportunity to expand on my knowledge of German literary works, which are more than fine words on old paper and furthermore indicate social and political sentiments of each respective time period. Her teaching was especially useful in helping me develop my writing skills, consequently affording me the ability to write my Master's thesis with ease at UW, as well as in life after college.

Currently, I am living in Munich, Germany. On a day-to-day basis, I am required to use my German skills to live in this society. Moreover, my job demands that I communicate in German 90% of the time and this ability has opened up many more doors for me, as I can state that another company is currently trying to recruit me. My family is now German, my children are German, and they now have the chance to grow up with two worlds and will be the better for it.

In summary, the German program guided me down a certain path in life. Learning the language has improved my perspective on new cultures, provided more context when looking at my own, and set me on a course of constantly studying new languages, similar or otherwise. I hope the German program is able to link itself with other programs, thereby expanding its influence and utility. Many times, I have come across professions, such as communications, marketing, computer sciences, and of course engineering, where strong German knowledge, like that acquired at UW, would make an excellent fit. The third most important language in Wyoming is German, and the language links the people with their pasts and affords them

reflection. Additionally, Germany is the fourth largest economy in the world. From this standpoint, how could it ever make sense to do away with such a program?





**Jeff Wilson**

4/8, 4:12pm

The largest economy in the EU. The claimed ancestry of 42 million Americans. A major player within the western canon of history, for better and for worse. There are many reasons why Germany and its language should be considered a necessary component of the University of Wyoming language catalog. All of these are relevant to me and my interests, and above all of those, I have a personal, familial connection to the a land from which my family came. In attending UW, I had the wonderful opportunity to study abroad in Eichstätt, Germany, during the 2011-2012 academic year. This time spent in Germany--in the center of Europe--changed my life. I currently live in Yaounde, Cameroon, (coincidentally a former German colony) as a result of my time experiencing the world abroad firsthand. I was able to travel and grow my world view as a result of studying the language of my family.



**Jeff Wilson**

4/8, 4:14pm

I see two reasons for maintaining the German at UW. The first is the simple facts which clearly and succinctly indicate German's importance to the US and the world . The second is the personal effect Germany has has on me, something I share with all of the other students who passed through the program.

Kevin Wrobetz

To whom it may concern (feel free to change this at will!):

In regard to the discussion concerning the elimination of the German major for both undergraduate and graduate levels currently taking place in the Department of Modern and Classical Languages at the University of Wyoming, I would like to express my deepest disapproval for such a course of action. As an alumnus of the Department of Modern and Classical Languages, graduating with a Bachelor of Arts in German in 2009 and again with a Master of Arts in German in 2015, I humbly implore this committee to take the time to read through this protest with all the respect deservedly granted to all graduating alumni.

I would like to inform the department head of the critical manner in which the German major has positively influenced my career path, as well as respectfully remind this committee of the ever increasing need for the vigilant protection of foreign language instruction in English speaking academic institutions, many of whom seem to falsely believe that the academic language will unchangingly remain firmly in the hands of the extended linguistic family of the English isles in a rapidly changing world driven by a dynamic global economy. Indeed, the academic language of choice was at one point none other than German, and considering the economic strength and cultural influence of Germany, this very well may be a possibility again in the future.

My academic career in the German program was so much more than instruction in the German language, than intercultural enlightenment, than analysis of literature. The German program provided me with the tools to learn how to truly integrate into a foreign culture, how to skillfully communicate with our international neighbors, and how to positively affect the unstoppable advance of globalization. Anyone can take a semester abroad, learn how to order food, and abuse hundreds of colorful colloquialisms, but it is the foreign language student who is more often than not the one who is able to walk away from foreign exchanges with meaningful connections forged to help foster grassroots

internationalization. The German program cultivated these skills in me, and instilled in me a sense of purpose: to use my knowledge of foreign language to foster internationalization.

Upon graduating from the German program with a Bachelor of Arts in 2009, I took up teaching positions in South Korea and with the JET Program in Japan. I decided to return to the University of Wyoming to earn a Master of Arts in German. After graduating for the second time from the German department, I moved back to Japan to take up another teaching position, and plan to enter Osaka University to earn a PhD in Foreign Language in Academia in 2016. I cannot underemphasize the impact that the German program has had in helping shape my global career. From my early beginnings in German language classes, the program with its masterful instructors expertly guided me onto a path that would lead to fluency in three foreign languages, and the will to impart the power of foreign language instruction onto successive generations. I cannot thank them enough, and can only hope that a brief description of the success that I have enjoyed as an alumnus of the German department will help salvage this department for future generations.

I did not enter into the University of Wyoming as a German major, and it was because my instructors and courses in the German program impacted me in such a positive way that I continued to climb my way up the course ladder. Had the option to major in German not existed, I surely would have been forced to cut my foreign language career short, and would no doubt be in a very different social position today. I humbly ask you to strongly consider the inherent worth of the German major at the University of Wyoming before you recklessly cut off one of the most important European languages from the Department of Modern and Classical Languages.

Humbly,

Kevin Reay Wrobetz

## Rebecca Elaine Steele

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**From:** Rebecca Elaine Steele  
**Sent:** Tuesday, April 26, 2016 6:33 PM  
**To:** Rebecca Elaine Steele  
**Subject:** FW: Statements

**From:** Erika Yagi [mailto:eyagi@asoy.org]  
**Sent:** Wednesday, April 06, 2016 2:21 PM  
**To:** Rebecca Elaine Steele <rstele4@uwyo.edu>  
**Subject:** Statements

Hello Dr. Steele,

Below are my statements to support the German program.

Please let me know if they are sufficient or if you need something else!

Erika

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### #1

I can proudly say that if it wasn't for the Germany program, I would not be the person I am today. I currently work at an international school in Yaoundé, Cameroon, where the predominant national language is French and my school requires only English. Nonetheless, German has proved important, as Germany development organizations and international companies have a strong presence in Cameroon (a former German colony). My German has allowed me to connect with many CEOs, diplomats (including the ambassador to Cameroon), and other expatriate Germans. Many of their children attend the American School of Yaoundé, and my German has allowed me to connect with these students in a deep and more meaningful way which is important for the development of children in an English Language Learner situation. Germany is an important country not just in Europe and within the European Union, but around the world. Training in Germans' mother tongue allows Americans to foster a more meaningful relationship with these people.



# Wyoming School-University Partnership

*Implementing statewide, collaborative, and simultaneous improvement  
of teacher education and the renewal of schools.*

[www.uwyo.edu/wsups](http://www.uwyo.edu/wsups)

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Wyoming Professional Teaching  
Standards Board

May 5, 2016

To: Joy Landeira, Chair and Laura DeLozier, Associate Chair  
UW Department of Modern and Classical Languages

Subject: Impact of UW language programs on K-12 education in Wyoming:  
French, German, Russian

Dear Joy and Laura,

I am writing to urge the continued support for bachelor's and master's level coursework for French, German, and Russian. This letter focuses particular attention on Wyoming's elementary and secondary language students and their teachers.

While Spanish and Chinese dual immersion classrooms are increasing in number in Wyoming, at the junior high and high school levels, there is clear evidence that French and German are vital. In the state's larger school districts (Cheyenne, Casper, Gillette, Laramie, Rock Springs, Sheridan), a student is able to enroll in at least four years of each language, take AP-level coursework, and participate in multiple travel- and study-abroad experiences. While Russian is less prevalent, Natrona County High School in Casper features a strong program and is likely to continue supporting that program. All of us know that parents count on schools for the kind of instructional opportunity that poises children and youth for career and civic engagement success, also deep personal fulfillment. We also know that parents with economic resources make sure their kids get whatever they need, and usually more. For a first-generation college student (Wyoming's numbers are higher than average), a solid K-12 experience in a school with a deep and rich curriculum makes a positive economic difference for those families. And, in fact, Wyoming's legislators have recognized that reality. We may need to remind ourselves and policy makers that one curricular component of Wyoming's Hathaway Scholarship program includes the completion of a high school curriculum that features two consecutive years of a foreign language. In Wyoming, that still means, for most students, French, German, and Spanish.

I will close by making another observation. For almost 10 years, I've been working closely with many of you in the Department of Modern and Classical languages to create a statewide network where postsecondary and secondary teachers might communicate and collaborate, all in an effort to understand each other's teaching lives and to better serve students. That work has been enormously successful, as evidenced by yearly institutes and the Partnership's support of UW's World Languages Day, a yearly event that brings hundreds of students and their teachers to the UW campus in Laramie. In all of this work, I have observed that the secondary language teachers are the best of the best. Their students complete AP coursework and knock academic assessments out of the ballpark. Some of those teachers enjoy National Board Certification of Teaching, the highest professional certification possible, one that's nationally recognized. Many of those teachers are UW graduates and reflect so positively on their undergraduate and graduate studies.

Sincerely,

Audrey Kleinsasser, Professor and  
Director, Wyoming School-University Partnership

**From:** klaus hanson [mailto:klaushanson@yahoo.com]

**Sent:** Friday, April 29, 2016 5:37 PM

**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>

**Subject:** Re: request for testimonial about the important of studying foreign languages

The United States is perhaps the only country in the developed world where learning a foreign language is not part of a mid-level education. In Europe and Japan learning English is simply required to function even in the native society. In Holland I have encountered market women at their fruit and vegetable stands, being

conversant in Dutch, English, German, and French -- yes, I observed them speaking all of these with their diverse customers. I am not sure that they could write and read these languages or talk about a wide range of subjects in them. But remember, it is usually the language of the buyer, not the seller, that is important in business, and their languages were simply utilitarian.

Perhaps the lop-sided trade deficit of the United States is at least in some part the result of people not knowing a foreign language. In earlier times, knowing a foreign language was part of an educated person. I was still tortured with seven years of Latin in the German gymnasium. Today, Germany no longer requires that at the high school level. Knowledge of a foreign language is no longer the sign of an educated person, but rather a necessity for functioning in today's global society.

Dr. Klaus Hanson

Member of Laramie City Council and Professor Emeritus, Univ. of Wyoming

PO Box C, Laramie, WY 82073

Tel: 307 721-5226 (City Hall)

E-mail: [khanson@ci.laramie.wy.us](mailto:khanson@ci.laramie.wy.us) or [hanson@uwyo.edu](mailto:hanson@uwyo.edu)

Home address: 710 Gerald Place, Laramie, WY 82070

Home Telephone 307 745 4982



May 6, 2016

Re: Importance of French and German Languages in Wyoming and the World

To Whom It May Concern,

We are writing this letter to express our complete support for the French and German language programs at the University of Wyoming. We are writing this letter as peers, colleagues, but most importantly as fellow human beings. We believe in the paramount importance of world language instruction in attaining a democratic education. You don't shut the water off at a campus because of how many people may drink from the fountains, or use the restrooms, because you know that there will always be a time when someone needs a drink of water, or has to use the bathroom. There are many reasons over the past 50 plus years which have been forwarded to highlight the importance of teaching and learning world languages. These efforts have typically been embedded in three frames: cognitive, cultural, and practical.

To recap these past efforts we will share that there have been studies showing that knowing more than one language delays the onset of dementia, that learning another language, especially a language like French or German, helps you better understand your own, that knowing multiple languages helps you with your mental flexibility. We will also say that knowing the beauty of other cultures gives you insights into the world and in yourself which you cannot realize without experiencing other cultural worldviews.

We also offer that Wyoming works with international companies from French and German speaking areas which employ over 1400 Wyomingites. There are a large number of Wyoming residents who are of German heritage and by not offering, or reducing, German language instruction you are reducing linguistic access to that heritage. German, meanwhile, is one of the most widely published languages on engineering topics in the world. Here we will note that the Department of Defense (DOD) and the Center for Disease Control (CDC) both mention the need for French speakers so they can successfully complete their current global missions. We will also comment on the over 30 place names in Wyoming which are of French origin, to which knowledge of French might help to better understand. We recap these arguments which have been made in support of world languages for decades so we can add to them.

We suggest to you here that while the above arguments are important, so too are the concepts of Freedom and Diversity in the teaching and learning of world languages. What is an education but the attempt to provide students with the freedom to think, act, and interact like world citizens? How can that be accomplished without the ability to speak languages other than our own? The other concept we would introduce here is that of diversity, specifically linguistic diversity. Every sustainable system on this planet has some form of ecological diversity to achieve balance. Balance here means providing students with a number of languages which they can choose to study, not just one or two. It means choice.

These are difficult financial times to be sure, but world languages have historically had to defend themselves from attacks which other disciplines have not had to. World languages are needed now more than ever, especially when successful global communication is such a necessity. The impact and value of languages like French and German can be seen in departments across this campus. Look at Business, Global and Area Studies, Modern Languages Education, Art, and History, to name but a few. There are overseas programs offered by this institution which take students to German and French speaking areas.

To conclude, learning a language takes times and instruction needs to be offered thoughtfully and sequentially to be effective. There are no quick fixes for language teaching and learning. The scientific measures of number and time do not, and cannot, capture the inherent value of world languages, when one word uttered at the right time in another language may not just save a life, but possibly the world. We would ask you here to think long and hard at what some short-term savings for the university today might cause in terms of long-term harms for our students tomorrow.

Sincerely,

Professor Kate Welsh, Department Head, Secondary Education

Professor Jason Hendryx, Modern Languages Education, Secondary Education



Global & Area Studies  
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uwinst@uwyo.edu • www.uwyo.edu/intstudy

May 9, 2016

Laura De Lozier, Ph.D.  
Assistant Chair, Modern and Classical Languages  
Classics Section Coordinator  
University of Wyoming  
Dept. 3603, 1000 East University Avenue  
Laramie, WY 82071-2000

Dear Dr. DeLozier:

We welcome the opportunity to write a letter in support of the continuation of the French, German and Russian majors at the University of Wyoming. As a part of the institutional review of these degrees, we think it is important to hear from other units on campus about the value of your degree programs to the campus community.

In Global and Area Studies, we administer the Bachelor's degree in International Studies. We are thus at the forefront of the broader effort to internationalize the University of Wyoming and promote global awareness and understanding as a value in postsecondary education on this campus. Language learning and language acquisition are one of the first steps in any serious internationalization curriculum, for language opens the door to cultural study and thus to cross-cultural communication. Without this, the internationalization effort is a fraud. As we expand internationalization effort to fund a wide variety of student and faculty research through the Center for Global Studies, the importance of such training is reinforced as one comes to know how these individuals came to their research- language was always a large part.

Thus, these languages are vital for our majors in International Studies. In addition to 37 credits of courses from International Studies and related departments, we require an additional 18 credits of study of a single foreign language. This fact alone means our students are an integral part of the teaching load for your faculty in Modern and Classical Languages. Our students specialize in one global thematic area and one regional concentration (Asia, Africa and the Middle East, Europe, Latin America). We ask that their language work be related to the region they study. As a result, they have the opportunity to study Chinese or Japanese in the Asian area; French or Arabic for the Africa/Middle East Area; German, French, Spanish and Russian for the European area; and Spanish for the Latin American area. The completeness of the Modern and Classical Languages Department is essential to allow our students to graduate.

Looking at this alone, the absence of French, German and Russian would devastate our work with students interested in Europe, for in reality few of them are interested in Spain and a far



greater number in France, Germany and the regions of the Eastern Europe, including Russia. It would greatly impact our students interested in Africa too, since French is one of the leading languages on the continent, and the only southern African language that we teach. Each year, of our approximately 40 freshmen students, approximately 12 pursue the European field of study and 15 or so in Africa and the Middle East. We imagine the absence of these three languages would result in a major decline in enrollment in these two regional concentrations. The result would impact our classes in those areas, such as Introduction to African Studies (INST 2240), Introduction to European Studies (INST 2280), and upper level courses in both areas.

Chinese and Japanese and Arabic, as well as Spanish, of course, are equally vital to our majors and to our degree program. What we require, and what we've built our degree program around, is that our students will have a number of choices relevant to their area of study and their area of interest. We simply cannot offer an attractive and competitive degree program in International Studies without a strong language department offering many different languages of the world to Wyoming students.

The impact of course offerings cannot, and should not, be measured in majors alone. The Modern and Classical Languages Department at the University of Wyoming, as so many other humanities units, offer important and indeed vital services to other units on campus. Without a full offering of languages as currently exists, our degree will not be the same. As a unit that caters of over 145 majors each year, this greatly concerns me. Thus we fully support the retention of French, German and Russian as important and necessary degrees, and important and necessary courses, for the success of so many students beyond the majors.

Sincerely,



David A. Messenger  
Professor and Director, Global & Area Studies Program  
[dmesseng@uwyo.edu](mailto:dmesseng@uwyo.edu)



Jean Garrison  
Professor and Director, Center for Global Studies  
Former Director, Global & Area Studies  
[garrison@uwyo.edu](mailto:garrison@uwyo.edu)

# UNIVERSITY OF WYOMING

Jeffrey D. Means, Ph.D.

Associate Professor & Chair

Department of History

Mailing Address: DEPT 3198 • 1000 E University Ave • Laramie, WY 82071

Location: Room 158, History Building

(307) 766-3198 • fax (307) 766-5192 • e-mail: [jmeans4@uwyo.edu](mailto:jmeans4@uwyo.edu) • [www.uwyo.edu](http://www.uwyo.edu)

May 6, 2016

President Laurie Nichols and Dean Paula Lutz  
University of Wyoming, College of Arts & Sciences  
1000 E. University Ave.  
Laramie, WY 82071

Dear President Nichols and Dean Lutz,

Over the last several years the University of Wyoming has experienced significant financial challenges that may continue indefinitely. During such times it is absolutely necessary and right to examine the viability of University programs and structure. Under current Institutional Program Review criteria set forth by UW the Department of Modern & Classical Languages is being reviewed for Russian, German, and French. I write this letter of support for these degrees with the hope that their contributions to the University of Wyoming and the state may be fully recognized.

The Department of History has a long-standing connection to these and other languages because our profession demands competency in at least one foreign language. Our undergraduate program major requires that our students complete three (3) semesters of one foreign language, and our MA students must pass a language proficiency exam or two (2) semesters of a foreign language. We do this for two main reasons. The first involves training our students to be prepared to engage with primary and secondary sources in languages other than English, which is in most cases necessary in order to fully examine historical topics. The second reason centers on our desire to produce well rounded intellectuals who are prepared to interact with a global economy.

While many History graduates pursue post-graduate or teaching degrees, most are now entering the business world as they find that the skills our degree provides, such as critical thinking and analysis, problems solving, and superior oral and written skills, translate beautifully to almost any profession. However, the skill that often opens doors is proficiency in a second language. Our program graduates just over 40 undergraduate students and 3-5 graduate students per year, all of whom depend on these classes. Moreover, over a dozen graduate students have either taken these classes or passed their language exams over the last five years. One of our most recent MA graduates, Ross Wade, has been taking Russian language classes for the last two years. Ultimately, what I

hope to convey is that our program depends on all three of these language programs and we hope to be able to continue to offer them to our students for many years to come.

Sincerely,

Jeffrey D. Means  
Associate Professor & Chair  
Department of History  
College of Arts & Sciences  
University of Wyoming

In recent years the UW has quite properly emphasized globalization. It's absolutely true that our students need to understand other countries and cultures as part of becoming educated adults and informed voters. And while students can learn about other countries and cultures to some extent in English, that is a poor substitute for learning to speak and read other languages.

Learning another language provides an entrée into another way of thinking and viewing the world. Being able to speak with native speakers of the language and to read their newspapers and literature is the only way to truly understand their culture or country. In my years of teaching International Law and International Security Law here, I've been impressed by the sophisticated contributions made in my classes by Later Day Saints students who have done missions abroad and have had to immerse themselves in foreign languages and cultures for that purpose.

Therefore, anything the UW does to deemphasize the importance of foreign languages seems to me to be very ill-advised. If anything, we ought to be stressing their value and doing everything possible to encourage more students to study them.

Timothy Kearley  
Professor Emeritus of Law  
University of Wyoming  
College of Law

# UNIVERSITY OF WYOMING

May 10, 2016

Rachel Sailor, Ph.D.  
Department of Art and Art  
History  
Dept. 3138; VA 103  
1000 E. University Avenue  
Laramie, WY 82071  
(307) 766 3491

RE: Importance of Foreign Language Acquisition for Art History majors

Art History majors in the Dept. of Art and Art History at the University of Wyoming are required to take two years of consecutive (when possible) language study in order to obtain their degree. This inclusion of language in the Art History Program is not unique to Wyoming, however, and is standard in university curricula across the country. Art History is a subject that supports students who wish to go on to graduate school for eventual positions in academia. Our majors also move into arts administration (e.g. state and local Arts Councils, Humanities Councils), arts education at all levels, and other archival work in rare book libraries, historical societies and in government repositories. There is also a robust job market in museums at the local, state and national level.

The heritage of American culture and art emerges from a long and prestigious western cultural tradition. In the history of art, French and German scholars set the standards for investigative methodologies and theory. M.A. programs in art history require research level understanding of French or German; Ph.D. programs in art history require research level understanding in BOTH French and German. In addition, students of art history are expected to master the language most closely related to their area of focus. Personally, I have studied Spanish, Italian, French, and German—and use them weekly in my teaching. Most of my colleagues know Latin and many work with Greek, Russian, Chinese, and Japanese materials. Many also take on lesser known languages like Arapaho or Gaelic. Whether a student finds work in an archive, a museum or in k-12 education, a fundamental understanding of language and linguistics beyond English is essential for understanding material and communicating it to others.

I cannot express enough the importance of second or third language acquisition. I believe in it for education and vocational purposes, but I also strong believe that it is a requirement for our students to grow into effective citizens—in our local communities, in our bi-lingual country and in the increasingly global nature of our existence. In addition, as educators, I believe it to be our fundamental duty to combat mono-culturalism in order to preserve the rich heritage of the world.

Sincerely,

Rachel M. Sailor, Ph.D.  
Associate Professor of Art History

# UNIVERSITY OF WYOMING

Department of Geography  
University of Wyoming  
Dept. 3371  
1000 University Avenue  
Laramie, WY 82071  
Voice: (307) 766-3311  
FAX: (307) 766-3294

10 May 2016

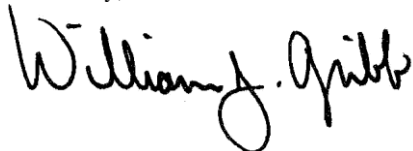
Dear Laura:

This letter is in strong support of the Modern and Classical Language department's continuation of offering courses in French, German and Russian. Geography is known for its area studies and the preparation of students in the physical, cultural and economic characteristics of the regions of the world. One component of this preparation is to make sure that the student has the background to do research, understand the people and visit the region of their choice. An essential element of being able to do research in an area is to know the language. This gives the student the ability to not only read materials about the physical character of the region, but it also provides them with a cultural context for understanding the people of the region. In addition, if the student has the ability to visit and study in the region they will be able to communicate with the local people and gain a broader understanding of what makes that region distinct and important.

It is my assumption that the language classes are being reviewed because of their low enrollments and lack of majors and minors. The Geography department believes that the mission of the University of Wyoming is to provide our students with a well-rounded education and this means to give students the ability to understand Wyoming society and economics in a global context. Thus, the students should have every opportunity to be able to learn about other regions of the world, their cultural and economic characteristics and their physical environment. Language classes provide one of those opportunities, and it would be a short-coming of the University of Wyoming not to give our students access to this component of their higher education.

Language is critical to global understanding, and the Geography Department fully supports the continuation of French, German and Russian language classes. We have always made language a requirement in our Bachelor of Arts degree and will continue to do so. Please let us know if there is anything else we can do to continue their offering.

Sincerely,

A handwritten signature in black ink that reads "William J. Gribb". The signature is written in a cursive, flowing style.

William J. Gribb, Chair,  
Department of Geography

## **Testimonial about the importance of foreign language study for singers**

Dr. Katrina Zook

Professor, UW Vocal Arts Area

Language study is an essential component to degree work in vocal performance. The vast majority of the classical vocal repertoire was composed in Italian, French, and German. While the UW Music Department offers courses that instruct proper diction in these languages (as well as Latin and Spanish), complete vocal training includes deeper immersion into language study that includes grammar, vocabulary, and comprehension, and conversation. Students who receive this training are much better equipped to artistically interpret character and poetry as they sing, and indeed, separate themselves from singers who have simply learned correct pronunciation.

Since the 1980s vocal performance practice in the US has included a purist approach to performing repertoire in the original languages of Russian and Czechoslovakian, rather than in English translation. Although this body of operatic and song repertoire was intended for the more mature voice and is often beyond the performance capabilities of undergraduates, the opportunity to be introduced to Russian during the early stages of voice training benefits students who will eventually sing this demanding repertoire.

**From:** Lynne K. Ipina  
**Sent:** Tuesday, May 03, 2016 2:36 PM  
**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>  
**Subject:** testimonial -- French

I am finishing a semester class on Mathematics History.

For the most part, VERY few of my 28 students have any fluency in another language (it seems). A couple have been on missions so that their Spanish is fluent. Undergraduate math students would never be to read a text in French, but many of the primary excerpts in upper-division texts and many of the names and places would have been more accessible and more memorable even with a semester of French. However, for those students who continue to graduate work, this basic fluency in French, including some basic reading of mathematics will prove a very convenient tool.

We've had many opportunities for student presentations, and I think students would, at this point, welcome some basic language skills in French, in part because of the recent history of North Africa, and the recent move to credit North Africans with a significant impact on ancient mathematics.

For myself, I look forward to Aug when Duolingo (<https://www.duolingo.com/course/hi/en/Learn-Hindi-Online>) will begin a Hindi language course. My purpose is the same: pronunciation and a better sense of culture and places. Arabic is another language whose rudiments would help in a science history course, and I've considered taking a first semester course at UW. I have taken both French I and Portuguese I & II at UW, and often recommend "extra" foreign language classes for my advisees planning a career outside the K12 classroom.

Kind regards,

Lynne Ipina, PhD Mathematics  
Associate Professor, UW

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**From:** Debora A. Person  
**Sent:** Monday, May 02, 2016 1:55 PM  
**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>  
**Subject:** RE: UW-fac: request for testimonial about the important of studying foreign languages

Hi Laura,

I am happy to respond to your request for testimonials regarding language study. I was a language major, graduating from Arizona State University with a BA in German and additional coursework in French and Spanish. The discipline required to successfully complete language coursework benefitted me throughout my career.



After graduation, I was selected into the Master's program in German at ASU where I served as a graduate teaching assistant. Next, my career path next led to libraries, where it was clear that I became a stronger candidate for library positions because of my background in languages. To employers, language degrees require hard work and commitment, very desirable qualities in young employees. I went on to receive a Master's degrees in Information and Library Services from Rutgers University. While language skills are not a general requirement for librarians, there are many areas of the discipline wherein foreign language ability is recommended: descriptive cataloging of foreign language books and other resources; creating library guides for the general public; assistance with reference questions; research projects for faculty, doctors, or other members within the specific community.

Now, as a law librarian and former member of a law school admissions committee, I can comfortably say that law school applicants with foreign language backgrounds are viewed favorably. Our own College of Law has several clinics in which language skills benefit the students: the International Human Rights Clinic, the Civil Legal Services Clinic, and the Defender Aid Clinic among them. In 2011 the Wyoming Supreme Court developed a court interpreter program that trains and maintains a roster of interpreters in a variety of languages. The need for language skills is alive and well in the communities of our state.

I wish you success in convincing the institution that languages should hold a place among the important disciplines on campus.

Sincerely,

Deb Person  
Law Librarian

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**From:** Carol D. Frost  
**Sent:** Friday, April 29, 2016 5:06 PM  
**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>  
**Subject:** Re: UW-fac: request for testimonial about the important of studying foreign languages  
**Importance:** High

Laura,

When President McGinity took office he articulated three objectives to guide the university. The first was to prepare UW graduates to compete and succeed in a global economy. In his 2015 convocation remarks (<http://www.uwyo.edu/president/files/docs/convocation%209%2017%2015%20final%20for%20website.pdf>) he emphasized the importance of international experiences, including study abroad.

For our students to make the most of their experiences abroad they need to be able to communicate. Foreign language study is essential. Since many students travel to Europe, French, German, and Russian language courses need to be available.

I would also observe that study of foreign languages is an excellent way to learn more about how languages are constructed and to become more adept at using one's native language.

My biggest regret about our new USP and A&S extended core is that foreign language is not required in either. What a loss.

Carol

**From:** Adrienne B Freng

**Sent:** Friday, May 06, 2016 8:30 AM

**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>

**Subject:** RE: request for testimonial about the important of studying foreign languages

To whom it may concern,

On behalf of the Department of Criminal Justice, I am writing in support of the Modern and Classical Languages Department. When the foreign language requirement was removed from the Arts and Sciences general requirements, our department initiated a discussion about whether or not we felt that learning a foreign language was an important skill that we believed our students should obtain. We answered with a resounding YES and as a result, require all of our majors to complete two semesters of a foreign language as part of our major requirements. As criminal justice professionals, our students will interact with individuals from a multitude of backgrounds, including those for whom English is not their primary language. In those situations, having even a basic knowledge of a foreign language could be extremely helpful and could assist in a variety of circumstances. Due to the large numbers of Spanish speaking individuals residing in many communities, our students often migrate towards Spanish, but especially for those that might be interested in working with federal agencies, Russian, Arabic, or Chinese have also been attractive to our

students. Additionally, we have students that are just interested in a certain foreign language or were exposed to a specific language in high school and they elect to continue focusing on those areas instead. In conclusion, we feel that the acquisition of a foreign language is extremely helpful and important for our students and serves as an indispensable element in their liberal arts education at the University of Wyoming.



**From:** Kenneth L Smith

**Sent:** Wednesday, May 04, 2016 4:50 PM

**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>

**Subject:** Re: request for testimonial about the important of studying foreign languages

Laura,

The foundations of the Communication and Journalism disciplines are in America and England so I am not able to address the specific value to us of French, German, or Russian.

To whom it may concern:

When the A&S College dropped its language requirement, it was retained by the Department of Communication and Journalism because of the value that the study of a foreign language has for our students.

From a knowledge based standpoint, our department believes the study of a foreign language engages the students by requiring them to resolve the differences in syntax and structure between their primary language and one with which they are not entirely familiar. In many cases, their own language skills are enhanced by realizing the rudimentary similarities between languages with similar origins.

From a practical standpoint exposure to different languages and the cultures they serve is essential in today's shrinking world and global economy. For journalists and communicators, who have to understand issues from a worldview, the study of languages is essential to the successful performance in their careers.

In recognition of the value of the study of languages to our students, the Department of Communication & Journalism has determined that it remains critical to the education of our students.

Thank you for the opportunity to comment,

Dr. Kenneth L. Smith  
Head of the Department  
Communication & Journalism

**From:** Leigh W. Selting

**Sent:** Monday, May 02, 2016 11:36 AM

**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>

**Subject:** FW: request for testimonial about the important of studying foreign languages

**Importance:** High

The faculty of the Department of Theatre and Dance are unanimous in their support of a foreign language requirement. Reasons to require theatre and dance students a second language in the undergraduate experience include increased verbal acuity and a broader/alternative base for expression (so important to performing artists), as well as a different experience in memorization (also important). Actors and dancers are trained to be curious, engaged, well-versed and educated in the the global human experience; to understand and be sensitive to people of different cultures, ages, genders, preferences etc. The performing artist is called on to be someone different than themselves over and over again in many different circumstances over the course of their career. The study of a language- its cultural, historic and behavioral evolution- is a sure pathway to creating connection and identity beyond one's own experiences. Additionally, study of a foreign language opens the door to interest and comprehension of grammar and construct in the student's native language. Lastly and specific to dance majors, the vocabulary for classical ballet steps is based entirely in French. Dance majors who pursue French as their foreign language are at a great advantage for their terminology exams, required in all levels of ballet technique classes.

**From:** Julia C. Obert  
**Sent:** Sunday, May 01, 2016 4:20 PM  
**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>  
**Cc:** Peter A Parolin <Parolin@uwyo.edu>  
**Subject:** Re: request for testimonial about the important of studying foreign languages  
**Importance:** High

In a globalized world, the idea that we can remain comfortably Anglophone and feel ourselves to be legitimate participants in civic life is naïve at best, ethnocentric at worst. In the English department, we have recently revised our major to include more course requirements in global literatures and in cultural diversity. In the College of Arts & Sciences, we have determined that Global Studies and Diversity courses represent our shared core values. It stands to reason, then, that giving our students the opportunity to study a wide variety of languages and cultures is good for their development as people, as scholars, and as citizens of the world.

In English, we find that our students become better writers in their own language when they study a foreign language, because they become more cognizant of grammar, syntax, and style. Additionally, because modern English literary traditions developed in conversation with literatures in Russian, German, and French, our students benefit hugely from continuing on in MCL beyond language courses and into studying European literatures in their original forms (rather than only being able to read significant figures like Tolstoy, Proust, and Thomas Mann in translation). Classes in German, French, and Russian literature allow our students access to a vast wealth of cultural knowledge, and they also demand that students decenter their understanding of “English literature” by putting that literature in conversation with literatures in other languages (some of which put literatures in English to shame; just look at the list of Nobel Prize in Literature recipients!)

Finally, when we teach our students critical theory (a required course in our major), we must acknowledge that the vast majority of writers whom they are studying are French or German. When students can access those materials in their original languages, our conversations are enriched hugely by students who can move between, say, French and English, and can draw our attention to linguistic nuance that is otherwise lost in translation.

We are hugely grateful to MCL for offering courses in French, German, and Russian (not least of all because many English students minor in these languages for the reasons mentioned above), and we feel that the university would be impoverished by their loss. Moreover, given that UW is the only university in the state, we have an obligation to our students and our constituents to represent *the globe* in both its historical and emergent dimensions. MCL is one of the places on campus where that happens in a responsible, coherent way. Many universities have entire departments devoted to languages & cultural/literary traditions like French or Russian, and since we do not, nor do we have a Comparative Literature department (where this instruction sometimes happens on other campuses), we must continue to support the good work that MCL is doing.

----

Julia C. Obert, Ph.D.  
Assistant Professor  
Assistant Chair  
Department of English  
University of Wyoming

**From:** Charles Ewing [mailto:[cewing@caspercollege.edu](mailto:cewing@caspercollege.edu)]

**Sent:** Monday, May 09, 2016 4:02 PM

**To:** Laura Ann DeLozier <[DeLozier@uwyo.edu](mailto:DeLozier@uwyo.edu)>

**Subject:** Letter of Support for French and German

To Whom It May Concern:

I sincerely hope that the University of Wyoming will continue to support its programs in French and German in the future; one need only look at economic and demographic data to understand the important roles these languages still play in our world!

The German economy is the world's 4th largest (by GDP) and Germany is 2nd only to China in terms of export volume. Germany also plays an increasingly important political role in the European Union and in guaranteeing fiscal stability in the European (and world) economies. Besides all this, there are more Wyomingites of German ancestry than of any other heritage group; the German language is a part of our history and our state's only university should be able to preserve this cultural inheritance. To quote John Steinbeck in *The Grapes of Wrath* : "How can we live without our lives? How will we know it's us without our past?"

As for French, many demographers predict that because of expanding populations in francophone Africa, the French language will become one of the most spoken in the world within our lifetimes. French has also left an indelible mark on the worlds of art, poetry, geography, fashion, and design, to name only a few! By some estimates, 30% of our English vocabulary has French roots, meaning that even a basic understanding of French can improve a student's capacities in English. Indeed, had it not been for the influence of French on our language, it would be impossible to write the program review that you have been charged with completing! The relevance of French to Wyoming is also indisputable. Parts of Wyoming once belonged to the French empire and were bought under the Louisiana Purchase, and place names like Belle Fourche, Gros Ventre, and Grand Tetons all bear witness to an enduring French connection. Each time I visit our state's beautiful parks (many with French names!) in summer, I hear French spoken and am reminded of the importance of Wyoming's tourism industry and the pertinence of good communication and foreign language skills.

I am privileged to teach both French and German to enthusiastic students at Casper College, many of whom desire to continue their studies after their time in Casper. It would be a true shame if I ever had to point them out-of-state to be able to pursue their language studies in robust programs. As a rural, interior state with only one 4-year university, I believe Wyoming has more reason than many places to offer a wide variety of world languages. If we prepare our students correctly for a globalized world, that world can be one of broadening, not shrinking horizons. Good, culturally-appropriate communication is of more importance now than ever, and so I hope you will consider my whole-hearted support of the French and German programs at UW in Laramie.

Merci beaucoup,  
Charles Ewing

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Charles Ewing  
Director of International Education  
Instructor of French and German  
Department of World Languages  
Casper College  
LH 289, tel. 307-268-2849

May 5, 2016  
6804 Sleepy Ridge Road  
Casper, WY 82609

To whom it may concern,

I am a student at Casper College. I am 76 years old and retired. I have taken 5 semesters of French, 3 semesters of German, and am planning to take Russian this coming fall.

I do understand that there is a budget crunch in Wyoming this year, but I hope that there will no cuts in the language departments.

I have really enjoyed taking these courses and have learned much about not only these languages, but also about the culture and history of France and Germany. I studied hard, got good grades, and felt a real sense of achievement as a result.

Thank you for your consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "John Meyer", with a stylized, cursive script.

John Meyer

**From:** Seth Ward  
**Sent:** Wednesday, May 04, 2016 8:12 PM  
**To:** Laura Ann DeLozier <DeLozier@uwyo.edu>  
**Cc:** Kristine T. Utterback <Utterbck@uwyo.edu>; Tyler S. Fall <tfall2@uwyo.edu>; Antoinette DeNapoli <adenapol@uwyo.edu>; Tammy Rashel Heise <theise2@uwyo.edu>; Mary L. Keller <MKeller@uwyo.edu>; Paul V.M. Flesher <PFlesher@uwyo.edu>  
**Subject:** RE: request for testimonial about the important of studying foreign languages

Dear Colleagues,

I fully subscribe to the importance of language studies to our discipline in general, and to my students and program in particular.

The skills involved in all stages of foreign language acquisition go far beyond acquiring grammar, syntax, lexicon and alphabets; students develop skills at thinking about key concepts in differing cultures, and learning distinct terminology and modes of expression. Students in advanced language courses gain skills in decoding complex literary messages, enabling them to contribute mightily to my classes. These skills are crucial to Religious Studies as a discipline; we often think of the skills we develop in terms of "intercultural translation," and language skills are a necessary component.

Language study is important to our department and offers our students competitive advantage when seeking academic or professional careers. In professional terms, it is hard for me to think of pursuing a graduate degree in our discipline without French or German, and usually both. In my areas of specialization, language skills are crucial at every stage.

We at the University of Wyoming are proud that we have a world-class university. Teaching and research at advanced levels in major world languages such as French, German and Russian is part of what it means to be a first-rate university; a policy of retreating from world-class status will have negative ramification on our graduates--in all disciplines, not only languages--and for that matter on attractiveness to applicants and on faculty competitiveness in research, grants and publications.

Seth Ward



Academic Program Review: **MCL - German BA & MA**

**Section 8 – Cost**

a) Ratio of student credit hours per FTE (AY 2014/15): **737.1**

b) Direct instructional expenditures (FY 2015): **\$1,888,419**

i) Per student FTE: **\$5,456**

ii) Per total degrees awarded: **\$52,456**

iii) Non-personnel expenditures / total academic FTE: **\$4,627**

c) Course enrollment (AY 2014/15)

i) Classes falling under university minimums: **18**

ii) Lower-division courses falling under university minimums: **7**

e) Research expenditure per tenure-track FTE (FY 2015): **\$0**