

Proposal to Eliminate Academic Program **Pursuant to UW Regulation 6-43** **B.A. Russian**

Statement of the reasons for elimination of the program:

The academic program review for the B.A. in Russian indicates that the degree had 14 graduates in the past five years. The degree is currently taught by one APL (at times by teaching at overload but this is no longer allowed). Additional resources are needed to sustain it. There is a summer program of long-standing with Saratov University that is well-received by students.

The College recognizes UW's growing emphasis on internationalization and globalization; this is part of the draft A&S strategic plan. The draft campus plan also includes a goal of preparing students to compete in a global economy. There is discussion of an international certificate or a required international experience for all undergraduates. Language study will become even more important in that event.

That said, there is not a strong rationale for keeping this B.A. Additional resources cannot be justified. With the exception of ONE introductory course at a Casper high school, there are NO 'feeder high schools' offering this language around the state. The department (and students) have expressed interest in adding Chinese (where we currently have only a minor). With limited resources, A&S must carefully examine historical programming in light of changing student interest.

It is the recommendation of the Dean that the B.A. in Russian be discontinued, keeping only a minor at this time. [The Department of MCL has indicated a possible new degree—a unified World Languages M.A. for Wyoming teachers—to which Russian might contribute a very small number of 4000 level courses.]

Description of the program and relevant data:

Describe the mission, curriculum, content and format of the program:

As a department of foreign languages, literatures, and cultural studies, we prepare our students for life and careers in an increasingly global world. Our program in Russian enables students to combine their language training with interdisciplinary study of the regions where their language is spoken through study-abroad opportunities in our long-time sister state, Saratov Province. Russian, a language spanning 11 time zones and numerous cultural ethnicities, is a critical/strategic language (as defined by the U.S. Department of State), as well as a language of relevance to 21st-century geopolitics. The cultural legacies of Slavic countries continue to shape fields such as literature, art, music, film, philosophy, history, and political science.

Curriculum

RUSS 2040: *2nd-year year Russian II*
RUSS 2140: *Intro to Reading in Russian*

RUSS 3050: *3rd-year Russian I*
(study abroad) RUSS 3060: *3rd-
year Russian II* (study abroad)
RUSS 4070: *4th-year Russian I*
(study abroad) RUSS 4080: *4th-
year Russian II* (study abroad)

RUSS 3150 (3990/4990): *Intro to Russian Literature*
(independent study) RUSS 3205 (3990/4990): *Russian
Folklore & Folk Life* (independent study)

The strategic plan for the Russian program confronts the reality of historically modest enrollments combined with a talented – at times gifted – student clientele, along with the need to offer these students a vibrant and challenging course of study towards the minor or major, while also recognizing the imperative to run an economical program in times of diminishing budgets and teaching staff. Much of this paring- down has already been accomplished since 2007 and 2012 with two full professor retirements, and more recently as the second lecturer's position in Russian has been reduced, first from full-time to half-time, and now, by the end of Spring 2016, eliminated completely.

Given the reality of section staffing in AY 2016-17, it is necessary to devise a workable path towards the minor or major that can feasibly be accomplished in 3 to 4 years, given the platform of introductory courses that first must be taken (RUSS 1010/1020/2030 – the first 3 semesters of Russian language study). There are of course students already in the pipeline who must be accounted for, as well. The Curriculum plan provided above shows that students pursuing the minor can complete their 18 credits in three distinct stages:

1. 4th semester: 6 hours on campus (RUSS 2040 and RUSS2140)
2. Summer abroad: 6 hours of intensive Russian (Saratov University)
3. 5th (and possibly 6th) semester: 6 hours of independent study

Assuming the continuation of the major, no additional on-campus costs (faculty, support staff, etc.) are required. Students simply complete a longer study abroad period (12-18 total hours).

1. 4th semester: 6 hours on campus (RUSS 2040 and RUSS 2140)
2. Summer abroad: 6 hours of intensive Russian (Saratov University)
3. 5th semester Fall abroad: 12 hours (Saratov University)
4. 6th semester: 3-6 hours of independent study

If the summer preceding the 5th semester Fall abroad is not feasible for a given student, the person can extend his/her UW on-campus studies into the 7th and 8th semesters with upper-level HIST, POLS, and LANG electives which will apply toward major credits, thereby making the 30 major hour accessible – at no extra cost to the institution, as well as providing enrollments in those non-RUSS classes.

Strategically speaking, Russian language is of course endeavoring to fortify enrollments by way of an active involvement in Departmental activities such as World Languages Day, which marked its 4th consecutive year this March and in which the Russian section offered language and culture workshop sessions for Wyoming junior high and high school language learners, thereby encouraging and facilitating the eventual transition to UW language courses.

Describe the role of the program within the context of the college and the mission of the University:

It should be noted in the context of the remarks below that the recommendation is the closing of the Russian BA degree. The Russian language will continue to be taught AND a Russian minor will be available.

A key element in the primary mission, vision, and strategic goals of UW (articulated at least as early as the UW Academic Plan of 1999 and continuing on into the 2015-2020 University Plan) is that of internationalizing the curriculum:

Goal 1: *Prepare University graduates to compete in a global economy*

Objective 1: *Involve all undergraduates in at least one active learning experience (study abroad, internship, apprenticeship, etc.)*

Objective 3: *Strengthen internationalization and cultural diversity – Increase participation in study- abroad programs by 50% by 2020.)*

(Source: http://www.uwyo.edu/acadaffairs/plans/14-20/up4_draft.pdf)

The centrality of *all* programs within Modern & Classical languages towards this effort is impossible to overstate. Internationalization is, essentially, the business of MCL, and Russian has been at the core of this mission for over half a century. While

not one of the historic “big three” languages (French, German, Spanish), Russian has for nearly 55 years been taught at UW, and for 45 years has remained a charter member of the four languages in MCL, in which students at the University of Wyoming are able to earn a Bachelor of Arts degree.

If languages are the front door to internationalization, then critical languages are the high-speed elevator. Russian is currently spoken natively by about 145 million people. An additional 132 million speak it as a second language. Large communities of Russian speakers exist in the U.S., Israel, China, Canada, Germany, and the former Soviet republics (Kazakhstan, Kyrgyzstan, Latvia, Moldova, Ukraine, etc.). Russian is used as a lingua franca among various ethnic minorities in the Russian Federation. Russian territory occupies a vast swath of the earth’s land mass, nearly 12%. (No small feat, considering that there are roughly 233 countries in the world at present.) Russian, along with Chinese, Arabic, Farsi, and a half dozen others, is a ‘critical language’ – that is, a language with a high demand for experienced professionals, but with very limited supply. Part of the definition of ‘critical’ is the important distinction of that language being strategic to U.S. security concerns and/or economic interests. This also implies an international relationship that is at times problematic and possibly even adversarial. All signs currently point to greater conflict with Russia as societies in the Middle East and Russia’s ‘near abroad’ further deteriorate.

Remaining engaged in and cognizant of this reality is an important acknowledgement of the spirit of University Plan to “serve the needs of our state and nation,” but also of the imperative to offer our students this important stepping stone and window into the world at large, providing our country with sorely needed expertise and informed perspective in precarious times ahead.

Russian heritage: Descendants of Russian and German-Russian immigrants are scattered throughout communities in Wyoming – particularly Rock Springs, Worland, Torrington, and Wheatland. In the words of Phil Roberts, Professor of History at UW: “One of the main values to teaching Russian at UW is to give an opportunity for descendants from these numerous communities in Wyoming a chance to learn the language of their ancestors.” (For further insights from Professor Roberts, please see Appendix B.)

International Connections: The UW Russian program is the nucleus from which the Wyoming-Saratov Initiative sprang into being in 1993. Since that time UW students have been afforded the opportunity to take part in a direct study- abroad program (summer, fall, and spring semesters) in Saratov, Russia. Summer 2016 marks the 24th consecutive intensive Summer School in Saratov, the oldest program of its type at the University of Wyoming. This unique partnership, predicated on mutual trust and benefit through cooperative effort, has played a significant role in the democratization of Saratov Province, and as such, the Initiative has seen exchanges of faculty, administrators, staff, state and government officials, in numerous spheres of activity that extend far beyond the study-abroad program that was its genesis. Happily, the study-abroad continues to thrive – and that is thanks (on the U.S. side) to the existence of the Russian language major at UW. Recently, one of our majors exemplified the best of this connection – literally as an ambassador-to-be – when he came to the aid of an automobile accident victim in Saratov.

The Saratov Program adds no extra expense to the delivery of UW courses, and its existence attracts international students from the Saratov region to UW. Essentially, the UW Russian language program is the anchor that continues to secure UW's relationship with Saratov University. And as on-campus Russian courses are diminished it is even more vital to maintain this long-standing connection to Saratov University, so that UW students will have a viable path towards completing major/minor requirements.

Contributing to programs across campus: UW students of Russian have always looked beyond the language alone as a major and have well understood its capacity to effectively augment a second or third major. As a result, most students of Russian are also students of international / global area studies, history, political science (the near 'satellites' of Russian language). Students from majors as far afield as music, art, and engineering also combine those more distant subject-area degrees with Russian language with particular success. Our close connection to the departments of History, Political Science, and International/Global Area studies is a positive force for interdisciplinarity, as well as the overall UW institutional strategy.

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

- RUSS 2140 offers the Arts & Sciences CH/G USP component.
- RUSS 3050 is a certified COM2 course
- RUSS 4200 is a certified COM3.

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.

Financial data relevant to the academic program:

Cost data is for ENTIRE department and is not disaggregated by degree.

Ratio of student credit hours per FTE (AY 2014/15): 742.6

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

Course enrollment (AY 2014/15)

i) Classes falling under university minimums: 18

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

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

Other Instructional Cost Drivers

Section Fill Rates

Average Students per Course: 9.6

(574 total enrolled in group A courses / 60 courses)

Lower Division Fill Rate: 414 enrolled in 30 courses;

Average Lower Division Students per course: 13.8 Average Upper Division Students
per course: 5.3

Fill Rate Per 25 cap course: $16.8 \text{ ave.} / 25 = 67\%$

Fill Rate Per 20 cap course: $7.5 \text{ ave} / 20 = 33\%$

Fill Rate Per 15 cap course: $5.3 \text{ ave} / 15 = 35\%$ Overall Fill Rate: 45%

Course Completion Rates

Not available at this time.

Curricular Complexity

Depending on which scale is used – DLI (Defense Language Institute), or FSI (Foreign Service Institute) – Russian is a Category 3 or 4 language (“a language with significant linguistic and/or cultural differences from English”). Arabic, Chinese, Japanese, and Korean are examples of Category 4 or 5, depending on the scale.

The complexity of the entire Russian curriculum emanates from this reality of the language acquisition curve. In it lies the basis for the structure of the major and minor, and for the necessity that students engage in a diverse range of challenging courses, as well as an extended study abroad period during the arc of their major or minor.

Faculty Courseload

6 Group 1 courses and 6 Group 2 courses per term
22 credit hours of lecture/seminar teaching; 6 independent study courses offered

Research expenditures per tenured/tenure-track FTE

Not applicable.

Comparing Data to National Benchmarks

No data available at this time.

Other Cost-Related Factors

The Russian program is supported by a well-endowed scholarship: James R. Burman Memorial Language Scholarship, whose criteria includes first preference given to a student studying Russian.

The single FTE faculty member is dedicated to putting in extra hours to keep this program alive. For Fall 2016 two prospective Russian majors have expressed interest in attending UW to study Russian with this program.

Admission, enrollment and graduation data relevant to the program, including the number of students currently enrolled and the status of their progress toward graduation:

Number of graduates over 5-yr period:

2011-12: 2

2012-13: 3

2013-14: 2

2014-15: 6

2015-16: 2

TOTAL: 15

(Degree-seeking students in Russian typically comprise **35%-40%** of the overall enrollees in Russian language, and even as high as 45%.)

Enrollment in major over 5-yr period:

Declared majors:

2011-12: 12

2012-13: 13

2013-14: 14

2014-15: 13

2015-16: 17

(Source for majors: WyoWeb advisee listing. Number taken from Spring semester of each of the above 5 academic years).

Fall 2011 to Spring 2016: 2,273 total credit hours delivered

1704 (lower division)

569 (upper division)

Recent graduates (year of graduation):

- Graduated Dec. 2015: Studied abroad in Saratov. *Rosemarie Martha Spitaleri Award for Outstanding Graduating Woman* (Spring 2016).
- Graduated May 2015: Studied abroad in Saratov. Boston College of Social Work; Direct support staff Ark Regional Services.
- Graduated May 2015: Studied abroad in Saratov. Used Russian for

individual research project, constructing blog-site about the Russia-Ukraine conflict.

- Graduated Dec. 2014: Studied abroad in Saratov, and then used Russian during a trip to Kyrgyzstan, and for an individual research project on education in Kyrgyzstan and Turkey.
- Graduated Dec. 2014: Studied abroad in Saratov. Continuing travel in Namibia, posting blog.
- Graduated Aug. 2013: living in Karlsruhe, Germany.
- Graduated May 2013: service in Iraq (approx. 15 months); *A&S Top Undergrad* 2013; continuing UW student in Economics. Multiple study-abroads in Saratov.
- Graduated Dec. 2011: Studied in Saratov; legislative intern for Senator John Barrasso (Jan-Apr 2012); Digital and Creative Services Manager/Office Manager *Passport Magazine* (Dec. 2013-Present).
- Graduated May 2010: Studied in Saratov; EU-Russia Studies M.A., Tartu University, Estonia (Aug. 2015-Present); Internship with U.S. Department of State.

It bears mentioning that determining whether students of the humanities are “working in their field” is not always a simple matter, especially as this applies to recent graduates, who may still be finding their niche in the real world. An expression of a humanitarian education might even be best realized in that the person is able to adapt, improvise, and evolve into a role that was not pre-ordained by the specific title of the person’s degree. Such has been the case with many Russian language majors.

On the other hand, we do not have to look far to find examples where the UW Russian degree translated directly to eventual employment working with Russian language. Joseph Peschio, a 1996 UW Russian graduate, proceeded directly to MA and PhD work in Russian language and literature at University of Michigan. After completing his PhD, Dr. Peschio was quickly hired at University of Wisconsin-Milwaukee in 2004 and is now Associate Professor and Coordinator of Slavic Languages and Literatures at that university (which, by the way is an important cooperating institution in our yearly recruitment cycle for students in the Saratov Study Abroad Program).

It would be true to say that most students of Russian language encounter and embrace an unpredictable and circuitous path forward after completing their degrees. Such is the nature of the world that students are increasingly faced with adapting to, and this is the kind of ability we strive to instill in our students as humanitarians and forward-thinkers, especially given the historic unpredictability of Russia.

Graduates of our program have for over 40 years flourished in post-graduate studies, and found great success as well in Russian pedagogy, business, social work, politics, and the sciences. Older students of Russian, who have had sufficient time to build a career, often bear striking credentials:

- MD: Doctor of Psychiatry (employing Russian language in her practice).
- Graduated with a degree in Russian/Physics/Computer Science was hired by IBM in Denver and soon promoted through the ranks – thanks to his knowledge of Russian language – to serve as chief liaison officer in IBM’s business presence in Russia.
- Director, Regional Security EMEA for Merck & Co; moving to the DC area to serve as the Director of a Global Investigations and Compliance program.
- Studied Russian language and received a Bachelor’s in International Studies in 1994, and a Master’s in Chemical Engineering from UW in 1996. In 2002, graduated from the University of Washington with both a Master’s degree in applied physics and a Ph.D. in chemical engineering. Following graduation, took a position as a Science and Technology Diplomacy Fellow with the American Association for the Advancement of Science, and then joined the United States Department of State, working as the senior nanotechnology advisor within the department.
- Accepted in the Slavic Languages & Literature Department at University of Michigan after graduating from UW, and is now an Associate Professor of Russian at the University of Wisconsin-Milwaukee, which is a long-standing cooperative partner with UW in the study- abroad program with Saratov University.
- MA in International Relations; intern at U.S. Information Agency; Webster University – securing funding in international initiatives; vice-president for Advancement at Eden Theological Seminary.
- Project Logistics Executive – Volga-Dnepr Airlines, Houston, TX.
- DVM, CCRP, CVA: computer (Russian) consultant; doctor of veterinary medicine.
- Law school; work using Russian in law firm in Dallas, TX; law firm in Rocky Mtn region; General Counsel for oil & gas company; entrepreneur; Chairman of Wyoming Republican Party and member of Republican National Committee.
- After graduating from UW (with BA degrees in Russian and International Studies), accepted into George Washington University as an MA student in International Affairs. Upon completion of the MA degree, worked in various capacities as a resettlement case manager for the International Rescue Committee, as well as district administrative officer for U.S. Citizenship and Immigration Services.

Describe the administration of the program:

The Russian B.A. is an undergraduate major/minor situated in the Department of Modern and Classical Languages, College of Arts & Sciences, Department Head Joy Landeira

Describe the faculty and academic professionals who serve in the program, including their academic credentials, academic rank and length of service to the University:

Russian

Joseph Krafczik (MA, University of Michigan 1986, Russian & East European Studies) – Section Head

Rank: Senior Lecturer

Length of Service: 28 Years (1988)

Anna Shur (Candidate Degree (PhD), Saratov State University 2010, Pedagogical Sciences; currently pursuing second PhD in Literacy Education, UW College of Education)

Rank: **TEMPORARY Lecturer** (while completing her 2nd Ph.D. in the CoEd)

Length of Service: 4 Years (2012)

Joseph Krafczik Awards:

- 1988 *Golden Apple Teaching Award*; 1995 A&S *Extraordinary Merit in Teaching Award*
- 1998 recipient of *Ellbogen Award for Meritorious Classroom Teaching*
- 2008 recipient of UW Mortar Board's "Top Prof" Award
- 2009 *Promoting Intellectual Engagement (PIE) Award*
- 2010 *Promoting Intellectual Engagement (PIE) Award*
- 2014 College of Arts & Sciences *Thumbs-up Award*

Describe the program facilities, including classrooms and offices, library and equipment used by or dedicated to the program:

Two Hoyt Hall offices – room 202 and 114

Typical classrooms used: Central Shared classrooms, e.g. Classroom Building 141, Wyo Hall 240

Software needs: Instructional software includes MyRussianLab (Pearson), Golosa

UW Library: Russian Language Repository - Over 60 years, the UW Library has amassed one of the finest Russian language repositories of any library along the Front Range. Holdings are both expansive and deep, with literally thousands of volumes – spanning Russian literature, critical writing, folklore, history, science, art, music, philosophy, linguistics, political thought, economics, and international relations.

Evaluations from accrediting bodies or other reviewers of the quality of the program and its faculty and academic professionals:

Not applicable.

Comparison of the program with related or similar programs:

Uniqueness. There are no feeder schools teaching the Russian language in Wyoming. The UW Russian program is absolutely unique within the boundaries of the State of Wyoming, not to mention the region (especially taking tuition into account). Limited access to beginning Russian language is available currently at Casper High School (an introductory course), and at Sheridan Community College (RUSS 1010/1020). CSU offers no major in Russian. CU Boulder has an extensive Russian language program with a good reputation. However, at a cost in the neighborhood of \$33,316 per academic year* (for full-time out-of-state tuition, versus \$5,056 for full-time UW in-state tuition), attending CU is, very clearly, prohibitively expensive for all but the most well-to-do Wyoming students. A local, and affordable alternative for Wyoming students (not to mention Montana, Colorado, Nebraska, and New Mexico) is clearly necessary.

*Source: <https://bursar.colorado.edu/wp-content/uploads/Undergrad-out-of-state-2016-17-tuition-and-fees-0041316.pdf>

Describe the anticipated effects of elimination of the program upon the college in which the program is situated, upon other colleges and units of the University, and upon the University as a whole, including:

As mentioned, the Russian undergraduate major has been an asset to the University of Wyoming. At one time, it had three people who served as instructors and thus was sustainable. It now has one ET APL. It offered students the opportunity for an international experience at Saratov University in Russia, thus leading the way for many other international exchange programs and relationships. Since the minor in Russian will be retained, students will have the opportunity to study the language and possibly do an immersion program in Russia. The size of the program is about the

same as German or French. A difficult decision-making process has led the college to the point in which choices about retention were necessary.

Effects upon students enrolled in the academic program:

Students will be informed about the discontinuation. They will have two years to complete the Bachelor's degree. If they do not manage it, their advisor will help them find other universities here or abroad to assist them. An international experience is the best solution for these students. It is possible that the WICHE program is another option.

Effects upon faculty and academic professionals who serve in the program, including termination of any existing positions:

The Russian minor will be retained, and coursework at the upper division level will be provided for the proposed World Languages MA that includes Russian. The instructor of the Russian language program will therefore be retained.

Educational and financial effects upon other units of the University:

The universities which offer Russian have decreased nationally due to decreased student demand. This does result in fewer options for students, but this is a national trend. There should have been some financial benefit for the university since the number of instructional personnel is so minimal, but in spite of UW's low tuition, students have NOT flocked to UW to study Russian.

Effects upon faculty, academic professionals, staff, students and alumni of the University:

It is possible to speculate that effects are minimal. The program was never large. For some alumni, the program offered a life changing experience. It is likely that former faculty, current instructors, staff, students, and alumni will regret the necessity of this decision.

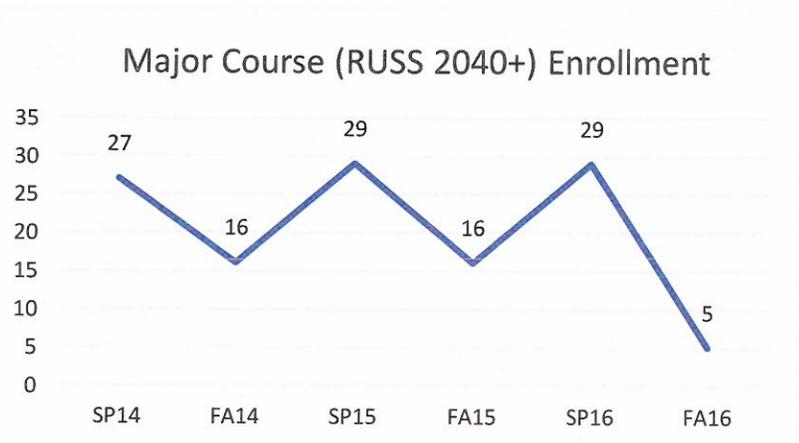
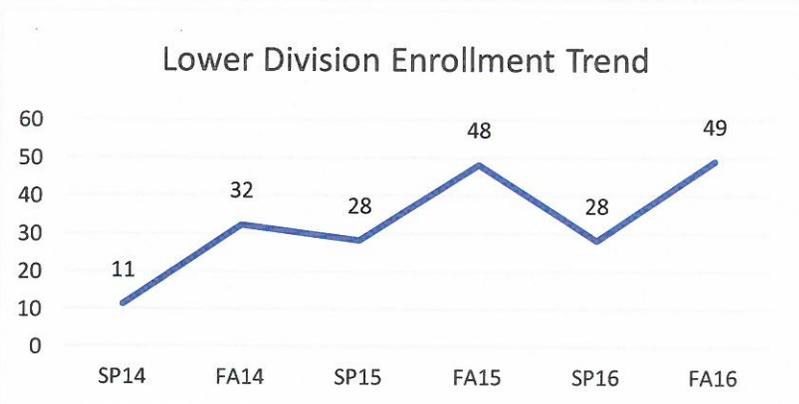
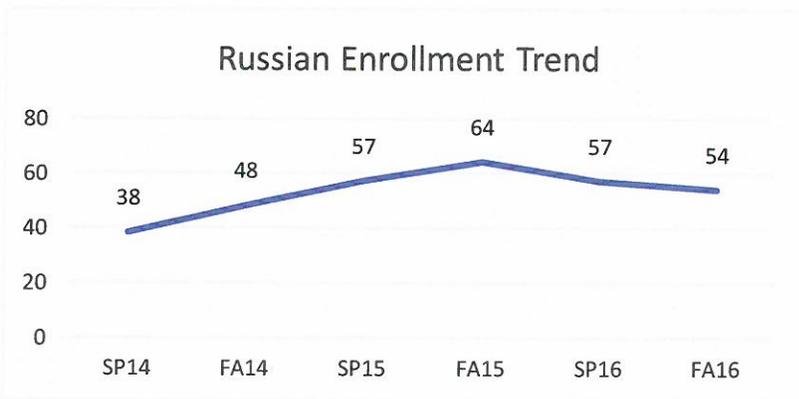
Effects on the State of Wyoming, including loss of benefits conferred outside the University by the academic program:

Minimal. The state appears to be focused on China (and therefore the Chinese language) as a potential market. UW must consider that there are Chinese immersion schools in Wyoming, and these public school graduates will wish to continue in that language when they arrive at UW. Future student demand must be considered as investment is made in language instruction.

PROGRAM REVIEW UPDATE FOR RUSSIAN AS OF 12/14/16

Russian Enrollment Spring 2014-Fall 2016

Enrollment trends show increase from 2014-2016 with 16 more students enrolled in Fall 2016 despite the fact that there is only one Russian instructor currently. This is most apparent in the lack of coursework above 2030 in Fall 2016, forcing five independent study courses to be offered.



Number of courses offered per semester (including independent studies):



Number of classes falling under University minimums:

16 courses over 6 semesters = Ave. 2.7 courses per semester fall under minimum. 39%

Number of lower division courses falling under University minimums:

11 courses over 6 semesters = Ave 1.8 lower division course per academic year falls under minimum. 16%

Current Students:

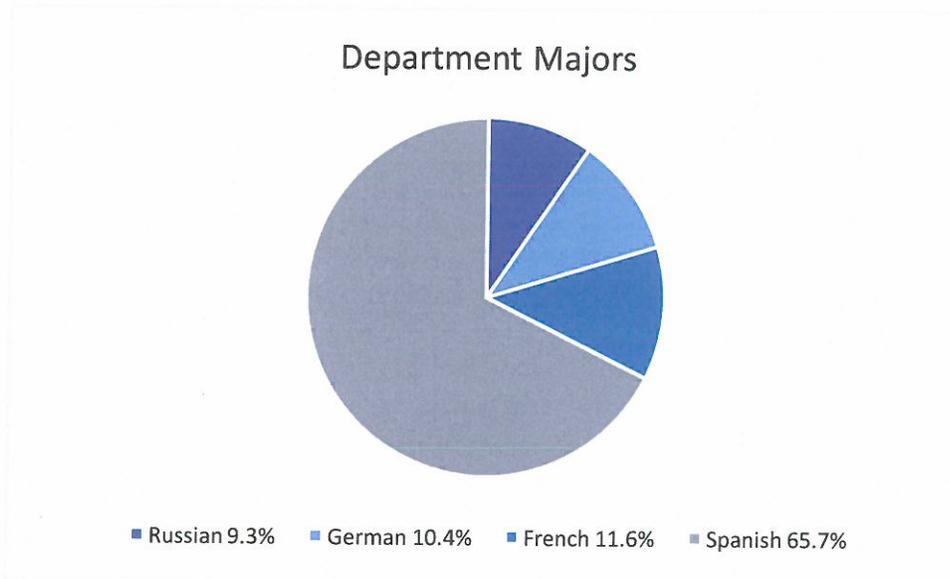
16 Majors: 2 are ready to graduate (SB), 6 are seniors (SR) and 8 are in the pipeline

last	first	id	class
Brady	John	W05327310	FR
Tremper	Kevin	W09244524	FR
Ayers	Garrett	W08284271	FR
Lowrey	Kendall	W09022260	SO
Pike	Erik	W07951022	JR
Shamley	Megan	W07629344	JR
Tackitt	Trena	W08130082	JR
McGinley	Ciara	W08275353	JR
Mann	Joshua	W03442679	SB
Floud	Darryl	W00870361	SB
Dellinger	Christopher	W03355305	SR
Dudenhoeffer	Megan	W07099696	SR
Jacobsen	Dustin	W07994555	SR
Yocom-Blum	Tyler	W06343241	SR
Jacobsen	Dustin	W07994555	SR
Rasmusson	Nathan	W05053400	SR

11 Minors: 7 are seniors and 4 are in the pipeline.

last	first	id	class
Barrett	Katerina	W08895413	FR
Day	Patrick	W08229741	FR
Harrison	Sean	W01153112	JR
Counihan	Clare	W08258504	JR
Collins	Briana	W07983796	SR
Eggerman	Derek	W06004714	SR
Rap	Nolan	W06389861	SR
Vovk	Nykyta	W05326624	SR
Wirth	Kyle	W05326988	SR
Gress	Mary	W02036225	SR
Lewis	Michael	W07960829	SR

Russian Majors per Department:



Student Credit Hours Fall 2011 to Spring 2016:

Lower	1704
Upper	569
Total	2273

Average Student Credit Hours per semester:

Lower	170
Upper	57
Total	227

Number of FTE

1: Joseph Krafzcik

Ratio of student credit hours per FTE

227/1 = 227

But assistance from outside.

Russian Major Expenditures:

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

Salaries (all)	\$1,180,022
Support Services	\$51,750
TOTAL	\$1,231,772

Russian Expenditures Calculated as follows:

A = Total salaries paid to all Russian faculty

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

C = Total part-time salary paid for Russian instruction

Total annual support budget = A + B + C

D = Percent of Russian Majors

E = Departmental Support Service Funding

A + B + C + (D*E) = Russian Expenditures

A	\$43,630.00
B	0
C	0
D	9.3%
E	\$4,500
TOTAL	
\$48,130.00	

Russian allotment = \$48,134.25

Major expenditures per student credit hour

\$48,130.00 / 227 = \$212

Major expenditures per total degrees awarded

2011-2012: 2 degrees awarded
2012-2013: 3 degrees awarded
2013-2014: 2 degrees awarded
2014-2015: 6 degrees awarded
2015-2016: 2 degrees awarded
Average num. of degrees awarded: 3

48134.25 / 3 (average degrees awarded) = \$16044.75

Section Fill Rates (Fall 2011 to Spring 2016)

Average Students per Course: 9.6

(574 total enrolled in group A courses / 60 courses)

Lower Division Fill Rate: 414 enrolled in 30 courses;

Average Lower Division Students per course: 13.8

Average Upper Division Students per course: 5.3

Fill Rate Per 25 cap course: $16.8 \text{ ave.} / 25 = 67\%$

Fill Rate Per 20 cap course: $7.5 \text{ ave} / 20 = 33\%$

Fill Rate Per 15 cap course: $5.3 \text{ ave} / 15 = 35\%$

Overall Fill Rate: 45%

Faculty Courseload

6 G1 courses and 6 G2 courses per term

22 credit hours of lecture/seminar teaching; 6 independent study courses offered

Subject: FW: UW Russian BA alum
Date: Wednesday, October 12, 2016 at 5:18:59 PM Mountain Daylight Time
From: Office of the President
To: Program Review - Academic Affairs Office
CC: Office of the President

Area 1

Good afternoon.

Please see the email submitted to the Office of the President Account.

Best,
Laura

From: Joe Peschio [mailto:peschiojoe@gmail.com]
Sent: Tuesday, October 11, 2016 10:39 PM
To: Office of the President <uwpres@uwyo.edu>
Subject: UW Russian BA alum

Dear President Nichols,

I am writing as a proud alumnus of the University of Wyoming (BA, Russian, Arts & Sciences Outstanding Graduate of the Year, 1996) to register my opposition to UW's proposal to cut the Russian Major. I will make the same case to members of the Board of Trustees and state lawmakers.

In a recent interview on Wyoming Public Radio, you said that among UW academic programs, there was "low-hanging fruit that can be taken advantage of" in order to get through the first round of cuts. You were referring to the budget "opportunities" presented by faculty and staff attrition and programs deemed "low enrollment programs." Among the latter is the UW Russian BA, which has a storied history that you are probably unaware of as a newcomer to UW. I implore you to reconsider this decision and to make a stand not only against the foolhardy state politicians who have pursued a reckless and irresponsible fiscal policy while simultaneously exerting downward pressure on unrealistically low tuition, but also the faculty-governance groups pushing for the elimination of this program. I quite agree that the Russian BA is "low-hanging fruit." But that's a lousy argument for eliminating it; I see no merit to it whatsoever, except that it's the easy way to go. Why is it "low-hanging fruit"? Because it has been starved of resources for decades, and because there are therefore no tenured faculty left in Russian to speak up for the program. I fail to see how it would be a good idea to compound past bad decisions with new decisions that are even worse.

I won't take up your time with all the obvious arguments about why all American universities, and particularly a public university that is the sole such institution in the state of Wyoming, have a civic duty to train Russianists in this day and age. Here is my main argument against cutting the Russian BA: *It wouldn't save any real money, but it would impoverish the campus.* As an alum and someone who runs a Russian program, I've kept tabs on enrollments in UW's Russian courses. I don't know what your minimum SCH:FTE ratios are at UW these days for a section to break even fiscally, but given UW's lecturer salaries, I just can't imagine that 5 sections of Russian are losing a lot of money. The entire program can probably be run for the cost of a single faculty research release in a STEM department. Naturally, it is completely unacceptable to have a degree program without tenure-track faculty. But eliminating it entirely will make it impossible to rebuild the program at a later date. You, if anyone, should understand that Wyoming's extraction economy is volatile and that this impacts UW

budgets. In such a volatile budgetary climate, it is unwise to burn bridges in such haste, especially if it doesn't actually do much of anything to remedy the larger problems.

We in Wisconsin are all too familiar with the devastating effects of sudden and massive budget cuts that are coupled with tuition freezes. So, I understand very well that UW is going to have to make sacrifices. Eliminating the Russian BA, however, is an empty sacrifice: it accomplishes practically nothing in terms of your bottom line. Instead of picking low-hanging fruit for no other reason than that it is low-hanging, I again entreat you to make bolder decisions about the future of the university. The crisis UW now finds itself in is an object lesson in why a university with a long and proud tradition should lay more emphasis on the eternal and on universal skill sets rather than on ephemeral, narrow vocational training for jobs that might well not be there four years from now - and not only for the university's own survival, but for the future good of the state.

Best wishes to you in these difficult times, sincerely,

Joe Peschio, PhD
Associate Professor of Russian and Coordinator,
Slavic Languages Program
Associate Director,
Center for International Education
University of Wisconsin--Milwaukee

Russian RESPONSE TO QUESTIONS FROM STEVE BIEBER. February 15, 2017

1. Joe indicates that he can offer the entire BA degree in Russian with assistance in two extra courses a year. Given that you indicate that 2-3 faculty are needed to offer the BA in French and in German, it would seem that this is not possible. Is it possible? And if so, how? The Russian major can be delivered with a combination of on-campus classes, 'satellite' courses, independent-study coursework, and study-abroad transfer courses. The on-campus Russian classes that apply towards the major or minor begin at RUSS 2040 and 2140. Satellite courses include HIST 2240 and POLS 3220. (Unfortunately, HIST 4290 is now defunct due to the departure of Marianne Kamp.) Independent-study coursework under the course numbers 3990 and 4990 includes content from, mainly, three lecture courses: RUSS 3150 (Intro to Russian literature), RUSS 3205 (Russian Folklore and Folk Life), and RUSS 4105 (19th-century Russian Literature in Translation). Study abroad coursework at the 2nd, 3rd, and 4th-yr levels in Saratov can be transferred in for credit equivalent to now-dormant on-campus courses such as RUSS 3050/3060, 4070/4080, 3065, 4200.

2. Joe has expressed a willingness to teach extra (overload) to see that the program can be retained. Would this overload be no cost or would he expect additional compensation? Is this possible over the next 5 years should no additional resources be allocated to Russian? My course load (including indep-studies, advising, service, etc.) was conservatively measured at 115% during Spring 2016. This load has become normal for me since before Anna Shur's employment was ended in May 2016. While not necessarily agreeing to teach extra lecture courses for no compensation, I am relatively accustomed to the longstanding workload (although the years are rather taking their toll)...

3. There is an alternative to Plan B (threat of retirement plan). I would not like to see Joe leave UW, but if he did, would it be possible to replace him with another APL willing to offer the coursework through the minor in Russian? (Just to clarify and be as up-front and honest as possible, Plan B (from my perspective) was never intended as a *threat* of retirement, but rather more that my retirement – with no subsequent administrative support for Russian – would *threaten* the program's existence. Frankly, I've considered retirement more than once in the past few years, primarily due to the formerly stagnant and recently declining state of support for Russian language since the retirements of Drs. Bagby and Sigalov, but the option didn't seem too feasible until the emergence of the VSIP offer. The 'threat' of Plan B is rather more a recognition that if my retirement comes to pass, the continuation of the minor would, at the very least, require a sustained commitment from above to keep someone on hire in Russian (even at the temporary adjunct level) to maintain RUSS 1010/1020, 2030/2040, and hopefully 2140. (This could be done for quite a bit less than my current salary, especially if current faculty member Kat Alexandrova were able to offer courses in Russian.) The Saratov Program could continue with some focused attention and shouldering of my organizational duties within our International Programs and this would allow for the necessary access to coursework beyond the 2040 level. (In fact, we are presently working on just such a fortification of ties between Saratov U's international programs and UW's, with a likely visit to Saratov by a member of UW's International Programs to Saratov this coming summer – the idea being that this could be a hand-off of sorts to enable the continuation of the Saratov Program in Joseph Krafczik's absence. Additionally, the Vice-Rector's surrogate in Saratov U's International Programs is currently applying for a Fulbright which would likely be spent at UW, so this would also be an important strengthening of ties between our two universities.)

4. The claim is made that the Russian major (30 hours above 2030) can be offered at the same cost as the Russian minor (18 hours above 2030). How is this possible? [It seems like a difference of 4 courses to me.]

Probably Joy can answer this question better than I, but my personal viewpoint is that by making available the courses and possibilities for study outlined in Question 1 above, the major adds no significant extra cost to the institution. All that is necessary, beyond the 18 hours required for the minor, is another 12 hours (4 courses) of study-abroad coursework. For most students, the minor can be completed (or very nearly so) during the Saratov Summer Program. (6 hours of summer credit, plus 6 hours of on-campus RUSS 2040 and 2140, plus a couple of satellite courses for the remaining 6.) The major would most likely require an additional Fall semester abroad of at least 12 credits to cover the rest of the distance to the major. So this is the 18 plus 12 credits we have been recommending to our majors. And not only is the study abroad an ideal venue in which to push one's Russian language proficiency very far forward, it also helps UW maintain a steady working relationship with Saratov University (a relationship which our colleagues in Saratov are ever more interested in expanding.) So, this may be a fairly unscientific accounting of the institutional costs involved in maintaining the major, but from a common-sense perspective it's difficult to argue against its merits and difficult to see how it increases costs here at UW.

RUSSIAN COURSE DELIVERY FOR MAJORS & MINORS

Course Delivery in Russian is designed so that one professor can provide the first two years of the language (beginning with introductory courses 1010, 1020, 2030, 2040, and 2140).

Following that, students may immediately embark on a summer study abroad to Saratov, Russia, during which they can receive six credits towards the minor or major. Majors will continue in Saratov for an additional fall semester and return to UW to take two additional courses, drawing upon already available resources.

RUSS 2040: 2nd-year year Russian II (UW)

RUSS 2140: Intro to Reading in Russian (UW)

RUSS 3050: 3rd-year Russian I (study abroad)

RUSS 3060: 3rd-year Russian II (study abroad)

RUSS 4070: 4th-year Russian I (study abroad)

RUSS 4080: 4th-year Russian II (study abroad)

RUSS 3150 (3990/4990): Intro to Russian Literature (independent study)

RUSS 3205 (3990/4990): Russian Folklore & Folk Life (independent study)

A continual paring down in Russian has already been accomplished since 2007 and 2012 with two full professor retirements (Bagby and Sigalov), and more recently as the second lecturer's position (Shur) in Russian has been reduced from full-time to half-time, then completely eliminated by the end of Spring 2016. As of Fall 2016, the major and minor programs in Russian are being delivered with only 1 FTE APL-ETT appointment: Joseph Krafczik.

Given this reality of bare-bones staffing in AY 2016-17, we have devised a workable path towards the minor or major that can feasibly be accomplished in 3 to 4 years, built upon the platform of introductory courses that first must be taken (RUSS 1010/1020/2030 – the first 3 semesters of Russian language study).

Minor: The Curriculum plan shows that students pursuing the minor can complete their 18 credits in three distinct stages:

1. 4th semester: 6 hours on campus (RUSS 2040 and RUSS 2140)
2. Summer abroad: 6 hours of intensive Russian (Saratov University)

3. 5th (and possibly 6th) semester: 6 hours of independent study

Major: To continue the Russian major, no additional on-campus costs (faculty, support staff, etc.) are required. Students simply complete a longer study abroad period (12-18 total hours) with our well established (over 25 year-long) Russian Study Abroad program in Saratov.

1. 4th semester: 6 hours on campus (RUSS 2040 and RUSS 2140)

2. Summer abroad: 6 hours of intensive Russian (Saratov University)

3. 5th semester Fall abroad: 12 hours (Saratov University)

4. 6th semester: 3-6 hours of UW existing coursework and/or independent study

The Saratov Program adds no extra expense to the delivery of UW courses, and its existence attracts international students from the Saratov region to UW. Essentially, the UW Russian language program is the anchor that continues to secure UW's relationship with Saratov University. And as on-campus Russian courses are diminished it is even more vital to maintain this long-standing connection to Saratov University, so that UW students will have a viable path towards completing major/minor requirements.

If the summer preceding the 5th semester Fall abroad is not feasible, the student can extend his/her UW on-campus studies into the 7th and 8th semesters with upper-level HIST, POLS, and LANG electives which will apply toward major credits, thereby making the 30 major hour accessible – at no extra cost to the institution. These major students will enhance enrollments in interdisciplinary courses already offered at UW and draw upon existing UW resources.

NOTES:

1. Course Attributes:

* The following courses are certified H-Courses: RUSS 1010, RUSS 1020, RUSS 2030, RUSS 2040.

* RUSS 2140 offers A&S CH/G USP component.

* RUSS 3050 is a certified COM2 course

* RUSS 4200 is a certified COM3.

2. Assessment Plan/Data

The quality of the 2015 assessment of the Russian program helped raise the department's level from Tier 3 to Tier 2.

In Spring 2015, the Department of MCL created a video-based assessment sequence 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 4080 levels. This assessment provides qualitative data also used in curriculum planning. The

current assessment plan for Russian calls for assessing students at the 2040 level on an annual basis and students at the 3050 and 4000 levels biannually. Assessment in Russian language is being conducted in parallel with French, German, Spanish, as well as Chinese at the “gateway” 2040 level. 2040 assessment is a direct measurement of proficiency skills, benchmarked against national American Council of Teachers of Foreign Language standards.

Rebecca Elaine Steele

From: Karen T <kltaboga@gmail.com>
Sent: Wednesday, March 30, 2016 1:25 PM
To: Rebecca Elaine Steele
Subject: German

Hi Becki,

I am actually not all that sure what to say myself, but I hope this helps anyways.

I studied German at UW partially because of my interest in literature and partially because I enjoy teaching it. The work I did to receive my MA has helped me tremendously to become a better writer. My main motivation to study German at UW, although I am a native speaker and also studied German in Germany, was the opportunity to teach at the same time. As a teacher I found it incredibly useful to engage not only in the experience of teaching German undergrads myself, but also to engage in discussions about language and literature with Americans and other non-native speakers in my upper division level classes. Being able to do so afforded me the chance to grow as a person and to understand how unique language instruction in Wyoming is. After my graduation I founded a German program for preschoolers in Laramie and won the WFLTA "New Teacher Of The Year 2014" award for doing so and for teaching German to young children myself. I think there is a huge interest in learning German at an early age (students and parents) in Wyoming and I wish the university could find a way to intertwine German and education in a way that UW would educate the German teachers for a future immersion program in the state. Of course, educators are not the only ones who will benefit from a strong German program. I hope the German department can modernize itself and stand strong for future challenges and the many opportunities that lie ahead. Clearly that cannot be done with a much smaller program.

Hugs to you!

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

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 • 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 strongly 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

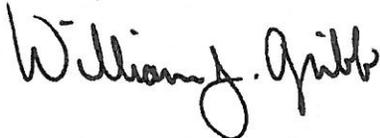
Dear Laura:

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,



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.



Global & Area Studies
Dept. 4299 • Laramie, Wyoming 82071-2000
Phone: (307) 766-3423 • Fax (307) 766-3533
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.

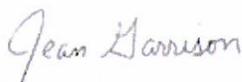
Chinese and Japanese and Arabic, as well as Spanish, of course, are equally vital to our majors and to our degree program. What we require, and what we've built our degree program around, is that our students will have a number of choices relevant to their area of study and their area of interest. We 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



Jean Garrison
Professor and Director, Center for Global Studies
Former Director, Global & Area Studies
garrison@uwyo.edu



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 time 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

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 or hanson@uwyo.edu
Home address: 710 Gerald Place, Laramie, WY 82070
Home Telephone 307 745 4982



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Wyoming Professional Teaching
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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 was 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: 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

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.

Copy

Program Review/Academic Affairs

I am taking this opportunity to respond to the program review proposals, especially regarding languages and Philosophy.

I will comment on the languages department first, and then move to Philosophy. I have cited passages or comments under proposal headings, and then I respond to them.

Context and background:

The proposed cuts/eliminations and modifications in languages must be put in the context of the last few years, where the A&S requirements for a language were eliminated. I note that this requirement was supported by around 80% of the faculty when Oliver Walter was Dean. The new Dean moved to eliminate the requirement, and supported the elimination.

Faculty pointed out at the time that enrolments would drop: some departments, such as mine, still require 3 semesters of a language, but not all do. The provost, David Jones, said at a Faculty Senate meeting, in reply to a question from Professor Tolo, that any reviews would take the drops in College requirements into account, as well as the new USP changes. That does not appear to have happened.

At the February 2016 Senate, the provost, David Jones, briefly outlined the reviews, and acknowledged that the system was not "firm." "Computer Science lecturer Kim Buckner asked for any firm review criteria, but Jones explained nothing was finalized as of yet." "Kevin Inouye, assistant professor of theater and dance, wanted to ensure any criteria were not a rigid, unchanging set of rules.

"I just want to be another voice in encouraging the consideration of context," he said. "For example, credit hours took a hit for a number of (faculty members) when the Arts and Sciences (University Studies Program) requirements changed, or they cut funding to a robotics program in the public schools, so are they going to look at that and say, 'What happened to your engagement?' The larger context is important to consider." "Laramie Boomerang Feb 27, 2016.

In the preamble paragraphs to each language proposal, the Dean notes that

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.

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. As the languages department points out, an analysis of costs can be misleading,

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.

I want to stress that there has been no external review of the languages concerned, nor of Philosophy, as required in the UniReg 6 -43, (iv) (h), which states that there will be “Evaluations from accrediting bodies or other reviewers of the quality of the program and its faculty and academic personnel.” There will also be in (i) of that regulation, “Comparison of the program with related or similar programs.” The Dean’s proposal announces for each of these programs:

“Evaluations from accrediting bodies or other reviewers of the quality of the program and its faculty and academic professionals:

Not applicable.”

I raised this matter at Faculty Senate at the October meeting, where the provost said that AA had decided that the external reviews were not necessary. That is clearly ignoring the UniReg, and flaws the process: with external reviews, some departments might have received suggestions on how to improve enrolment, a frequently invoked desideratum of AA in early 2016. For languages, the comparisons with “related or similar programs,” are all with other programs in the same department. This is disingenuous at best, and does not recognize that enrolment has dropped in all these programs in languages, that GA-ships have been cut severely, and that staffing in all these programs has been reduced through deaths and retirements. The Dean suggests, in her discussion of the BA in Philosophy, that “A comparator study of other philosophy B.A. degrees from universities with highly ranked philosophy departments should be instructive.” I think the comparator studies should be done for all the programs reviewed.

Russian BA Major:

The Dean’s proposal stresses the cuts in available staff “At one time, it had three people who served as instructors and thus was sustainable. It now has one ET APL.”

If the university cuts staff, then the lack of sustainability of the program might sensibly be laid with the College’s decisions over the past years to refuse to sustain it.

The proposal dismisses the department’s observations on the availability of Russian.

“Uniqueness. There are no feeder schools teaching the Russian language in Wyoming.”

It is unique in the proper sense of the word, as the department’s carefully written submission notes. There is no other program in Russian in the state, and CSU is much more expensive. The “no other feeder schools” comment does not recognize that many of the subjects and majors students undertake at a University are not available in schools.

Effects upon students enrolled in the academic program:

"Students will be informed about the discontinuation. They will have two years to complete the Bachelor's degree. If they do not manage it, their advisor will help them find other universities here or abroad to assist them. An international experience is the best solution for these students. It is possible that the WICHE program is another option."

This contradicts the statement from the Provost on the AA Program Review page *Please note that if a program/major is recommended for elimination, students in those programs will be accommodated pursuant to UW Regulation 6-43. There will be no adverse impact on students."

Effects upon faculty and academic professionals who serve in the program, including termination of any existing positions:

"The Russian minor will be retained, and coursework at the upper division level will be provided for the proposed World Languages MA that includes Russian. The instructor of the Russian language program will therefore be retained."

The elimination of the major would likely mean that students with only a minor would have curriculum difficulties in entering that MA., or any other.

I draw your attention to the following discussion from the dept: "The Saratov Program adds no extra expense to the delivery of UW courses, and its existence attracts international students from the Saratov region to UW. Essentially, the UW Russian language program is the anchor that continues to secure UW's relationship with Saratov University. And as on-campus Russian courses are diminished it is even more vital to maintain this long-standing connection to Saratov University, so that UW students will have a viable path towards completing major/minor requirements."

There is no discussion in the proposal of the need to keep exchange programs (in this case, the oldest on campus). The proposal notes that students pursuing a minor may still enroll in international study. This is an exchange program that works for the major, but may reasonably be expected to be in jeopardy if Saratov students cannot come here to study in a reciprocal system.

Educational and financial effects upon other units of the University:

"There should have been some financial benefit for the university since the number of instructional personnel is so minimal, but in spite of UW's low tuition, students have NOT flocked to UW to study Russian."

At the time these reviews were initiated, faculty were told that they were a matter of the educational quality of programs. The proposal appears to announce that financial criteria are the impelling rationale for eliminating the BA as a major.

"Effects on the State of Wyoming, including loss of benefits conferred outside the University by the academic program:

Minimal. The state appears to be focused on China (and therefore the Chinese language) as a potential market. UW must consider that there are Chinese immersion schools in Wyoming, and these public school graduates will wish to continue in that language when they arrive at UW. Future student demand must be considered as investment is made in language instruction."

Politics changes: the emphasis on China may shift to Russia. Further, the needs of the current market should not determine what languages should be taught at a University.

An external review would have noticed all these points. I believe that eliminating the major is a grave error, which will diminish possible courses available to students to the point eventually that even fewer students will enroll. There is currently one lone faculty position. I doubt the University will replace him when retirement occurs. That will close off studying one language altogether, and reap about \$45,000 (the Senior Lecturer's salary).

French MA: Many of my points above apply to the French MA.

The proposal for the elimination of the French MA points out that the World Languages MA is not yet decided /funded or supported. "If and when a new program in World Languages comes into being, students who may have applied to the former program will be contacted in a recruitment effort." That delay and lack of certainty cannot help enrolments in any language.

Plans for accommodating faculty and academic professionals who will be terminated or otherwise affected by elimination of the academic program:

"The minimal number of instructional personnel (2-3) will be utilized in the Bachelor's degree program, which is to be retained."

If a University is aiming at achieving "the minimal number of instructional personnel," who will only teach in the BA, and possibly teach in an as yet only possible World Languages MA, it seems inevitable that the program will never grow. Retirement and death have diminished faculty numbers. In spite of this, the program provides strong service at undergrad level to multiple majors across campus. Further, an email from Academic Affairs indicates that APLs without terminal degrees should not be teaching 5000-level courses. This eliminates the ability of Mark Person and Bénédicte Sohier to teach the 5000-level courses that they had been teaching for the MA programs (German and French respectively). That removes staff from courses: the World Languages program would begin and remain understaffed (as in there would be no-one at all to teach the courses).

Again, an external review might have suggested ways this program might flourish. The MA costs little extra to the University, and courses are cross-listed as 4000/5000. There is little to be gained in eliminating the degree.

German MA;

"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." Without support, a dept will find it understandably difficult to attract graduate students.

- other support.

"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."

As I noted above, if Mark Person may not be allowed to teach any of these "very reduced number of graduate course offerings," there may be none at all.

Philosophy: Many of the points I made earlier regarding language programs apply.

This proposal seems to fly in the face of the evidence the department accumulated in its submission.

The Philosophy Department cannot cover courses in metaphysics and philosophy of language. If the University cuts faculty positions and GAs, and does not replace faculty, the programs' enrolments and available courses will decrease.

The department has 2.5 Gas per year, and is still competitive, with an acceptance rate of 15% over 5 years for the total of 12.5 GAs. It achieves excellent research, as noted in "the last bi-annual report submitted by the department in June of 2015, the department pointed to the extraordinarily high research output of the department over the last two years, much of which is associated with having a thriving M.A. program: 6 books; 4 chapters in books; 12 refereed articles; 3 non-refereed articles; 77 poems; 39 presentations; and 34 interviews."

The Dept has significant plans for developing the MA: "5-year MA (or 3+2). This should help us recruit talented students to the major, given the possibility of getting an MA with one extra year of course work. This will be an attractive option for students on a pre-law track, because an MA in philosophy significantly increases their chances of being admitted to a top law school. It comes at no cost and is in fact a new revenue stream."

*interesting that
Jeff condemns
to use of
plans*

As the dept notes, "The nature of philosophy is dialectical, and its iterative exchanges of challenges and reasons," take place one-on-one." BA enrolments are good, "This is due to the fact that we are successful in recruiting students to our major through introductory courses, which rely heavily on intensive interactions between undergraduates and our MA students: discussion sections, one-on-one tutoring, and conducting review sessions. Our graduate students are also heavily involved with running the philosophy club, which is another recruitment venue for us. Last year, the club was instrumental, together with other RSOs, in bringing the Veritas program and Sam Newlands from the University of Notre Dame to campus for a discussion of the problem of evil (featuring Susanna Goodin), which drew an audience of about 500. Cutting the MA program will therefore negatively impact the quality of our BA and be detrimental to A&S goal 6."

Effects upon faculty and academic professionals who serve in the program, including termination of any existing positions:

“Positions for APLs and faculty in the department would not be terminated. Teaching loads for instructional personnel may increase as a result of the need for undergraduate course coverage without MA students to assist in instructional load. Certainly they will be disappointed not to work with graduate students but they may work with students in other degree programs.”

This blithely suggests that teaching loads can be increased at will. There is no discussion of what effect that might have on research. The suggested “work with students in other degree programs,” should also take notice of the fact that the dept already does this .

The first version of the proposal claims that “The Philosophy Department has four true philosophers. So few cannot sustain a solid Bachelor’s and Master’s program. Master’s programs are designed to be completed in a two year period. “

The suggestion that some of the faculty are not “true philosophers” attacks the credentials of those faculty, for no apparent reason. One of them obtained his Ph.D in Greek philosophy. That there are only 4 “true philosophers” explains the unavailability of some elements of the philosophy curriculum. It cannot come as a surprise that refusing replacements leads to understaffing. This is a choice not to invest resources in a successful, competitive program; eliminating it reduces the University.

Effects on faculty...Fewer 4XXX will be taught. Changes will be made in the curriculum of the Bachelors program to mitigate the loss of GA support.

This reduction in 4000 level courses, and loss of even minimal GA support will also change a successful undergraduate program; in eliminating the MA, the university will not only destroy the MA, but it will also change the deliberative nature of introductory courses for undergrads. The department notes that

“Given the dialectical nature of philosophy and its reliance on discussions, our graduate program contributes greatly to this core mission of UW. Our M.A. students lead discussion sections, during which they facilitate a deepening of the philosophical skills, such as critical reasoning in the technical sense of the term, that we try to instill in our undergraduate students. Through this activity, the M.A. program provides an extremely valuable service to the entire campus.”

Overall, I completely disagree with the proposals to eliminate these programs. As one of the writers supporting languages remarks, “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 crosscultural communication. Without this, the internationalization effort is a fraud. “

Many departments have written to support the continuation of the programs recommended for elimination and reduction, specifying in some cases that 2-3 semesters of a foreign language is a national curricular norm. Advanced study at the graduate level should be possible in more than one language: if these cuts are made, only Spanish will have an MA. Many of the courses in these proposals teach grad classes as crosslisted 4000/5000 courses. The courses may be taught, but they will have

But don't
miss /
students -

fewer enrolments. As one supporter noted, "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 ramifications on our graduates and all disciplines. "

I firmly believe that these programs should be supported; my experience here at UW has been enriched by faculty in both departments: as a trained classicist, I once taught the Latin intro course; I discuss Plato and other philosophers in all my Honors and English medieval courses. A strong languages program helps my students engage critically with myriad medieval texts, and even when I teach some of those texts in translation, knowledge of how the original works is essential.

Lastly, given UW's plans to increase enrolments, and the focus on the effects of any decreases in student numbers, it seems self-defeating to make majors and MA's unavailable to students, who, like any other student, also pay tuition and fees. Were we not told that UW must focus on retention?

Little will be gained, and much will be destroyed. Much of the process seems driven and already decided by administration: Both the President and the Provost have stated in public that savings will arise and different programs taught. That assumes that faculty comments will not be effective. I hope they will be.



Jaime Basham
President of Wyoming Foreign Language Teachers' Association
Campbell County High School
4001 Saunders Blvd.
Gillette, WY 82718

Sept. 24, 2016

Provost Kate Miller
Office of Academic Affairs
1000 E. University Ave
Old Main 312
Laramie, WY 82070

Dear Ms. Miller:

As a Spanish teacher, I am writing you with concerns about possible local and state budget cuts affecting our foreign language programs. In an increasingly globalized world, where technology is making communication faster and more efficient, it is vital that our American citizens and Wyoming university students are able to compete and communicate in other languages. In this interconnected world companies and businesses are expanding their existing networks, and if the United States is to succeed in commerce, diplomacy, and in careers knowing other languages is essential.

As a community, we are concerned about the proposed cuts at the University of Wyoming. The elimination of Bachelor's degrees in Russian and modern language education will be devastating to the entire state of Wyoming. Additionally, the elimination of the French and German Master's degrees. Right now, in our state of Wyoming the Dual Language Immersion (DLI) programs are emerging in more and more communities and we must hire out of state for those language positions. The Modern and Classical Languages Department at the University of Wyoming are working toward updating their pedagogies and best practices to reflect what language learners need at the postsecondary setting. We urge you to find a way to keep these positions in order to continue to augment our world language teacher retention in our state.

There are many benefits of learning other languages that can be broken down into the following:

Pre-K and Elementary:

- a. young people are most open to learning about new languages and cultures.
- b. early language study leads to long sequence programs and proficiency.
- c. starting early facilitates addition of more languages.
- d. language study helps children develop cognitive skills

Middle School:

- a. language learning leads to greater understanding of different cultures.
- b. increasing language proficiency opens more opportunities in secondary study.
- c. language study enhances problem-solving and critical thinking skills.
- d. the skills required in learning a language transfer to other academic subjects and improved performance in those subjects.

High School:

- a. developing proficiency in other languages broadens career options.
- b. skills in languages other than English make those not bound for postsecondary study more attractive employment candidates in a wide range of careers where communicating with diverse customers is necessary.
- c. good language achievement enhances a student's college prospects and opens paths for a wider range of college-level field of study.

College:

- a. the postsecondary experience can be greatly enhanced by study abroad and travel abroad programs when students have multilingual skills. This is the point of final career preparation, where language proficiency will greatly enhance their employment and future career prospects.
- b. knowing another language will expose postsecondary students to career fields they might not have known about without this academic background.

Community and Business:

- a. solid language programs make the community and its schools more attractive to employers.
- b. these programs contribute to a more diverse population and enhance the cultural experiences of all citizens.
- c. offering language programs addresses the concerns and demands of parents in the community.
- d. encouraging language learning helps develop a more valuable employment pool with contemporary skills.
- e. acquisition of language skills increases business opportunities with minority groups within the community.

f. broader language skills help to improve the community by minimizing language barriers and building cross-cultural understanding.

In the past, the University of Wyoming provided a multitude of options for world-language study, and has the largest international studies program in the nation. I believe language programs in Wyoming will give our students new opportunities as well as experiences, not to mention an edge when applying for jobs and competing in this multilingual and multicultural world. Languages will also open doors to cultural understanding and the beauty of the mosaic of multicultural diversity that make this world beautiful. Additionally, as a secondary Spanish teacher, my students are likely to go to the University of Wyoming for their degree and the ones that want to be a Spanish teacher will have no program, what do I tell them? What do I tell Wyoming's youth about their dreams? I was once a Wyoming graduate and I attended UW to achieve all my dreams, how do I tell my prospective students that this won't be a possibility for them in their future?

If you have not yet watched the video 'Lead with Languages,' I would encourage you to do so because it will open your eyes to the fact that Americans are falling behind because of our monolingual society. You can find the link here: <http://www.leadwithlanguages.org/>, complete with its script below.

"Imagine waking up some day to a new reality. A world where English is only one of thousands of languages and 90% of Americans are left out of the conversation. Realize that that day is today. In the world we share with 7 billion people 75% don't understand any English, and the fastest growing economies across the globe are non-English speaking. How can we succeed in commerce, diplomacy and in our careers in today's multilingual and multicultural world? With languages. Learning other languages is essential for America. Language competency equips our workforce for a competitive job market, it opens the doors for businesses of every size to connect with the 95% of the world's customers who live outside our borders. In an era of increased global challenges and conflicts it empowers our diplomatic, military, and intelligence communities to be effective. Outside the US knowing multiple languages is the standard not the exception. Time to wake up and lead ourselves from today to tomorrow with languages. Let's make languages a national priority to prepare Americans for a brighter future in a more connected world."

Another resource that I would encourage you to consult before these final decisions are made is the "World Readiness Standards" for Foreign Languages because it defines the central role of world languages in the learning career for every student. You can find this resource here: <https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

still here →

Furthermore, if our students in Wyoming are to not only compete with other future job candidates in America, but also the world economy, they will need to be able to navigate and communicate with others across cultural and linguistic lines. The elimination of these programs at the University of Wyoming is counterintuitive for this goal that we have been working towards for so long. As an educator I believe that we need to prepare our students for this global world, and knowing other languages in this 21st century is the key.

Sincerely,

Jaime Basham

WFLTA President

Members of WFLTA: Diane Chamberlain, Rebecca Brazzale, Courtnie Matthews Link, Geri Fitzgerald, Elizabeth Hetland, Mary Brummond, Dorly Piske, Katherine Boehnke, Leslie Boaz, Mollie Hand, Eric Atkins, Guillermina Monzón Paz, Renee Fritzen



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Jaime Basham
President of Wyoming Foreign Language Teachers' Association
Campbell County High School
4001 Saunders Blvd.
Gillette, WY 82718

Sept. 24, 2016

Provost Kate Miller
Office of Academic Affairs
1000 E. University Ave
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Laramie, WY 82070

Dear Ms. Miller:

As a Spanish teacher, I am writing you with concerns about possible local and state budget cuts affecting our foreign language programs. In an increasingly globalized world, where technology is making communication faster and more efficient, it is vital that our American citizens and Wyoming university students are able to compete and communicate in other languages. In this interconnected world companies and businesses are expanding their existing networks, and if the United States is to succeed in commerce, diplomacy, and in careers knowing other languages is essential.

As a community, we are concerned about the proposed cuts at the University of Wyoming. The elimination of Bachelor's degrees in Russian and modern language education will be devastating to the entire state of Wyoming. Additionally, the elimination of the French and German Master's degrees. Right now, in our state of Wyoming the Dual Language Immersion (DLI) programs are emerging in more and more communities and we must hire out of state for those language positions. The Modern and Classical Languages Department at the University of Wyoming are working toward updating their pedagogies and best practices to reflect what language learners need at the postsecondary setting. We urge you to find a way to keep these positions in order to continue to augment our world language teacher retention in our state.

There are many benefits of learning other languages that can be broken down into the following:

Pre-K and Elementary:

- a. young people are most open to learning about new languages and cultures.
- b. early language study leads to long sequence programs and proficiency.
- c. starting early facilitates addition of more languages.
- d. language study helps children develop cognitive skills

Middle School:

- a. language learning leads to greater understanding of different cultures.
- b. increasing language proficiency opens more opportunities in secondary study.
- c. language study enhances problem-solving and critical thinking skills.
- d. the skills required in learning a language transfer to other academic subjects and improved performance in those subjects.

High School:

- a. developing proficiency in other languages broadens career options.
- b. skills in languages other than English make those not bound for postsecondary study more attractive employment candidates in a wide range of careers where communicating with diverse customers is necessary.
- c. good language achievement enhances a student's college prospects and opens paths for a wider range of college-level field of study.

College:

- a. the postsecondary experience can be greatly enhanced by study abroad and travel abroad programs when students have multilingual skills. This is the point of final career preparation, where language proficiency will greatly enhance their employment and future career prospects.
- b. knowing another language will expose postsecondary students to career fields they might not have known about without this academic background.

Community and Business:

- a. solid language programs make the community and its schools more attractive to employers.
- b. these programs contribute to a more diverse population and enhance the cultural experiences of all citizens.
- c. offering language programs addresses the concerns and demands of parents in the community.
- d. encouraging language learning helps develop a more valuable employment pool with contemporary skills.
- e. acquisition of language skills increases business opportunities with minority groups within the community.

f. broader language skills help to improve the community by minimizing language barriers and building cross-cultural understanding.

In the past, the University of Wyoming provided a multitude of options for world-language study, and has the largest international studies program in the nation. I believe language programs in Wyoming will give our students new opportunities as well as experiences, not to mention an edge when applying for jobs and competing in this multilingual and multicultural world. Languages will also open doors to cultural understanding and the beauty of the mosaic of multicultural diversity that make this world beautiful. Additionally, as a secondary Spanish teacher, my students are likely to go to the University of Wyoming for their degree and the ones that want to be a Spanish teacher will have no program, what do I tell them? What do I tell Wyoming's youth about their dreams? I was once a Wyoming graduate and I attended UW to achieve all my dreams, how do I tell my prospective students that this won't be a possibility for them in their future?

If you have not yet watched the video 'Lead with Languages,' I would encourage you to do so because it will open your eyes to the fact that Americans are falling behind because of our monolingual society. You can find the link here: <http://www.leadwithlanguages.org/>, complete with its script below.

"Imagine waking up some day to a new reality. A world where English is only one of thousands of languages and 90% of Americans are left out of the conversation. Realize that that day is today. In the world we share with 7 billion people 75% don't understand any English, and the fastest growing economies across the globe are non-English speaking. How can we succeed in commerce, diplomacy and in our careers in today's multilingual and multicultural world? With languages. Learning other languages is essential for America. Language competency equips our workforce for a competitive job market, it opens the doors for businesses of every size to connect with the 95% of the world's customers who live outside our borders. In an era of increased global challenges and conflicts it empowers our diplomatic, military, and intelligence communities to be effective. Outside the US knowing multiple languages is the standard not the exception. Time to wake up and lead ourselves from today to tomorrow with languages. Let's make languages a national priority to prepare Americans for a brighter future in a more connected world."

Another resource that I would encourage you to consult before these final decisions are made is the "World Readiness Standards" for Foreign Languages because it defines the central role of world languages in the learning career for every student. You can find this resource here: <https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

Furthermore, if our students in Wyoming are to not only compete with other future job candidates in America, but also the world economy, they will need to be able to navigate and communicate with others across cultural and linguistic lines. The elimination of these programs at the University of Wyoming is counterintuitive for this goal that we have been working towards for so long. As an educator I believe that we need to prepare our students for this global world, and knowing other languages in this 21st century is the key.

Sincerely,

Jaime Basham
WFLTA President

Members of WFLTA: Diane Chamberlain, Rebecca Brazzale, Courtnie Matthews Link, Geri Fitzgerald, Elizabeth Hetland, Mary Brummond, Dorly Piske, Katherine Boehnke, Leslie Boaz, Mollie Hand, Eric Atkins, Guillermina Monzón Paz, Renee Fritzen

Subject: Program eliminations

Date: Monday, October 10, 2016 at 11:07:45 AM Mountain Daylight Time

From: Rolf Skoetsch

To: Program Review - Academic Affairs Office

Dear Ms. Miller.

Congratulations to UW's Management team for considering public input for what goes on at our university. After reading in the Cheyenne paper that a recommendation exists to keep the bachelor's degree programs in German and French, I ask Why? How many civilian occupations require degrees in either of these languages. Most of Europe is so well versed in English that it seems like it is everyone's second language. Just watch BBC News programs where reporters interview the folks on the street, in all corners of the world, and notice the fluency of their English.

Unless there are multiple career paths that require these bachelor degrees I vote to eliminate them along with the masters degrees.

It appears to me that education in the Arabic languages as well as Chinese would be more in line with where this country's interaction with foreign nations is headed, possibly requiring more trained folks in the labor pool.

Regards, Rolf Skoetsch.

*why keep even the
BA degrees in these
languages?*

Subject: Degree Elimination

Date: Thursday, September 22, 2016 at 9:34:54 PM Mountain Daylight Time

From: Sarah Hoffdahl

To: Program Review - Academic Affairs Office

As a Spanish language graduate of UW in 2008, I am deeply saddened by the proposed cutting of degree and educational pursuits. Why are these areas being cut, when sports programs have not been considered? As the only University in the State, it is wildly irresponsible to cut intellectual pursuits and not consider other non-academic sports programs that could be used to fund established educational programs. If these are cut, future students will be affected, not to mention staff. UW is the only University in Wyoming. Academia must be of the utmost importance and we are doing our students, the local Wyoming communities, and global community a disservice if we can't offer and provide a wide range of studies and programs. By limiting educational pursuits, we are heading down a dark path from enlightenment to restricting enlightenment. Please reconsider.

Respectfully Submitted,
Sarah Hoffdahl (Schlicting)

From: Charles Ewing [mailto:cewing@caspercollege.edu]
Sent: Monday, May 09, 2016 4:02 PM
To: Laura Ann DeLozier <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 Teton 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

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

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

BA

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.

Adrian Feng

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

keeping a language requirement ≠ to a degree program.

BA still remains, except in Russian, where minor should be sufficient.

Subject: Degree Program Review at the University of Wyoming
Date: Friday, November 18, 2016 at 9:03:32 PM Mountain Standard Time
From: Matthew Feeney
To: Program Review - Academic Affairs Office

Matthew Edward Feeney

University of Wyoming Provost Kate Miller

Dear Kate Miller,

Please allow me to comment on the proposed elimination of degree programs under review at the University of Wyoming, and specifically on the elimination of degree programs in Russian, French and German.

These programs in language, literature and linguistics are very important. Russian itself is a critical language.

The government has worked for many years to promote its study and to further programs in the language. Russian, French and German are world languages of importance to the United States and to many of its people. They are always of use to Wyoming and its people.

I urge you not to eliminate the Bachelors program in Russian or the Masters programs in French or German. I urge you to build them further.

The university here is much richer for their presence. Even with fewer students their importance has always been great. There is always the possibility that enrollment will increase in these programs in the years ahead. It is likely to do so.

Many graduates of these programs have done much with their careers.

I received the BA Degree in Russian in 1980 at the University of Wyoming, and have since obtained both the MA and the PhD in the field elsewhere. The major and the field are rewarding.

Thank you for your attention to my comments.

I hope to hear from you.

Sincerely,

Matthew Edward Feeney, PhD

with no interest by students.

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

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: 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 ramifications 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

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

To whom it may concern,

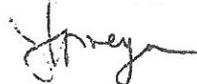
I am a student at Casper College. I am 76 years old and retired. I have taken 5 semesters of French, 3 semesters of German, and am planning to take Russian this coming fall.

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,



John Meyer

Laviera

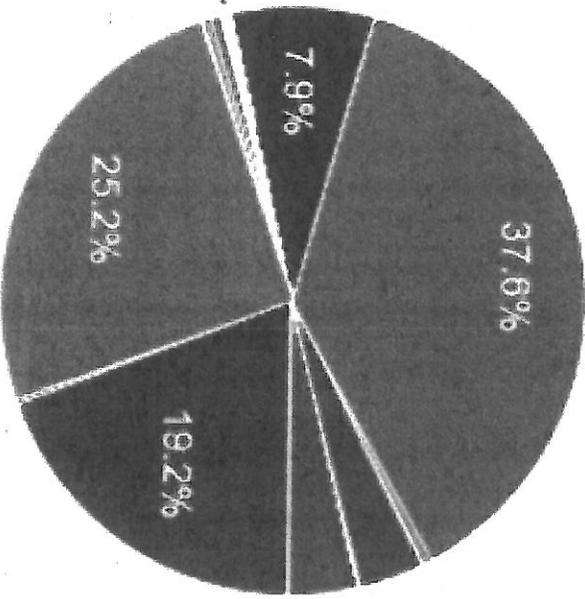
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Wyoming Student Data

Wyoming World Language Educators surveyed their students* about language education and university programs.

*As of Nov. 2, 2016, 682 students have taken this survey

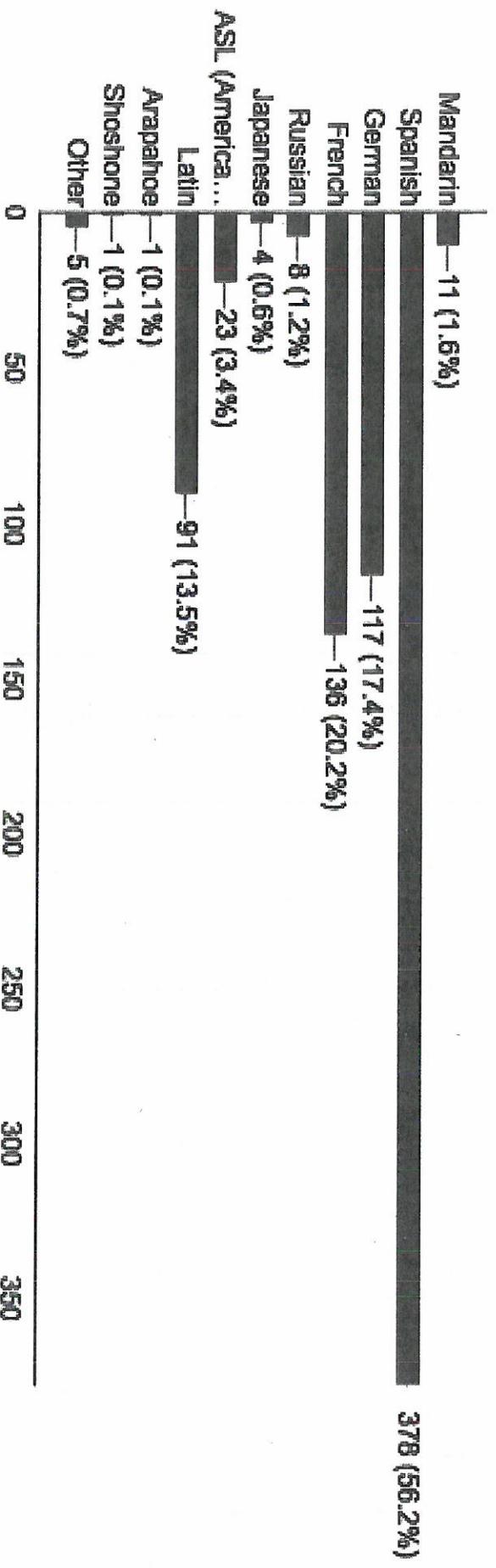
1. What is your school district?



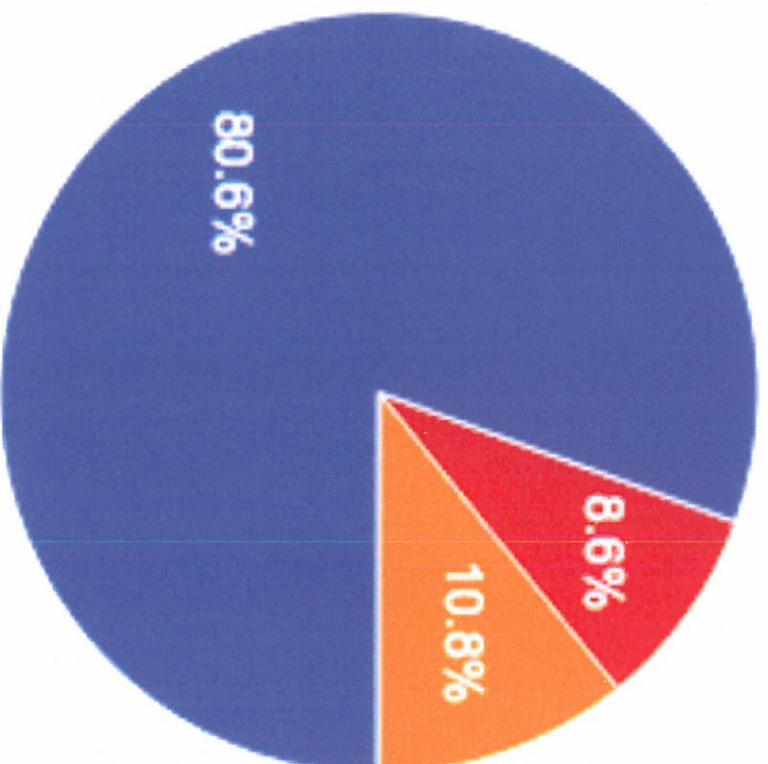
Largest districts:
 Albany County #1 = 19.2%
 Campbell County #1 = 25.2%
 Natrona County #1 37.6%
 Laramie County #1 = 7.9%
 Park County #6 = 3.5%
 Teton County #1 = 3.8%

- Albany County School District #1
- Big Horn County School District #1
- Big Horn County School District #2
- Big Horn County School District #3
- Big Horn County School District #4
- Campbell County School District #1
- Carbon County School District #1
- Carbon County School District #2
- Converse County School District #1
- Converse County School District #2
- ▲ 1/5 ▼
- Crook County School District #1
- Fremont County School District #1
- Fremont County School District #2
- Fremont County School District #6
- Fremont County School District #14
- Fremont County School District #21
- Fremont County School District #24
- Fremont County School District #25
- Fremont County School District #38
- Goshute County School District #1
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- Hot Springs County School District #1
- Johnson County School District #1
- Laramie County School District #1
- Laramie County School District #2
- Lincoln County School District #1
- Lincoln County School District #2
- Natrona County School District #1
- Niobrara County School District #1
- Park County School District #1
- Park County School District #6
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- Platte County School District #1
- Platte County School District #2
- Sheridan County School District #1
- Sheridan County School District #2
- Sheridan County School District #3
- Sublette County School District #1
- Sublette County School District #9
- Sweetwater County School District #1
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- Teton County School District #1
- Uinta County School District #1
- Uinta County School District #4
- Uinta County School District #6
- Washakie County School District #1
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- Weston County School District #1
- Weston County School District #7
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2. What world languages (other than English) are you studying at school?



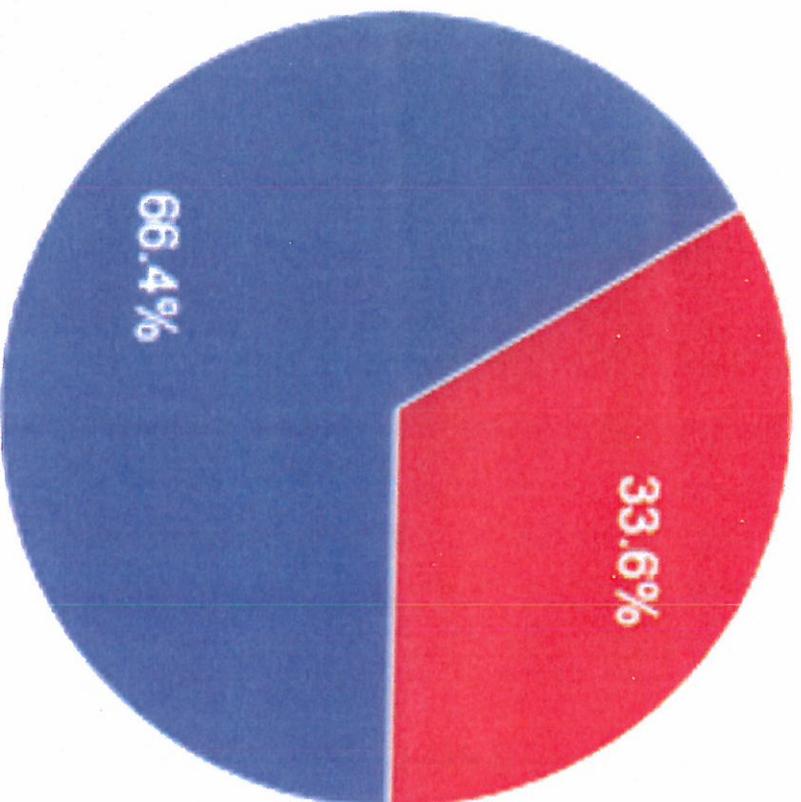
3. Do you speak a language other than English at home? If yes, please supply the language in “other.”



Other:

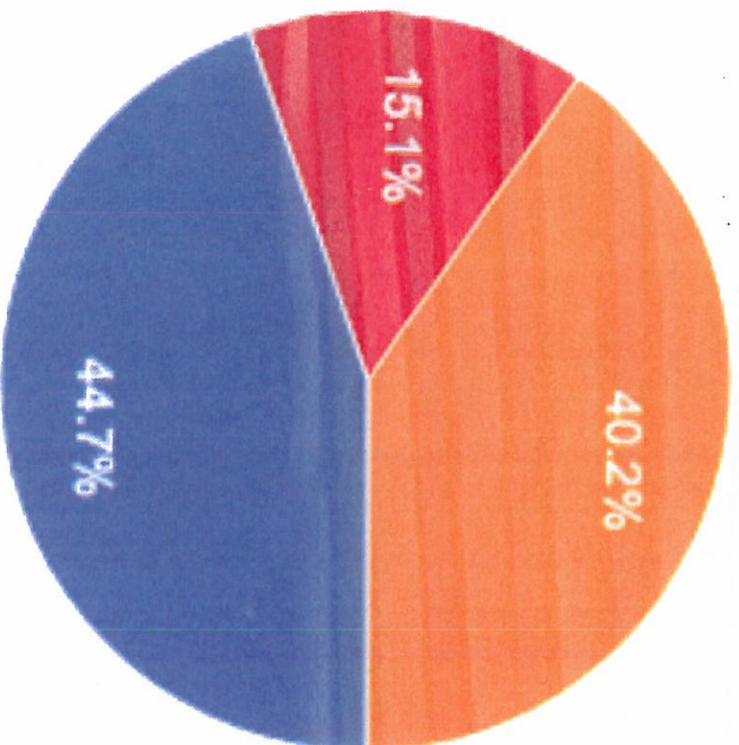
- Spanish = 42 students
- Russian = 2 students
- German = 6 students
- Latin = 2 students
- Chinese = 1 student
- Japanese = 2 students
- French = 6 students
- ASL = 4 students

5. Are you interested in pursuing a future career in which using a world language (other than English) could be beneficial for you and those you would work for?



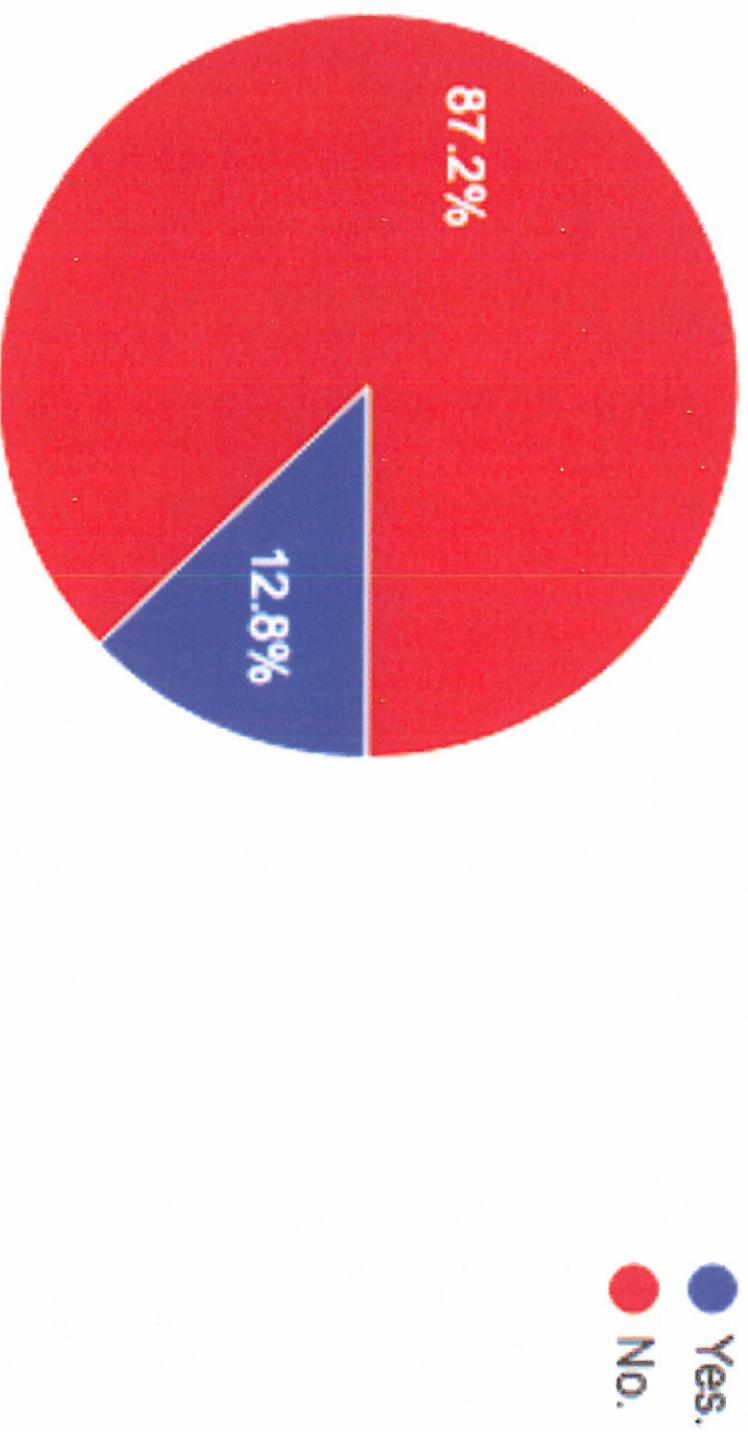
● Yes.
● No.

4. Do you plan on taking language(s) at the college/university level?

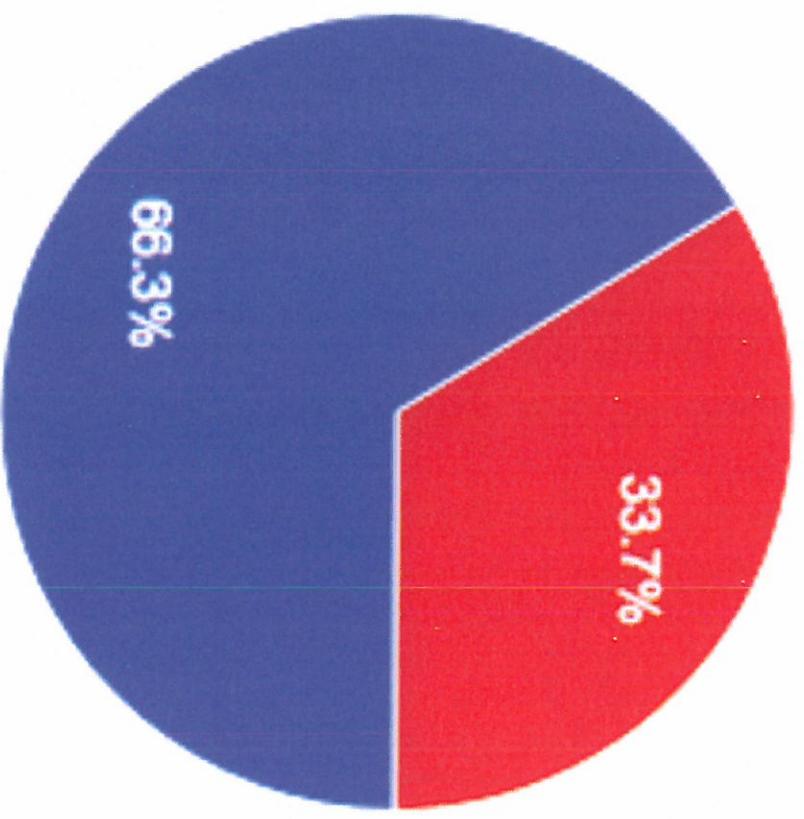


- Yes.
- No.
- Undecided.

6. Are you interested in becoming a language teacher?



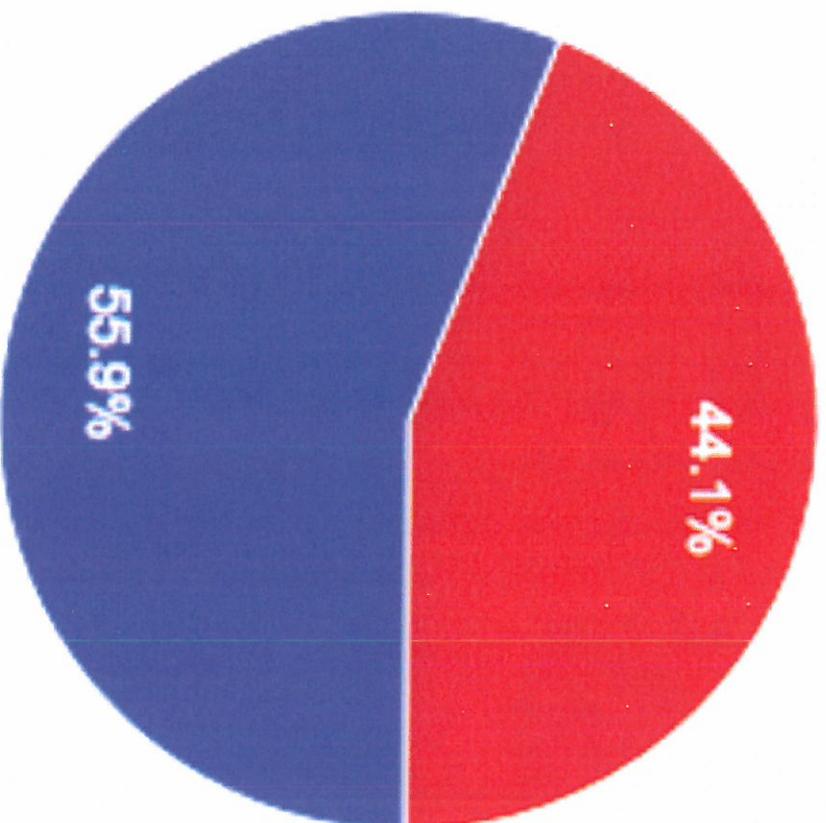
7. Could language and the degrees available offered at the University of Wyoming influence your decision about where to study after high school?



● Yes.
● No.

Could be perceived as a negative for Post D.

8. Could the elimination of teacher preparation programs for foreign languages at the University of Wyoming influence your decision about where to study after high school?



● Yes.
● No.

- This data is accessible by going here: https://docs.google.com/spreadsheets/d/1A0mKmdHCQS6NjwI191IFZIMgzZq-1dp_Xjg5e1lXHyg/edit?usp=sharing
- This data has been compiled by the Wyoming Foreign Language Teachers' Association.

Russian RESPONSE TO QUESTIONS FROM STEVE BIEBER. February 15, 2017

1. Joe indicates that he can offer the entire BA degree in Russian with assistance in two extra courses a year. Given that you indicate that 2-3 faculty are needed to offer the BA in French and in German, it would seem that this is not possible. Is it possible? And if so, how? The Russian major can be delivered with a combination of on-campus classes, 'satellite' courses, independent-study coursework, and study-abroad transfer courses. The on-campus Russian classes that apply towards the major or minor begin at RUSS 2040 and 2140. Satellite courses include HIST 2240 and POLS 3220. (Unfortunately, HIST 4290 is now defunct due to the departure of Marianne Kamp.) Independent-study coursework under the course numbers 3990 and 4990 includes content from, mainly, three lecture courses: RUSS 3150 (Intro to Russian literature), RUSS 3205 (Russian Folklore and Folk Life), and RUSS 4105 (19th-century Russian Literature in Translation). Study abroad coursework at the 2nd, 3rd, and 4th-yr levels in Saratov can be transferred in for credit equivalent to now-dormant on-campus courses such as RUSS 3050/3060, 4070/4080, 3065, 4200.

2. Joe has expressed a willingness to teach extra (overload) to see that the program can be retained. Would this overload be no cost or would he expect additional compensation? Is this possible over the next 5 years should no additional resources be allocated to Russian? My course load (including independent studies, advising, service, etc.) was conservatively measured at 115% during Spring 2016. This load has become normal for me since before Anna Shur's employment was ended in May 2016. While not necessarily agreeing to teach extra lecture courses for no compensation, I am relatively accustomed to the longstanding workload (although the years are rather taking their toll)...

3. There is an alternative to Plan B (threat of retirement plan). I would not like to see Joe leave UW, but if he did, would it be possible to replace him with another APL willing to offer the coursework through the minor in Russian? (Just to clarify and be as up-front and honest as possible, Plan B (from my perspective) was never intended as a *threat* of retirement, but rather more that my retirement – with no subsequent administrative support for Russian – would *threaten* the program's existence. Frankly, I've considered retirement more than once in the past few years, primarily due to the formerly stagnant and recently declining state of support for Russian language since the retirements of Drs. Bagby and Sigalov, but the option didn't seem too feasible until the emergence of the VSIP offer. The 'threat' of Plan B is rather more a recognition that if my retirement comes to pass, the continuation of the minor would, at the very least, require a sustained commitment from above to keep someone on hire in Russian (even at the temporary adjunct level) to maintain RUSS 1010/1020, 2030/2040, and hopefully 2140. (This could be done for quite a bit less than my current salary, especially if current faculty member Kat Alexandrova were able to offer courses in Russian.) The Saratov Program could continue with some focused attention and shouldering of my organizational duties within our International Programs and this would allow for the necessary access to coursework beyond the 2040 level. (In fact, we are presently working on just such a fortification of ties between Saratov U's international programs and UW's, with a likely visit to Saratov by a member of UW's International Programs to Saratov this coming summer – the idea being that this could be a hand-off of sorts to enable the continuation of the Saratov Program in Joseph Krafczik's absence. Additionally, the Vice-Rector's surrogate in Saratov U's International Programs is currently applying for a Fulbright which would likely be spent at UW, so this would also be an important strengthening of ties between our two universities.)

4. The claim is made that the Russian major (30 hours above 2030) can be offered at the same cost as the Russian minor (18 hours above 2030). How is this possible? [It seems like a difference of 4 courses to me.]

Probably Joy can answer this question better than I, but my personal viewpoint is that by making available the courses and possibilities for study outlined in Question 1 above, the major adds no significant extra cost to the institution. All that is necessary, beyond the 18 hours required for the minor, is another 12 hours (4 courses) of study-abroad coursework. For most students, the minor can be completed (or very nearly so) during the Saratov Summer Program. (6 hours of summer credit, plus 6 hours of on-campus RUSS 2040 and 2140, plus a couple of satellite courses for the remaining 6.) The major would most likely require an additional Fall semester abroad of at least 12 credits to cover the rest of the distance to the major. So this is the 18 plus 12 credits we have been recommending to our majors. And not only is the study abroad an ideal venue in which to push one's Russian language proficiency very far forward, it also helps UW maintain a steady working relationship with Saratov University (a relationship which our colleagues in Saratov are ever more interested in expanding.) So, this may be a fairly unscientific accounting of the institutional costs involved in maintaining the major, but from a common-sense perspective it's difficult to argue against its merits and difficult to see how it increases costs here at UW.

RUSSIAN COURSE DELIVERY FOR MAJORS & MINORS

Course Delivery in Russian is designed so that one professor can provide the first two years of the language (beginning with introductory courses 1010, 1020, 2030, 2040, and 2140).

Following that, students may immediately embark on a summer study abroad to Saratov, Russia, during which they can receive six credits towards the minor or major. Majors will continue in Saratov for an additional fall semester and return to UW to take two additional courses, drawing upon already available resources.

RUSS 2040: 2nd-year year Russian II (UW)

RUSS 2140: Intro to Reading in Russian (UW)

RUSS 3050: 3rd-year Russian I (study abroad)

RUSS 3060: 3rd-year Russian II (study abroad)

RUSS 4070: 4th-year Russian I (study abroad)

RUSS 4080: 4th-year Russian II (study abroad)

RUSS 3150 (3990/4990): Intro to Russian Literature (independent study)

RUSS 3205 (3990/4990): Russian Folklore & Folk Life (independent study)

A continual paring down in Russian has already been accomplished since 2007 and 2012 with two full professor retirements (Bagby and Sigalov), and more recently as the second lecturer's position (Shur) in Russian has been reduced from full-time to half-time, then completely eliminated by the end of Spring 2016. As of Fall 2016, the major and minor programs in Russian are being delivered with only 1 FTE APL-ETT appointment: Joseph Krafczik.

Given this reality of bare-bones staffing in AY 2016-17, we have devised a workable path towards the minor or major that can feasibly be accomplished in 3 to 4 years, built upon the platform of introductory courses that first must be taken (RUSS 1010/1020/2030 – the first 3 semesters of Russian language study).

Minor: The Curriculum plan shows that students pursuing the minor can complete their 18 credits in three distinct stages:

1. 4th semester: 6 hours on campus (RUSS 2040 and RUSS 2140)
2. Summer abroad: 6 hours of intensive Russian (Saratov University)

3. 5th (and possibly 6th) semester: 6 hours of independent study

Major: To continue the Russian major, no additional on-campus costs (faculty, support staff, etc.) are required. Students simply complete a longer study abroad period (12-18 total hours) with our well established (over 25 year-long) Russian Study Abroad program in Saratov.

1. 4th semester: 6 hours on campus (RUSS 2040 and RUSS 2140)

2. Summer abroad: 6 hours of intensive Russian (Saratov University)

3. 5th semester Fall abroad: 12 hours (Saratov University)

4. 6th semester: 3-6 hours of UW existing coursework and/or independent study

The Saratov Program adds no extra expense to the delivery of UW courses, and its existence attracts international students from the Saratov region to UW. Essentially, the UW Russian language program is the anchor that continues to secure UW's relationship with Saratov University. And as on-campus Russian courses are diminished it is even more vital to maintain this long-standing connection to Saratov University, so that UW students will have a viable path towards completing major/minor requirements.

If the summer preceding the 5th semester Fall abroad is not feasible, the student can extend his/her UW on-campus studies into the 7th and 8th semesters with upper-level HIST, POLS, and LANG electives which will apply toward major credits, thereby making the 30 major hour accessible – at no extra cost to the institution. These major students will enhance enrollments in interdisciplinary courses already offered at UW and draw upon existing UW resources.

NOTES:

1. Course Attributes:

* The following courses are certified H-Courses: RUSS 1010, RUSS 1020, RUSS 2030, RUSS 2040.

* RUSS 2140 offers A&S CH/G USP component.

* RUSS 3050 is a certified COM2 course

* RUSS 4200 is a certified COM3.

2. Assessment Plan/Data

The quality of the 2015 assessment of the Russian program helped raise the department's level from Tier 3 to Tier 2.

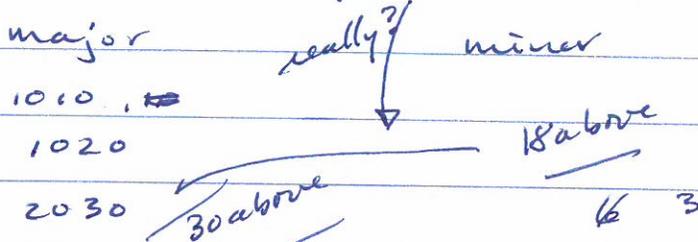
In Spring 2015, the Department of MCL created a video-based assessment sequence to capture student learning at the 2040 level in five main areas: speaking, reading, writing, listening, and cultural understanding. This tool provides quantitative data, which is used in curriculum planning. At the time, informal assessment through interviews was undertaken at the 3050 and 4080 levels. This assessment provides qualitative data also used in curriculum planning. The

current assessment plan for Russian calls for assessing students at the 2040 level on an annual basis and students at the 3050 and 4000 levels biannually. Assessment in Russian language is being conducted in parallel with French, German, Spanish, as well as Chinese at the “gateway” 2040 level. 2040 assessment is a direct measurement of proficiency skills, benchmarked against national American Council of Teachers of Foreign Language standards.

Russian

- 1 FTE is insufficient to offer all of the necessary courses (given enrollments, cannot be justified - other situation in the college)
- last 6 semesters 46 courses / 16 below minimum.
- ? Average class size is
- need about 15 courses per year (²⁻³ 3 FTE?) ^{higher priority and enrollments}
- Joe + ^{overload.} Do extra (free or \$)
- lecturer's position (sum of FTE - reduced → eliminated)
- Language support! - Degree support - 0.
- need / importance - yes (unusually, perhaps even at all, but not attracting students).

- ? can 1 FTE deliver the entire BA?
- last 4 years 2 FTE and did not produce much.
- ↑ no! need assistance (courses from French inst.)
- minor = major in cost?



30 hr required
27 hoted

Plan B ^{2nd} option
replace Joe with IPL
to teach → minor.

- upper DIV Russ elective 1
- 2 outside dept. 2
- 3 3
- 4 4

French

< 1/yr

- extremely small MA, but also BA
 - 3 FTE needed here? so many? yet Russian trying w/ 1!
 - claims pipeline for K-12 language
- language not education. WHY NOT 2nd education w/o additional resources.

- Dept. support if MA in World is adopted.
- Supported by Dean? ↑

need to bring into our discussion at his time?
own BA → MA.

Skeptical that it will be sufficiently successful (need Spanish to come over)

at 3 more than enough to offer BA +

German

< 1/yr.

- extremely small support for language not MA
- again 2nd education →
- 3 FTE
- own BA → MA

considers talking on the education aspect of 2nd ed.

2-3 necessary for BA - Russian?

Russian BA

a. If the program is eliminated, what are the "gains?"

-Only losing major, minor still available

-Relieves strain on department by not pulling professors from other programs

b. If the program is eliminated, what are the "losses?"

-Loss of Russian all together at the University of Wyoming

-Cutting of ties with Saratov University

c. What is the "benefit" of eliminating the program?

- Possibly opening a Chinese major up

d. What is the "cost" of retaining the program?

e. Preliminary thoughts on whether the program should be eliminated, should be retained, or should be offered a course of action prior to a decision of elimination or retention.

-Eliminated. Although there is a rich history of Russian language at the University of Wyoming, we need to think about what is best for our students. Being the only 4 year University, there needs to be opportunity open up new majors in regards to other foreign languages becoming more relevant and popular. Although minimal, the Russian program is just not worth the cost.

f. After reading the materials, are there questions that you would like to see answered before a. through e. can be addressed?

-Just for languages overall, many majors require consecutive years of foreign language. Will we be able to open up more sections of other foreign languages to accommodate this?

-Students that have a semester or more of one foreign language may have to start over with another language. Will this be taken into consideration?

Departments	1 Faculty/ APL # FY14	2 Res Sci FTE FY 14	3 Staff # (office and other) FY 14	4 Graduating BS/BA students in past 5 years	5 Undergradu ate Minors - past 5 years (FY14)	6 Graduating MS students - past 5 years	7 Graduating PhD students - past 5 years	8 Graduate Minors - past 5 years (FY14)	9 ALL CH by home Dept annual average over 5 y	10 State \$/Credit hour	11 Cost per student graduated (BA/BS, MA/MS, PhD) FY13	12 Annual cost per student FY13	13 State Faculty, APL & Staff Salary \$ FY16	14 Part Time/Temp /Visiting \$ FY16	15 New grant \$ generated in 5 years	16 State Op Expense \$ FY16	17 State Budget/Fac- AP	18 Outreach/ Summer \$ FY14	19 New IDC \$ (not only grants) FY14	20 Other \$
African American and Diaspora Studies	2																			
American Indian Studies	1			NA	23	NA	NA													
American Indian Studies - 2	6	0.75	1	5	11	NA	NA													
Anthropology	11.75	1	1	12	NA	28	NA	894		NA	\$11,507									
Art	13	1	2	116	53	27	NA	855		\$60,652	\$6,318									
Botany	11.75	1	3	202	33	NA	NA	1,464	416	\$88,943	\$7,802									
Chemistry	18.5	1	4	102	9	NA	NA	5,554	205	\$40,695	\$6,436									
Communication and Journalism			3	108	49	20	NA	3,983	271	\$25,282	\$6,702									
Creative Writing*	14	0	2	394	61	55	NA	4,686	275	\$62,001	\$10,946									
Criminal Justice	1	0	0	NA	61	49	NA	10,846	177	\$75,033	\$6,056									
English	7	0	1	NA	55	NA	NA	11,261	#3 (87)	\$16,068	#1 (\$3,408)									
Gender and Women's Studies	27.75	0	3	426	37	NA	NA	NA	NA	NA	NA									
Geography	3,25	4	2	256	97	50	NA	6,430	#1 (65)	\$9,252	#5 (\$3,638)									
Geology and Geophysics	6	0	2	20	24	NA	NA	14,425	126	\$34,259	\$6,164									
Global and Area Studies	23.5	3	2	96	16	37	NA	2,633	171	\$138,002	\$5,335									
Global and Area Studies - 2	6.5	0	5	140	27	37	NA	4,989	147	\$34,373	\$5,801									
History	10.5	0	2	152	41	37	NA	6,288	377	\$52,692	\$11,211									
Latina/o Studies*	2	0	2	220	76	28	NA	1,659	330	\$11,525	\$8,723									
Mathematics	27.5	0	3	NA	9	NA	NA	7,881	110	\$18,695	\$3,579									
Modern and Classical Languages	15	0		154	43	24	NA	272	624	NA	\$11,349									
Music	20.5	0	2	170	176	35	NA	19,868	137	\$80,376	\$4,068									
Philosophy	6	0	2	120	176	62	NA	11,502	#4 (92)	\$29,280	#8 (\$3,833)									
Physics and Astronomy	13	0	1	28	30	13	NA	5,994	254	\$54,307	\$8,001									
Political Science	10	0	8	58	5	32	NA	2,621	226	\$73,362	\$7,505									
Psychology	15.5	0	2	182	14	108	NA	8,129	189	\$91,348	\$6,250									
Religious Studies	8	0	3	590	158	26	NA	8,011	129	\$14,258	#2 (\$3,479)									
Sociology - I	6	0	1	32	21	NA	NA	12,420	114	\$14,977	#7 (\$3,729)									
Statistics	6.5	0	1	77	77	19	NA	4,326	125	\$129,505	#3 (\$3,517)									
Theatre and Dance	11	0	1	8	20	20	NA	5,554	110	\$52,287	\$6,056									
Zoology and Physiology	19	2	4	114	12	NA	NA	6,533	215	\$43,945	#6 (\$3,697)									
Totals			8	484	36	41	NA	5,538	327	7,613	327									

NA = not applicable or available

#4 Highest Student Credit Hour Production
 #4 Lowest Cost Per Credit Hour
 #8 Lowest Annual Cost Per Student FY13

takes salaries, TA costs and Summer expenditure into account (not Outreach)

ZOO excludes COOP

Only a % belongs to dept. Need to clarify
 ticket sales - most is committed
 Coe & Kuehn English Services?

Joy

?9 programs listed in all.