

Ladies and Gentlemen, My fellow faculty members and supporters of higher education:

We are grateful for the chance to appear before you today. We express gratitude, on behalf the entire department of foreign languages and cultures, that cuts weren't more severe to the department as a whole.

However, in researching the rationale offered for why the German major was eliminated, we have discovered discrepancies and misinformation, perhaps misinterpretation of facts relating to the present state of German at WSU, and we cannot merely allow the German major to disappear without bringing first those misunderstood and misinterpreted elements to light.

**Purpose:** To Correct Misinformation Offered:

1. As General Facts About the German Faculty
2. As Rationale for Elimination of the German Major
3. As fact about the department's position regarding the place of German within the department

**Point 1:** German Faculty

Claim: *There are five faculty members involved in the German program.*

There are only two full-time faculty members in the German program at WSU, one tenured and one clinical track. The three instructor positions considered in the "Faculty Senate Review of Program Cuts" lists 3 instructors. These are all current undergraduate students who are either native or near-native speakers of German who teach a 1-credit course which meets 1 hour per week. These instructors are not qualified to teach lower division German language courses; there is no reason to release either the tenured or clinical-track faculty positions, since there is no recourse to the 3 instructors identified for full-time German instruction.

**Point 2:** German Enrollment

Claim: *German is an under-enrolled language within the Department of Foreign Languages and Cultures*

Definition of Under-enrolled offered on May 1<sup>st</sup>, 2009: "Fewer than 25 students cumulatively taking a course in the previous 3 years."

With the exception of Spanish, low enrollments are a problem that each foreign language faces at WSU. However, it appears that German was selected for elimination due to misinterpreted enrollment data.

I do not wish at all to incriminate any other language, but merely to show the strength of German by comparison to other unaffected languages still offering at least an area studies minor, a language minor or where the plan to develop a minor in the near future exists. Spanish and French have been excluded from this table, as enrollments in those two languages are significantly higher:

[HANDOUT: Table 1]

Fall 2008-09 Total undergraduate enrollment according to ROnet 10-day enrollments (counting only courses taught the target language, as English causes inflated enrollments)

German 220 [220] <0>	Japanese 211 [233] <22>
Chinese 245 [333] <88>	Russian 81 [176] <95>

This means, German stands equal in production and demand with the other languages unaffected by the budget cuts. Moreover, the German program handles as many (and often more) foreign language students than the listed, unaffected languages with fewer full-time faculty excluding Japanese, which also has 2 full-time faculty members.

To illustrate some of the data which was very likely misunderstood or misinterpreted, I refer you to [Table II]. German offers courses that list with multiple prefixes – these courses are taught at the same time by the same teacher in the same classroom – however, when such courses are counted as multiple courses with different enrollments, the result is clear. Similarly, German 320 and 450 were taught this year at the University of Idaho as an exchange of students between the U of I German program and our own. WSU students who enrolled in the 450 course of Fall 08 and 320 of Spring 09 were neither taught by WSU faculty nor on the WSU campus [Table III]

Finally, 105,205,305 are the courses taught by undergraduate native or near-native speakers. They are conversation courses only which meet for one hour per week, and involve no formal instruction. Enrollment in these courses is completely voluntary, and enrollment in these courses is not requisite for progressing forward to subsequent German courses.

Further misunderstanding of enrollment data can be seen in Fall Semester 2008 German 102 and German 204 courses. These two courses were **not** continuation courses from the Spring 2008 semester. This means there was no chance for retention of students from a previous course (no 101 or 203 courses from which to draw a larger number of students). Therefore, enrollments were necessarily reduced. However, consider that of the 6 students enrolled in German 204 that semester, 4 were retained in the following semester, one left the campus completely, and the 6<sup>th</sup> returned to German for Fall 09.

Of the Fall 08 102 course, 8 of the 12 were retained, 2 left WSU. This means, of those two “under-enrolled” courses combined, only 2 continuing WSU students chose not to reenroll in any German course at all!

By direct contrast, In the 2008-09 school year, Each lower division course that continued from a previous semester has operated either near capacity or has retained on average more than 70% of its students from the previous semester. You have the complete retention report in the handout in front of you [Table IV]

As further evidence of the current strength of German, I call to your attention [Table V], German majors and minors  
**23 officially registered majors**

\*Freshmen = 5

\*Juniors = 3

\*Sophomores = 4

\*Seniors = 11 (3 graduating in May 2009)

In addition, we have 10 more students active in the German major degree process who are not yet able to certify per WSU policies. (*second major must have 60 credit hours to declare; CACD(Center for Advising and Career Development) students must have 24 credits hours to declare*)

This brings our total tally of potential majors to 33.

### **German Minors**

#### **11 officially registered minors**

Juniors = 5

Seniors = 6

*Undeclared, but active in the German minor degree process and not able to certify per WSU policies (minors must have 60 credit hours to declare) = 4*

**Total potential 15**

If the 10 students active in the German major degree process are not able to complete the major, but elect to attempt a minor in German, this brings the count of German minors to 25.

I conclude this point merely by mentioning that as far as foreign language education is concerned, having fewer numbers of students in a classroom is actually a desirable contributor to language learning. [Below Table V, you will see a statement] released by the American Council on the Teaching of Foreign Languages (ACTFL) regarding the most-desirable sizes of foreign language classes. In short, smaller is better – in fact, faculty-to-student ratio is often a bragging rite at many institutions of higher learning, including WSU, which boasts a 14-1 ratio!

**Point 3:** The Place of German in the Department of Foreign Languages and Cultures and the College of Liberal Arts

Claim: *[German] does not fit within the strategic vision of the department*

Claim: *The department desires to concentrate its resources in high-demand and Pacific Rim languages (Emerging Strength)*

Correction: The initial recommendation of the A2P2 committee was: “Grow Foreign Language and Culture, *including* Asian Program, as part of the College's Strategic Plan” (emphasis added). Eloy has just clarified the position of the department regarding German in connection with other languages offered. That one language is to be shed to concentrate resources is unfounded and untrue!

I counter, however, the expression “emerging strength” as being tied only to “Pacific Rim” languages with the data yielded from the 2000 Census [Table VI]

**Languages Spoken in the Home  
State of Washington, 2000 Census**

Spanish	321,425
Tagalog	41,675
Vietnamese	39,830
<b>German</b>	<b>39,660</b>
Korean	39,520
Chinese	34,945
Russian	31,340
Japanese	24,055
French	22,335
Mon-Khmer, Cambodian	14,560

(Source: Census Bureau report: Language Spoken at Home for the  
Population 5 Years and Over, April 2004)

Finally, the position of the College of Liberal Arts argues for the furthering not hindering of international relations – a premise put forth in their 3-fold Strategic Plan:

**I. International and Intercultural Relations**

German supports this mission not only with instruction, but with regular-occurring study abroad programs and exchanges with German institutions of learning. Ironically, WSU students who participate in many such study abroad/exchange opportunities are not counted in official course enrollments! Nevertheless, past and present German majors at WSU have been and are recipients of extensive external funding, including 15 students who have been recipients of Fulbright awards to Austria.

**II. Just and Sustainable Societies, Policies, and Practices**

**III. Social, Cultural, and Psychological Impacts on Human Health**

The final two of the CLA 3-fold mission are intrinsically tied to the strength of Germany directly, as Germany is one of the industry leaders in green technology, for example.

**Conclusion**

Despite procedural missteps, we concede that budget cuts must be made, and we accept (not happily) the decision to eliminate the German major. We must make a stand, however, in stating that there is sufficient evidence and demand to maintain much more than lower-division German. We, the German faculty and faculty representatives of the department of foreign languages and cultures implore the faculty senate and WSU administration to retain German at least as a minor, and to allow the department of foreign languages and cultures the possibility to work with administration to research other venues for budget reduction rather than eliminating the German faculty unilaterally. It seems that the recommendation to “Grow foreign languages and cultures, including [not the word “only,” but the word “including”] the Asian Program as part of the college’s strategic plan.” was deliberately reinterpreted to read “concentrate resources in Pacific Rim languages,” and “German does not fit within strategic vision of the department.” These are false assertions.

Finally, considering that the German Major remains available at all 22 of WSU’s peer institutions, considering that German is offered at least at 72 different high schools throughout the state of Washington, it is a strike at the state, its high school German programs, the current and future students of WSU and at Washington State University itself, if our students are not able to continue German beyond the second year, or worse, are not offered German at all!

It seems that German has been singled out for all the wrong reasons. I ask the senate to make this right, today! Thank you

## NOTES FOR ME

GERMAN													
Course #	F03	S04	F04	S05	F05	S06	F06	S07	F07	S08	F08	S09	
GER 101	28		33		42		45		59		49		
GER 102	Second Sem	20		20		29		25		23	12	34	
GER 105		3	5	13	5	5	10	6	16	16	10	4	
GER 130	Masterpieces in Germ			16				16					
GER 203		15		16		25		22		26		12	
GER 204	Fourth Sem	11		10		16		15		24	7	12	
GER 205		6	2	11	7	8	11	5	8	8	5	3	
GER 305		6	6	2		5	1	8	5	6	1		
GER 307	Intermediate Speaking			9						16		15	
GER 308	Intermediate Grammar and Writi			5									
GER 310	German Filr		8				20						
GER 320	German Culture (coop w/UI beg S06; taught by UI)					3		8				2	
GER 350		4								1	21		
GER 361		6			12					*8/1=9			
GER 407	Advanced Speaking at			7									
GER 408	Advanced Grammar and Writing			2									
GER 450	Sem in Ger		6			5		4		0		4	
GER 451	Sem in German Studies - Authors (coop S07, taught WSU)							*7/1=8					
GER 452		5					*5/3=8					12	
GER 499	Special Problems						1			2	0	1	
<b>rea SubTotal</b>		<b>73</b>	<b>58</b>	<b>107</b>	<b>49</b>	<b>102</b>	<b>78</b>	<b>126</b>	<b>85</b>	<b>131</b>	<b>75</b>	<b>112</b>	<b>108</b>

### WSU German Students: Successful Applications for External Funding since 2001

#### German Academic Exchange (DAAD):

- ❖ DAAD Young Ambassadors: James Eberlein (2005/2006)
- ❖ High Tech in Old Munich: James Sivley (2003)
- ❖ Research Internship in Science and Engineering: Stephanie Pitts (2007); Julian Reyes (2008)
- ❖ University Summer Course Grant: Walter Schlect (2009)

#### American Association of Teachers of German (AATG) & European Recovery Plan (ERP), Bundesministerium für Wirtschaft und Technologie:

- ❖ Mündliche Kompetenz im Unterricht amerikanischer High-Schools (MUTPED; Intermediate High Proficiency in German required): Laurie Maupin (2005); Deborah Jordan (2009)

#### Fulbright

- ❖ Teaching Assistant Program in Austria (Intermediate Mid Proficiency in German required): Melissa Szabo (2001-2002), Nicole Ironside (2003-2005), and Katherine Burgard (2006-2007)

#### Botschaft der Bundesrepublik

- ❖ Internationales Parlaments-Stipendium (Six-month Internship in the German Parliament; "sehr gute Sprachkenntnisse" required): Neil Walter (2009 – Pending)