

## Comprehensive Program Review GERMAN

### General and Overview

1. Describe your program's most significant opportunities and significant challenges.  
(Narrative)

- Outside of UW-Madison and UW-Milwaukee, UW-Green Bay has one of the strongest and most vibrant German programs in the state. We have developed close relationships with local high schools teaching German as well as with other high schools and campuses across the state through our College Credit in High School program and we have successfully placed a significant number of alumni in various K-12 and university teaching positions. We are regularly considered a resource and are contacted by high schools and members of the Wisconsin chapter of AATG (American Association of Teachers of German) seeking German students or graduates to fill full- or part-time positions. Our courses are also sought out and sent to students throughout the UW System and to our other location campuses, and now, as of this year, to St. Norbert College as well. As faculty, our expertise has also been solicited at UW System workshops, language summits, institutes and committees and we have connections to area German-American companies as well. We have thus established ourselves in the state as having a very reputable program. Our program continues to provide a significant proportion of the number of UWGB students who study abroad and contributes an important social dimension to student life through our active German Club and alumni social media. During the timeframe of this review one of our German students was motivated to create a scholarship fund.
- One of the greatest challenges we have, however, is within our own institution, where language study and the study of international cultures is not highly valued. Unlike many colleges and universities, even within UW System, we have neither a university-wide language requirement nor even a language requirement for the BA degree, and this despite the GEC approval of this initiative and an increased multicultural understanding now being an institutional priority. Although several programs have added this degree requirement over the years, many programs feel that having even a two-semester requirement (which in actuality would likely only be one course given that most students receive retroactive credit) would discourage students from pursuing that degree. Moreover, we regularly hear from our students that UWGB should have a language requirement, we also hear that some faculty and advisors discourage them from pursuing a major or minor in German and some have directly recommended to students that they drop it. Despite these internal challenges and a lack of a culture that appreciates second-language facility, we nevertheless continue to have strong numbers and currently have 33 majors and minors.

2. What are some things that would help make your program and its students more successful?
- As mentioned above, UW-Green Bay has for decades not had a university-wide language requirement despite listing cultural diversity and internationalization as elements of our mission and important for a liberal arts education. Having a two-semester language requirement at least for the B.A. would help many students in our college, as businesses in N.E. Wisconsin as well as many across the state are increasingly engaged in business internationally and seek graduates with international and second language facility (Schreiber, Schneider, Voith and Nature's Way, just to name a few of the largest). As our community becomes increasingly diverse, both culturally and linguistically, graduating students with deeper knowledge, not only regarding linguistic difference, but also of cultural relativity, is increasingly important.
  - Another challenge we face is the difficulty in finding good, qualified ad hoc instructors for German. Both Profs. Ham and Coury are involved in many cross-disciplinary activities and in administrative roles, however it's difficult for us to take course reassignments or to volunteer for activities that would come with a reassignment because it would mean a decrease in course offers for students which would negatively affect their time to degree. In fact, neither has ever been able to take a reassignment for running the German program in the decades since the beginning of our contracts.

3. What are some program accomplishments worth highlighting? (Narrative)

- **SPARK-Lab.** In 2020, UW-Green Bay was selected as the only university in Wisconsin to participate in the initial year of a new joint project, called SPARK, organized and funded by the American Association of Teachers of German (AATG) and the Goethe-Institut—Washington DC to promote the teaching German in K-12 schools around the country. SPARK, a **Structured Program for the Acquisition of German in the U.S. – Resources and Know-How**, provides professional development for future German instructors and enables K-12 students across the United States to start learning German at an early age. SPARK provides early access to language instruction and creates opportunities for students to learn German. SPARK allows our undergraduate students and prospective teachers to gain first-hand teaching experience in K-12 schools, to practice their curriculum development skills, and to gain access to professional development opportunities. This program is offered free of charge. Due to COVID restrictions, however, the start of the program at UWGB has been postponed until Fall 2021.
- **Delta Phi Alpha.** In 2020 UW-Green Bay founded a chapter of Delta Phi Alpha, the national German honorary society and inducted our first eight member. Post-COVID, we hope to engage in an annual project to engage our members.
- **College Credit in High School.** We continue to support high school teachers offering UWGB college level German classes at five high schools across the state.
- **Fulbright-Austria Program.** Our students have been quite successful applying for and receiving awards to participate as teaching assistants in Austria for two

years. Since our last review, we have had two students (Cassandra Baehler and Amber Foster) receive the awards and two students are applying this year. Cassandra decided to stay in Austria and now works as a teacher at a private school in Salzburg, Austria.

- **Graduate School placements.** Many of our majors and minors have been quite successful in attending graduate school upon completion of their studies here at UW-Green Bay. Over the past ten years, we have had students go on to graduate work at UW-Madison, UW-Milwaukee, University of Delaware and Universität Göttingen. Two, Samantha Litty and Katie von Holzen, now live and teach/research at German universities.
- **German Consulate Chicago.** We have also developed a good relationship with the German Consulate in Chicago. In 2019, the Consul General Herbert Quelle, spoke (via Zoom) with our German Politics and Society class. After his retirement at the end of that year, his successor Wolfgang Mössinger planned his first trip to Wisconsin and decided to visit just two universities, UW-Green Bay and UW-Stevens Point. Due to the spread of COVID, his trip was cancelled but we look forward to welcoming him after normalization.

4. Have there been any significant changes that have affected your program? (Narrative)

- In 2015, we worked for almost a year with Outreach and Adult Access to develop a proposal with the Universities of Kassel and Giessen for an international internship exchange and an online degree completion program for underserved students in Germany. We had a week-long trip planned to Hessen, Germany with Assoc Provost Steve Vandenvond, John Katers, Christina Trombley and David Coury to meet with the Chancellors and representatives of both universities to sign an MoU and move forward with this program which would have strengthened our burgeoning Engineering programs and as well as our German program. The day before we were to leave, interim Provost Steven Fritz cancelled the trip due to pending budget cuts from the Governor and UW-System. This was a huge set back and loss for our program what could potentially have been a groundbreaking and transformative program.
- We successfully revamped our major and minor requirements to increase time to completion (see below in Section 2 of Internal)
- COVID has negatively affected our ability to recruit students. Faculty were not as involved in FOCUS and student advising and without results from the language placement exam, it is also difficult for us to recruit and properly place in-coming freshmen, no placement test to advise incoming students from.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

- About three years ago, the General Education Council voted to recommend a Language Requirement for at least the BA degree. With this requirement, Modern Languages could again offer Chinese and/or Arabic and German could expand and establish more program paths with other academic programs.
- International Engineering Program. The German faculty has discussed for some time the possibility of establishing an International Engineering program. The University of Rhode Island and the University of Cincinnati both have successful

Engineering programs in conjunction with German. However, given what happened in 2015 (see above), it will take a lot of work to re-establish the trust and relationships with our partner universities in Hessen.

- We hope to continue our program's position of respect and productivity and within the UW System and across the state.

### **Demand**

*All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)*

- Sadly, the data sets provided are wildly inaccurate and across the board wrong. A couple of quick examples: the data sets state that in 2013-14, German had 122 minors, but the following year we had 21. The demographic information claims that in 2013-14 and again 2014-15, all of our majors and minors were over the age of 25 (which was not true). On gender diversity, it claims that in 2018-19 only two students were female and the other 127 German majors were male or "U." And there are many more inaccuracies.

All we can thus say to these data sets (apologies to Mark Twain): "There are lies, damned lies and statistics." More importantly, however, is the fact that outside of UW-Madison and Milwaukee, UW-Green Bay continues to have one of the best and strongest German programs in the state.

### **Internal**

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

#### **Learning Outcomes:**

- Speak standard German at intermediate-high level as defined by ACTFL
- Read non-technical prose at advanced level as defined by ACTFL
- Comprehend clearly articulated conversations on everyday topics in standard German at the ACTFL advanced level.
- Write about non-technical topics at the intermediate-high/advanced ACTFL level.
- Demonstrate an advanced knowledge of German cultures.
- Have read great works of German literature and have a sense of their place in literary history.
- Research literary and cultural topics and report findings.
- Obtain skills to help them qualify for professional work in various areas such as teaching, translating and interpreting, positions in business appropriate to students in the languages or be prepared to attend graduate school.
- Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

2. Curriculum development (Lists, brief narrative if appropriate)

- In Spring of 2019 we made several changes to bring our program in line with other UW campuses and to increase and facilitate time to degree for our students.
    - In the past, we began counting courses toward the German major and minor with GERM 202, our fourth semester language course. The lower-level supporting courses were GERM 202 and GERM 225, whereby the first three semesters in our program did not count toward the major and minor. Thus, we began counting our second-year sequence (GERM 201 and 202) as the LL supporting courses. We then changed GERM 225, an Intermediate Composition and Conversation course to an upper-level course (GERM 320). This is in line with other UW system campuses and assists in time to degree: <https://www.uwgb.edu/german/major-requirements/general/>
    - We also learned from students (in advising and exit surveys) that they were having difficulties completing the requirements for the major given the fact that a number of courses in our four UL sets weren't regularly offered due to administrative assignments of the faculty. Thus, we decided to eliminate the categories and allow students to select the UL courses that fit with their academic and career goals. Moreover, as our UL Supporting courses now included GERM 320, 325 and 329, we could decrease one of the UL electives needed, thereby increasing time to degree. So far these changes have met with positive approval and have potentially increased the number of majors we have. It has also decreased the number of course substitutions that we needed to make as well as the number of independent studies that we were offering (from 2015-2019 Prof. Coury alone offered almost 10 independent studies, just to allow students to complete the major/minor)
    - We also developed a new course, GERM 358 German Politics and Society, and offered new course topics ( a course on the DDR, the former East Germany).
3. Connections to other programs (Lists, brief narrative if appropriate)
- The German program contributes to and offers courses as part of the following programs:
    - International Business (<https://www.uwgb.edu/international-business/degree-requirements/>)
    - Political Science (<https://www.uwgb.edu/political-science/major-requirements/>)
    - Global Studies (<https://www.uwgb.edu/global-studies/minor-requirements/>)
    - International Environmental Studies (<https://www.uwgb.edu/environmental-science/minor-requirements/international-environmental-studies/>)
    - Humanities (<https://www.uwgb.edu/humanities/major-requirements/world-cultures/>)
    - STEM (cancelled collaboration in Hessen)
    - FYS/GPS Program—German faculty have contributed to the First Year Seminar and GPS program

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)
  - The German program offers 18 distinct courses (plus internships and independent studies) that reach students on all four campuses. Additionally, UW-Green Bay German courses are offered at five Wisconsin high schools through CCIHS.
  - COVID has changed teaching modalities for all schools across the country and UW-Green Bay is no different. Modern Languages—and German in particular—has been on the forefront of access and new modalities. For three years, we offered German to UW-Stout as part of the Collaborative Language Program (CLP) in exchange for courses in Arabic and Chinese. After the expansion through Project Coastal, we decided we would offer at least first-year German to our location campuses in 2020-21 through distance education. At the same time, we renegotiated our agreement with St Norbert College regarding German and Japanese, especially as they had a failed search for their German position. So, in 2020-21, we offered GERM 101 and 102 to our four campuses and St Norbert through synchronous streaming. We had very strong enrollments (including six students from Sheboygan and ten St Norbert students). Since last March, we have offered all of our courses in hybrid or synchronous live-streamed format and more likely than not, post-COVID we will continue to meet the needs of student by offering an array of modalities.
  
5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)
  - Traditionally German has not been an area of study that has attracted students of color or minority populations, however that is changing. We have had Latinx students, African-American students, international students, retirees, and Native American students enroll in our courses (unfortunately the data sets provided are inaccurate in this area as well). A common misconception is that language programs teach basic conversation and language survival skills when in fact we are actually cultural studies programs. In German, we regularly teach about the Holocaust, anti-Semitism and xenophobia, as well as multiculturalism and cultural tolerance through examples both historical and contemporary in the German-speaking world.
  
6. Gen Ed, FYS/GPS, CCIHS (Lists)
  - German courses continue to play an important role in our General Education program primarily through our contribution to the World Culture requirement (all classes from GERM 102 and above count toward this category) but also for the Humanities and Writing Emphasis. While we have contributed several FYS/GPS courses in the past, we currently we aren't able to offer FYS or GPS courses due to staffing issues and the need to mount courses for our program. As previously mentioned, five high schools in the state offer UW-Green Bay German courses through our CCIHS program.

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)
  - One of the strengths of our program has been stability. For over 25 years, our program has consisted of Jennifer Ham and David Coury. We have had a variety of ad hocs and lecturers during sabbaticals or at times to backfill classes allowing for our administrative reassignments. If we can find good, qualified ad hocs, it would allow us to be properly compensated for the other administrative work directing the program that we both do and have been doing for decades.
8. Cost per credit hour (TBD)

### **External**

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)
  - As with all programs in Modern Languages, we are regularly contacted by organizations and individuals seeking translations from German to English (or vice versa). We are also regularly contacted to authenticate translations of transcripts, documents from German-American businesses, marriage or divorce papers in German, all services we provide for the community.

Additionally, German faculty are invited to give talks or media interviews related to issues in the German-speaking world and we maintain contact with local clubs, German-American businesses, and organizations (including the German-American Society of Green Bay). German Club is involved in the community as well, especially each Christmas, when they work with the Hazelwood House Museum to decorate as part of their ethnic Christmas.

The German faculty also maintain close ties with area high school German teachers. While the Green Bay Public Schools has cut German in all but one school (Preble), our faculty and students are regular guests at Ashwaubenon H.S. and Bay Port H.S., both of which have (or had) German teachers who are UWGB alumni.

We have also developed a connection, through an alum (Gerd Bauer) and a former international student (Stefan Zindel) with a high school in Wolfhagen, Germany. This school has an exchange with Sheboygan North and South high schools and visit UW-Green Bay every two years to learn about the U.S. educational system.

2. Contributions to regional infrastructure (Lists)
  - CCiHS: we currently partner with five Wisconsin high schools to offer college credit German courses.
  - WiAATG: German faculty are members and active in the Wisconsin chapter of the American Association of Teachers of German

- WAFLT: German faculty regularly attend and present at the annual conference of the Wisconsin Association for Language Teachers in Appleton, WI
  - Community lectures: German faculty regularly give community lectures or lead discussions, especially for the Green Bay Film Society's International Film Series
  - LLI: German faculty regularly offer courses in our Lifelong Learning Institute.
3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)
- Both Profs. Coury and Ham continue to be active scholars. Prof Ham is a scholar of 19<sup>th</sup> and early 20<sup>th</sup> century drama and intellectual history. She has authored a volume on German playwright Frank Wedekind, edited a volume on animals in literature, and is currently co-editing a new work on the origins of the German concept of *Bildung* and the future of the Humanities. She has published in numerous peer-reviewed journals, presented her work at national conferences and has served on various working groups for educational standards at the state (UW System) and national level (MLA and College Board). She is also a Founders' Award recipient for excellence in teaching.
  - Prof Coury is a scholar of contemporary literature and film, focusing on the immigration and interactions between the West and the Arab world. He has written a co-edited volume on the Nobel laureate Peter Handke and is currently co-editing a volume on the German-Iraqi writer Abbas Khider. He too has published in a number of peer-reviewed journals and has been an invited keynote speaker at multiple international conferences. He is a regular guest on SWR radio in Baden Württemberg. Currently, he is currently the holder of the Frankenthal Professorship and has received a Founder's Award for excellence in community outreach.
  - Both German faculty present their research at the top conferences in the field nearly every year: namely at the German Studies Association (GSA) and the Modern Language Association (MLA).

### Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)
- The German Program is actively engaged in a number of high impact practices. First and foremost, we send a lot of students to our partner universities in Hessen, Germany, sometimes for a full year but quite often for a semester. Additionally, UW-Green Bay has been one of the top UW Campuses in sending students on Hessen's International Summer Universities (ISU) and its International Winter Universities (IWU), three to four-week programs taught in summer and during the January interim respectively.

We, especially Professor Coury, also regularly offers independent studies to our students, which have often led to student participation in the academic excellent symposia. Our upper-level students regularly perform with UWGB voice students in a co-production celebrating German Lieder most recently at last year's academic excellent symposium. On occasion, we have had upper-level students assist as TAs, either for lower-level language courses (examples: Caitlin Baillet



assisted with a distance ed 101/102 course taught to UW-Stout) or in specialized upper-level courses (Theresa Werner assisted with an Advanced German Grammar seminar). Every semester we also select a top German student to work in the Tutoring Center to assist students in our language classes. The German faculty work closely with them to advise them with appropriate tutoring strategies.

Finally, the new SPARK Lab that was founded this year at UW-Green Bay will allow a number of students to engage in a nationally recognized and coordinated community-based service learning program, by offering after school German instruction to area K-12 schools in Green Bay. This will be a great asset to students in our teacher-training program, but also an opportunity for any motivated student to engage in community-based learning.

As with all language programs, we also work one-on-one with German students on language skills in conjunction with oral proficiency testing.

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)
  - One of the best ways to retain German students, we have found, is study abroad and excellence in the classroom. Year after year we find that study abroad is a transformational experience for all students and those who go abroad (even if only on a short-term summer or winter program) return to campus with great enthusiasm and motivation to continue their studies. We certainly hope that the university will make greater efforts in creating scholarship opportunities for all students to study abroad as an important retention effort. To this end we have had some success attracting interested donors. Our recent curricular change promises also to have a positive impact on retention.

### **Mission Relevant**

1. Relevance to mission (Narrative or lists as appropriate)
  - The university's select mission speaks to "a deep commitment to diversity, inclusion, social justice," all topics and issues regularly taught and addressed in German (and Modern Language) courses. Additionally, UWGB "promotes access, career success, cross-discipline collaboration, cultural enrichment." As outlined above, many of our students have found success as teachers, university professors, international education specialists and business leaders locally, nationally and even internationally. The German program is very cross-disciplinary in that it contributes courses to five other academic programs. Most importantly, though, German and Modern Languages more generally play a crucial role at our institution in cultural enrichment. Central to all we do and all we teach is an enrichment of who we are and how we understand the diversity of world cultures around us.
2. Cultural enrichment (Narrative or lists as appropriate)

- The German program offers courses in language, philology, film studies, history, business cultural, phonetics, translation studies, international politics, and cultural studies. Like all of Modern Languages, the German program contributes significantly to the internationalization of the campus and to students' appreciation of multiculturalism. It supports travel courses, organizes lectures and cultural events, as well as service to high schools, and organizes internships and community film series. A central aspect to the cultural enrichment opportunities that we coordinate are through the Wisconsin-Hessen exchange program which offers short- and long-term study abroad programs.
3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)
- The German program has for many years participated in two important regional collaborations:
    - **UW-System Collaborative Language Program.** For three years we offered German to UW-Stout through distance education in exchange for receiving Arabic and Chinese. This year, we focused on offering German to our location campuses and to St Norbert College.
    - **UWGB-St Norbert Exchange.** For over 20 years, we have had an agreement with St Norbert College allowing our students to take Japanese at SNC and their students to take German at UW-Green Bay. Every semester we have a number of students taking Japanese at St Norbert and over the years, we have had a number of SNC students enrolling in upper and lower-level German course on our campus.
    - **UWGB – Four Campuses.** While not a distinct agreement, we are now offering our courses to the location campuses in Sheboygan, Marinette and Manitowoc.