



Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John RA Stalvey*

Cc: John Petraitis, Interim Dean, College of Arts and Sciences  
Natasia Masanovic-Courtney, Professor; Chair, Department of Languages  
Patricia Fagan, Associate Professor  
Susan Kalina, Vice Provost for Academic Affairs  
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Languages BA**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the Languages BA. The Provost's Office did not receive an Optional Program Response Form from the program.

### **Recommendations**

My recommendation is to accept the decision and recommendations of the dean with the additional commentary to stop teaching Chinese language. The revision should be completed in AY21 for implementation in fall 2021. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. Unless otherwise noted at that time, a follow-up Program Review will be conducted in AY24.

### **Decision**

Recommend Revision



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: John Petraitis, Interim Dean, College of Arts and Sciences

Cc: Natasa Masanovic, Professor; Chair, Department of Languages  
Patricia Fagan, Associate Professor

Re: AY20 Expedited Program Review Findings

**Program/s in this review:** Languages BA

**Specialized accrediting agency (if applicable):** None

**Campuses where the program is delivered:** Anchorage

**Members of the program review committee:**

Natasa Masanovic, Professor; Chair, Department of Languages  
Patricia Fagan, Associate Professor

### **Centrality of Program Mission and Supporting Role**

UAA's mission is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and communities of the state. UAA's core themes are (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square. UAA values international and intercultural education, diversity of experiences and perspectives, and the diversity of our unique location in Southcentral Alaska that comes from the Alaska Native peoples of this area.

The College of Arts and Sciences contributes to UAA's mission with a suite of programs that provide, among other things,

1. general education courses for undergraduates in CAS and other Colleges,
2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and

3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriates and CAS has 30% less than it had two years ago.

CAS's Department of Languages contributes to CAS's and UAA's mission by offering lower-division general education courses in seven languages: American Sign Language, Chinese, French, German, Japanese, Spanish, and Russian. It offers upper-division courses that lead to a Languages BA in only four languages: French, German, Japanese, and Spanish. Of the four languages that lead to the BA, three (French, German and Japanese) are staffed with a single tenure-track faculty member whereas one (Spanish) is staffed with three fulltime, tenure track faculty member. Of the other three languages, two (ASL and Russian) are staffed by adjunct faculty while one (Chinese) is staffed by a tenure-track faculty member.

#### **Program Demand (including service to other programs), Efficiency, and Productivity**

Program demand slipped in recent years. Since 2013 program demand remained relatively stable with about 11 incoming first-year students selecting the Languages BA as their initial major, a number that is slightly above the median for CAS's bachelors programs. In 2019, the department produced 5700 student credit hours, doubling the median across CAS's baccalaureate. However, by one measure, number of majors, the program's demand has dropped since 2016. As to efficiency across the entire department, student tuition modestly covers the instructional costs of the courses. However, when considering all costs for all that faculty do (namely, teaching, research, and service), the department operates at a deficit that requires state appropriations through CAS. As to productivity, it varies across the seven language offerings. Two languages in particular – Chinese and Russian – served very few students in 2019, and student credits hours were likely suppressed in German because the sole tenure-track professor of German has taught less because of her duties as department chair. The number of awards decreased steadily since 2016, but the number (16 per year since 2013) is still higher than the number of incoming students who select the Languages BA as their initial major (11 per year since 2013).

#### **Program Quality, Improvement and Student Success**

The program is a center of excellence, producing the highest rate of graduates earning competitive international scholarships. For instance, 14 program graduates earned Fulbright Scholarships, with 11 of these students having a concentration in German.

#### **Program Duplication / Distinctiveness**

UAF offers an BA in Foreign Languages. Like UAA's program, UAF offers concentrations in French, German, and Spanish. Unlike UAA, UAF offers a concentration in Russian but no concentration in Spanish. Duplication has general merit in languages because they are best taught in a face-to-face setting where students interact with each other in real time under the tutelage of a faculty member. Further, languages are particularly important in Anchorage given the diversity of languages spoke by students and families in the Anchorage School District.

#### **Commendations and Recommendations**

Faculty are commended for the award-winning work they do with students. Further, three of the four concentrations that lead to degrees (namely, French, German and Japanese) are covered by a single tenure-track faculty supported by adjuncts. This is commendable. It also poses a burden on these faculty when they are the department chair. Therefore, I recommend that the chair position be put on a rotating basis in 2020-2021. The faculty also should be commended for the hard work they put into their expedited program review submission.

### **Decision**

Revision. Under UAA's program review decision type, revision is defined as follows:

*Program will be revised using existing resources, which might entail a reallocation of resources within the program. (Areas for revision might include, for example, faculty or staff workloads and assignments, curriculum, program delivery, student success initiatives, outreach and/or partnerships with the community or industry, program promotion and marketing, and facilities.) Depending on the level of changes, curricular revision may require approval by BOR and NWCCU.*

Given that Chinese (a) served the fewest students of any language and (b) does not lead to a BA degree, I recommend that Chinese either be dropped as a language entirely or the instruction is covered by adjunct faculty, as is the case with the other two languages (namely, ASL and Russian) that do not lead to the BA degree. I also recommend that faculty workloads are adjusted so that the chair position is rotated. The program should report on its progress by Spring 2021.

**Submission date: February 7, 2020**

**Program/s in this review: Languages BA**

**Specialized accrediting agency (if applicable): N/A**

**Campuses where the program is delivered: UAA and UAF**

**Members of the program review committee:**

Natasa Masanovic-Courtney, Chair and Professor of German, UAA  
Patricia Fagan, Associate Professor of Spanish, UAA

### **1. Centrality of Program Mission and Supporting Role**

The B.A. Languages Degree cultivates connections with the Pacific Rim, Europe, Latin America, and Africa. The program has evolved since 2003, establishing itself as a vigorous contributor to the Humanities and an international competitor in student success. In alignment with UAA's Strategic Plan 2020, the Department of Languages prepares students to graduate as informed global citizens for professional placement in the workforce.

Through a diversified and rigorous curriculum, high-impact educational practices, and collaborative intellectual experiences, students acquire linguistic proficiency, communicative and analytical skills, interdisciplinary knowledge, and multicultural competence. Following the **High-Impact Educational Practices defined by the Association of American Colleges and Universities** (AACU, 2008-18), our degree systematically incorporates these effective learning methodologies: *Common Intellectual Experiences* (e.g. nationally-recognized assessment—ACTFL Guidelines— applied to each linguistic level), *Learning Communities* (e.g. our Tutoring Program), *Writing-Intensive Courses* (e.g. writing and informational literacy in the target language are emphasized throughout the curriculum), *Diversity and Global Learning* (e.g. language and culture clubs, conversation tables, and language-focused signature community events), and *Undergraduate Research* (e.g. customized mentoring in presentations, publications, graduate school and scholarship applications). Our program was a major contributor in the development of **UAA's International and Intercultural Values Statement** (2012), applying Alaskan, national, and global contexts within our degree.

Languages fully supports **UAA's Student Learning Core Competencies** by imparting students with effective oral and written communicative skills (receptive and productive skills in American Sign Language), critical thinking and analytical reasoning skills, diversity and the ability to solve problems with people from different backgrounds and cultures. Since there exists "no culture without language, and no language without culture" (UAA *Green and Gold*), our department is uniquely positioned (as is Alaska Native Studies) to realize UAA's vision.

One cannot ignore the most recent nationwide initiative (a new national congressional language policy forum, *America's Languages Caucus*) established by Representatives David Price (NC) and Don Young (AK) "to develop a national strategy to raise awareness about the importance of world language learning and international education, and to ensure adequate resources for world language learning nationwide."

"The core of the Caucus' mission comes from the five language policy recommendations outlined in the 2017 Congressionally-Commissioned Report on Language Learning: [America's Languages: Investing in Language Education for the 21st Century](#). This report makes clear that the US needs significantly more bilingual and biliterate citizens to help ensure national security, promote economic and job growth, and develop the potential of every American student (**American Academy of Arts and Sciences**)."

### **Support of Other Academic Programs**

Our program helps students succeed at UAA and beyond. Academic curricula, cultural activities, workshops, and presentations promote sustained interconnectedness and educated global citizenry. We teach American Sign Language (ASL), Chinese, French, German, Japanese, Russian, and Spanish.

All four languages—French, German, Japanese, and Spanish—ranging from the Elementary through the Advanced Language Levels (A101-A302)—and Chinese and Russian—from the Elementary to the Intermediate Levels (A101-A202)—currently satisfy the INTL Studies language requirement. The International Studies Program mandates a minimum of two years of language study other than English. Although many of the Languages' courses are not cross-listed, many students majoring in other disciplines (Anthropology, Aviation, Business, Engineering, English, Fine Arts, Health Sciences, History, Human Services, Justice, Mathematics, Music, Natural Sciences, Nursing, Psychology, Sociology, and Theatre) and seeking post-baccalaureate marketability enroll in our program.

### Extramural Funding

We have private donor funding that supports language study: Kibrik and Bergelson for students from Russia enrolled at UAA, Kibrik and Bergelson Study or Research in Russia Scholarship, and Excellence in Languages Fund. Languages' student-club members and respective faculty club advisors work to raise funds on campus which are utilized to organize educational events for the UAA community (*Ever-Changing Lens: UAA Languages Students Reflect Upon the Art of the North Exhibition*, *Language in Focus: A Celebration of Languages in ePortfolios*). Over the past ten years, the Confucius Institute was instrumental in sponsoring workshops, community events, non-credit Chinese courses, and Scholarship Programs to China. The Montgomery Dickson for Japanese Language and Center orchestrates cultural events, including activities at the UAA Japan Center Tea Room, and cultivates diplomatic alliances between Alaska and Japan.

For qualitative and quantitative discussions of **Partnerships, Workforce Development and Employment Opportunities, and High Demand Job Designation**, please see **Section 2**.

## 2. Program Demand (including service to other programs), Efficiency, and Productivity

The following data compiled by IR reflect enrollment trends very consistent with national tendencies from 2013-19. According to a **Modern Language Association** report just released, there has been a **loss of 651 Language Programs across the nation since 2013**. However, it has been equally noted that those institutions of higher education that have maintained their language programs are crucial academic magnets for students pursuing foreign diplomacy, national policy-making, social justice careers, business, medicine, and interpretation and translation (*Inside Higher Education* 2018/03/1). Undoubtedly, we, in the UAA Department of Languages, have faced challenges in decreased numbers of graduating majors; nevertheless we have prevailed with relatively substantial numbers in the midst of significant full-time faculty loss since 2015 (Professor of Russian, Associate Professor of Japanese, Term Professor of Japanese, Term Instructor of German, and Term Instructor of Spanish, and part-time Coordinator of ASL). The end result in 2019 is that the Department of Languages is comprised of seven tenured faculty, with the Spanish Program being the only one that employs more than one full-time member. This fact urges us to unify as one Degree Program in reality, although the enclosed data separate us by individual languages. We consider ourselves an accomplished program that has not given up its quality education amidst ongoing, financial crises since 2013. We cannot change the reality of the tables presented, but we continue to dedicate ourselves to quality language and culture studies and student success. In **Section 3** below evidence is provided for what we claim. Trusted published sources indicate that the need for advanced language proficiency and multicultural competency is increasingly indispensable. For this reason, the UAA Department of Languages is integral to Alaska's most-populated city—Anchorage.

### Efficiency and Productivity

Our faculty members' expertise has been indispensable in innovative program design and maintenance of curricular currency as well as within the multi-faceted fabric of the university: Honors College (advising of theses, chairing of committees) and the Office of International and Intercultural Affairs (advising for study abroad, presentations on education abroad opportunities). Through the faculty's specialization in multiculturalism/lingualism and teaching/research with global perspectives, service membership has been frequently requested on diversity-related initiatives under the direction of the Chancellor—NCBI, DAC, and Multicultural Pre-Professoriate Fellowship Committee—as well as those under the Office of Academic Affairs—the International and Intercultural Laboratory Task Force—and the Faculty Senate—FSDC. Languages faculty are often solicited as interdisciplinary guest lecturers/collaborators (Anthropology, Creative Writing, History, Philosophy, and Sociology, the Center for Community Service and Civic Engagement, Campus Bookstore, CAFE, and the Colleges of Business and Health Sciences, Learning Commons, Admissions (e.g. Preview Days), faculty judges (e.g. UAA Student Leadership Awards, Seawolf Community Engagement Awards, Graduation with Leadership Honors, Second Bridge Scholarship Awards), and faculty mentors (e.g. UAA Showcase and Emerging Leaders Program). The department's



Clubs and Conversation Tables serve on a weekly basis the entire university and surrounding community by offering free language skill development and educational cultural events. Languages embodies **UAA Core Values** (Strategic Plan 2020), “striving to be a national benchmark in teaching research, and service missions,” ensuring a “welcoming and inclusive environment, respectful of the diversity of all students,” and providing students with a well-rounded intellectual experience to “meet their academic and personal goals.”

We would be remiss not to add that we serve a large group of military and ROTC students, who (along with their spouses) while stationed in Anchorage and prior to their deployment to another country, enroll in our programs and continue enhancing their language skills and cultural competency.

### **Partnerships**

Partnership with the ASD, and (inter)national organizations (consulates, Alaska Immigration Justice Project, hospitals, translation and interpretation centers, teaching associations, the Anchorage Museum of History and Art, language camps, and world-wide nonprofit organizations) demonstrates stewardship and significant professional contributions to UAA.

Engagement with the community and our long-standing partnership with the ASD World Languages Director attract a considerable diverse population of students to the gates of UAA, retaining students with an interest in language studies within the state of Alaska. We believe that our skillful recruitment is beneficial to the majority of other academic disciplines, since admitted students often pursue a double major. Language study proves to be an ideal complement to a wide variety of disciplines: Anthropology, Aviation, Business, Engineering, English, Fine Arts, Health Sciences, History, Human Services, Justice, Mathematics, Music, Natural Sciences, Nursing, Psychology, Sociology, and Theatre. Many of our prestigious scholarship recipients are individuals who double major in the aforementioned programs. We have partnered with CCEL, translating academic learning into civic engagement.

Due to our unique geographical position located within a school district that is constituted by one hundred-plus cultures and multiple language immersion schools, Languages is able to articulate with the K-12 levels. We actively recruit students via outreach to the community, particularly those transitioning to higher education. Languages faculty engage in K-12 community language programs, giving presentations about opportunities at UAA, participating as faculty judges at regional and state-wide annual language competitions (Japanese Speech Contest and Chinese Talent Show), organizing cultural events [e.g. Annual French and German Language Days, Japanese Classics Day sponsored by the Consular Office of Japan, Japan Center events such as lecture by two Nobel Peace Prize Laureates and local experts), Campus Bookstore presentations, documentary screenings), and offering comprehensive advising. In addition to our active engagement within the school district (and, in many cases, within districts throughout Alaska such as Fairbanks and Sitka), we faithfully fulfill all requests by ASD teachers, parents, and prospective students through our one-on-one mentoring, particularly that tailored to underrepresented populations and first-generation college students. This essential collaboration fully complies with the **UAA 2020 Strategic Plan** (“reducing barriers and providing multiple pathways to instruction throughout its service areas,” and “working with K-12 partners to help students see themselves in college and prepare for university environment”). As a result of the aforementioned student success and partnerships, our department was presented in 2013 by the State of Alaska with a North Star Governor’s Award for its contribution to *Excellence in International Education*.

### **Workforce Development and Employment Opportunities**

In the US, all health, legal, business, engineering, and teaching professions actively seek candidates with a high level of cultural competence and linguistic proficiencies in languages other than English. Currently, employers unable to meet this workforce demand, are obligated to contract interpreters and translators. According to the current **U.S. Bureau of Labor Statistics**, “Employment of interpreters and translators is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations. Employment growth reflects increasing globalization and a more diverse U.S. population, which is expected to require more interpreters and translators.... Demand will likely remain strong for translators of frequently translated languages, such as French, German..., Russian, and Spanish. Demand also should be strong for ... the principal Asian languages including Chinese [and] Japanese.” Current data from the **State of Alaska Department of Labor and Workforce Development** reflect comparable findings.

Our program prepares students with the linguistic and cultural competencies required for the fields stated on the **UA Career Coach** website (e.g. Speech-Language Pathologist, Foreign Language and Literature Teacher, Interpreter and Translator, and Area, Ethnic, and Cultural Studies Teacher). However, the reality of our Languages’ graduates in workforce placement

is far greater in scope. Many of our students directly continue their education through graduate studies in Medicine, Law, Business, Nursing, Aviation, Psychology, Logistics, Environmental Sciences, and many others apply for prestigious international scholarships and fellowships through which they receive professional experience immersed in the target culture. Coupled with the Department of Languages' superior record of achievement in mentoring, graduates of our program have been competitively accepted by the following external organizations: US Department of Defense (US Critical Language Scholars—Japanese, Russian, Turkish), French and Spanish Ministries of Education, Japanese (JET Program), Congress-Bundestag in Germany, US Fulbright (Research and Teaching in Ecuador, Germany and Spain), US Rotary Ambassadorial Scholarship in Germany, and USTA Fulbright Austria.

### High Demand Job Designation

Although UAA does not currently categorize Languages as “high demand,” recent statistics already provided within this report at the municipal, state, and federal levels demonstrate indisputable evidence that bilingualism and biculturalism are esteemed as among the most highly-sought critical skills in the 21<sup>st</sup>-century professional world. As potently indicated by economic research, “the job market is consequently more global, multilingual, and multicultural in nature, and the workforce of the future will need to be more linguistically and culturally heterogeneous. In that context, bilingual and bicultural individuals, even with limited knowledge of one or more languages and their attendant cultures, have a clear advantage, since more and more jobs will require experience in international and cross-cultural areas” (*Language Magazine* 2018/06/07). Since our program provides students with translanguingual and transcultural intelligence, which ultimately enhances “human capital” (the economic value of the worker’s experience and skill), Languages’ graduates possess an advantage over monolingual counterparts. Moreover, it has been proven that language training results in cognitive adroitness “in an ultracompetitive world” above and beyond linguistic proficiency: “Bilinguals possess transversal competencies, such as taking different perspectives, ignoring irrelevant information, problem-solving, multitasking, and dealing with conflicting cues, that are and will be highly regarded in an increasingly integrated global work market” (*Language Magazine* 2018/06/07). The U.S. Department of Defense and the National Securities Agency developed *The Language Flagship* in 2009 to sanction “advanced [foreign] language proficiency” for successful competition and viability within the global corporate sector.

Our graduates have become effective participants in the work force (e.g. Language Engineer: Japanese Alexa Team Leader for Amazon, ASD Teachers and Speech-Language Pathologists, University, Community, and Corporate Librarians, Instructors for Language Institutes, Certified Interpreters and Translators, National Park Event Coordinators, Peace Corps and Red Cross Volunteers).

### 3. Program Quality, Improvement and Student Success

The Languages B.A. Program does not have a special accreditation.

#### Curriculum and Program Design

We develop a series of curricula in second-language acquisition at the elementary, intermediate, and advanced levels, with topics courses emphasizing medieval studies, historical linguistics, film studies, drama, comparative literature, literary theory, interpretation/translation, gender fluidity studies, gender violence, business, regional studies, and cultural studies. These develop and refine communication and research skills, challenge the learner to formally explore with respect and sensitivity domains outside of the familiar, and cultivate cross-cultural perspectives, hence enabling Languages’ graduates to participate successfully in accredited graduate programs nation-wide and abroad, domestic and international internships, and the professional workforce.

Faculty Research supports undergraduate curricular design and encourages student-faculty investigative collaboration. Since 2015, Tripartite Faculty have (co)authored thirteen articles in Tier 1 publications and five chapters in volumes by Routledge, Palgrave MacMillan, and Peter Lang; co-edited two volumes by Peter Lang and Routledge; presented at thirteen conferences; chaired three conference panels; and reviewed as Associate Editors for scientific journals, international conferences and symposia. Both Tripartite and Bipartite Languages Faculty have served as Readers/Reviewers on Master and Doctoral Thesis Committees as well as collaborated with students in research publications and presentations.



### Distance Offerings

The department is offering (SPAN A101) online in Spring 2020. Another course (SPAN A102) is being developed for Fall 2020.

### Program Assessment and Student Learning Outcomes

Upon completion of BA in Languages, students are able to

1. communicate effectively in both spoken and written forms, as per the American Council on the Teaching of Foreign Languages Guidelines, in the emphasis language,
2. demonstrate close reading and critical analysis of authentic texts in the emphasis language, and
3. articulate knowledge of cross-cultural similarities and differences, appropriately communicating this knowledge within a given context in the emphasis language.

We have a vigorous Outcomes Assessment in place that is conducted annually: in May 2019, Languages full-time faculty had a long meeting to analyze the data that were gathered from exit exams (end-of-program exams). Faculty from each language section discussed the results and commented on the performance of their students. Faculty members expressed their satisfaction with the overall results [(92.2/100) =A-], elaborating that the receptive, productive, and cultural skills attained by the examinees are in line with the nationwide ACTFL guidelines and standards. Our goal is that our learners become more reflective, more thoughtful, and more aware of different perspectives. In short, we want them to enhance their critical thinking. Results indicate that the majority of our examinees achieved the acceptable cultural competency as well as the skills proficiency in the target language. There are, however, degrees of differences in the competency of the examinees, which can be attributed to a variety of circumstances and reasons.

The personal learning environment of the students (e.g. exposure to other speakers, native or nonnative, engagement in extra-curricular activities in the target language) as well as how much effort and independent practice they put into mastering the language in their lower-division and upper-division language classes at UAA are factors that affect students' proficiency. However, despite the differences described above, we are pleased to report that our students graduate overall at the level that we target (i.e. at the range of intermediate-mid to advanced-low according to ACTFL guidelines), which then allows them to continue language and culture study at the graduate level or to earn credentialing through graduate study in a variety of professional and career fields.

In essence, the design of our Assessment is such that it generates concrete evidence of fulfillment of the SLOs in our upper-division elective CCGs as well as our Languages Program Outcomes. These in turn harmoniously come together with the GER and Integrative Capstone outcomes determined for UAA: Knowledge Integration, Critical Thinking, Effective Communication, Information Literacy, all within the context of a globalized society of diverse peoples and cultures, which constitutes the core of the overall UAA mission. Our curriculum stimulates students to develop the ability to relate to diverse cultures and thus reflect on their own.

Here are some indicators of the efficacy of our program: 35+ of our students have been accepted to Master of Arts in Teaching Programs in World Languages at UAA, UAS, UAF, Alaska Pacific University, University of Michigan, University of Minnesota, University of Montana, Middlebury College, University of North Carolina Chapel Hill, University of Wisconsin-Madison, and the University of South Carolina. Languages graduates have become language teachers (French, German, Japanese, Spanish) in the Anchorage School District, school districts and language institutes in the Lower 48, and adjunct instructors in our Department. Clearly, UAA BA Languages cultivates the study of one or two languages other than English which is crucial to global competency: linguistic expertise, (intra/inter) cultural understanding, and critical thinking skills. This fundamental toolset for the 21<sup>st</sup> century enables our graduates to succeed in a variety of contexts: master and doctoral programs (UAA MBA, UAA WWAMI, UAA MA in Project Management, UAA MEd in Counselor Education, MA at London School of Economics, MA at UT Arlington, MA at UC Davis, MA at University of Nova Scotia, UMontana MA in Communicative Sciences and Disorders, UWashington and USan José MS in Library and Information Sciences, MD/Ph.D. at UPittsburgh in Linguistics, Ph.D. in Education at UIndiana, UIllinois at Chicago Ph.D. in Disability Studies, USan Diego MA in International Relations, UVirginia Ph.D. in Medieval Spanish Literature, University of Illinois at Urbana-Champaign MA in East Asian Studies, Willamette U Law School, UCincinnati Law School, Creighton

University MA Occupational Therapy, UPittsburgh Ph.D. in Asian Studies, UGeorgia PhD in Linguistics). Moreover, graduates have a high rate of being accepted to prestigious graduate programs abroad (e.g. University of Flensburg, University of Munster, University of Leipzig, University of Oxford, University of British Columbia). The present conversation will continue under the following rubric.

### **Student Success and High Impact Practices**

The program holds the largest percentage of UAA's undergraduate competitive international scholarship recipients (27 in total with 2 Fulbright and 2 USTA Scholarship applicants currently awaiting results). Between the years 2013-2019, 30 students were selected as U.S. Rotary Ambassadorial Scholars, U.S. Fulbright Scholars, U.S. Critical Language Scholars, Japan Student Services Organization Scholars, Japanese Government Scholarship Recipients, USTA Austria Scholars, Congress-Bundestag German Scholars, and Ministry of Education Teaching and Cultural Assistants in France and Spain. It is noteworthy to also mention that since 2003 the Department has produced 50 prestigious scholarship recipients overall.

There is a strong emphasis on mentor-student research collaboration. While providing academic excellence through innovative course design, faculty engage in high-impact practices such as student-inclusive research with one-on-one mentoring, resulting in academic publications and conference presentations (e.g. articles in *El Cid*, the *Journal of the Tau Iota Chapter of Sigma Delta Pi*, *Apollon Undergraduate Journal*, *Journal of Undergraduate Research* at Colorado State University, and presentations at the *Second International Social Sciences and Humanities Berlin Conference*, and the *Global Status of Women and Girls Conference* at Christopher Newport University, Newport, Virginia).

### **Study Abroad**

Languages faculty highly encourage students to avail themselves of the opportunities offered through the UAA Office of International and Intercultural Affairs, particularly Study Abroad in alignment with the **UAA International and Intercultural Values Statement**.

Faculty advise students throughout the entire exploratory and application process, from program selection to course equivalency to post-program credit transference. Often students who return from Study Abroad continue enrolling in Languages courses at the upper-division level as well as volunteer in the ASD immersion co-curricular programs, constituting pre-professional teaching experience.

### **Student Support and Advising**

Every full-time faculty member actively participates (as is stated in our UNAC Workload Agreement) in academic advising throughout the year, ensuring the most time-effective path toward successful graduation with the BA Languages degree. We regularly communicate with the staff advisors on programmatic updates.

### **A Selection of Student Accomplishments**

- Every semester since 2013, we have had at least one student graduate with UAA Leadership Honors.
- 14 Fulbright Scholars (English Teaching Assistants and Research) 1 to Ecuador, 2 to Spain, and 11 to Germany. 2 more semi-finalists to Germany and Spain are currently awaiting final decision from host institutions.
- 8 Japan Student Services Organization Scholarship Recipients and 2 Japanese Government Scholarships.
- 2-3 students annually have been selected to participate in the (JET) Japan Exchange and Teaching Program.
- 3 of our students have published in peer-reviewed (under)graduate journals, and 6 of our students have been accepted to fully-funded Doctoral Studies in Literature, Linguistics, and Translation.
- From 2012 to 2019, 31 UA students participated in the summer camp in Beijing China, 31 students took 41 oral and written HSK tests, and 13 students received the Chinese government scholarship to study in China.
- 8 U.S. Critical Language Scholarship for Intensive Summer Institute Recipients (Japan, Russia, Turkey).
- 12 Congress-Bundestag Scholars to Germany and 1 U.S. Rotary Ambassadorial Scholar to Germany.
- 2 French majors have been selected to teach English in France under the English Teaching Assistants in France Program, and 2 students have been recipients of the Spanish Embassy and Ministry of Education Scholarship (North American Cultural Assistantships).
- 2 USTA (sub-branch of Fulbright) U.S. Foreign Language Assistantships to Austria. 2 more applications are pending.

#### 4. Program Duplication / Distinctiveness

There is a Languages Program at UAF and a couple of Spanish classes are being taught at UAS every semester. However, as mentioned under Section 1 of this report, it is absolutely necessary to have a Languages Program at UAA due to the wealth of diversity of our students in K-12 education within the Anchorage Bowl. Research conducted by Chad Farrell, UAA Professor of Sociology, indicates that over 100 languages are spoken in the ASD. With distinction, UAA Languages provides detailed CCGs (Instructional Goals and SLOs) and conducts a rigorous Program Assessment. Such aforementioned Student Success in Languages has not been duplicated elsewhere within the State.

According to the ASD World Languages website, “approximately 8,000 ASD students are enrolled in a world language class or immersion program annually.” Given these statistics, it behooves UAA to continue providing language and culture education. We are able to recruit/retain the most qualified college-bound students within Anchorage, competing with academically-prestigious institutions across the country. Being part of the Humanities, our program provides students with the tool set of “understanding others through their languages, histories, and cultures.... The humanities develop informed and critical citizens. Without the humanities, democracy could not flourish” (Stanford University Humanities Center). Overall, through this contribution of educated citizenry, we pride ourselves on being the beacon of internationalism and interculturalism in Anchorage.

#### 5. Summary Analysis

##### Academic Strengths

“Monolingualism is the illiteracy of the 21<sup>st</sup> Century” (*Language Magazine* 2018/06/07). This statement, widely-used in academic journals and institutions of higher learning to emphasize today’s global reality, has been embraced by the UAA Department of Languages. In this time of globalization, language learning is central to politics, economics, history, and social justice, and it plays a key role in international understanding. As stated by the American Council of Teachers of Foreign Languages, the 5 core values of Language Study—cultures, connections, comparisons, communities, and collaboration—Languages inherently develop the communicative, cross-cultural, problem-solving, and critical thinking skills which are absolutely necessary to meet effectively the challenges of life in the 21<sup>st</sup> Century.

Our program might be small compared to its nationwide counterparts and the faculty is limited in number, but it is a real powerhouse. It certainly is one of the most diverse departments (including its faculty, students, and tutors) in the UA system. Due to the limited number of full-time members with a Ph.D., full-time faculty regularly teach Independent Studies in addition to their full course, service, and (when applicable) research load. Our faculty members’ productivity is based on its dedication, knowledge, industriousness, loyalty to the discipline, concern for students, and stewardship for the good of the community. Realistically speaking, given the fruitful outcomes of our teaching, service, and research, it is difficult to imagine that a group composed of so few members could produce more either quantitatively or qualitatively.

Despite minimal resources and financial restraints, the quality and the breadth of our recorded outcomes are aligned with UAA’s mission. We believe in the quality and competitiveness of our instruction and mentorship. Our academic accolades speak for themselves. Efforts toward the internationalization of the US educational system is a reality which cannot be denied; shrinking investments in language and cultural studies would be detrimental to UAA. If UAA does not wish to preclude graduating students from any of the ASD K-12 language programs who are preparing for a career within the global market at home or abroad, then we have the responsibility to support quality language studies at our university. An institution of higher learning in Alaska can only consider itself globally competent if it provides language education

##### Opportunities

Moving forward, we are open to communication and collaboration in all of our languages with our counterparts at UAF and UAS. Some of our language programs (e.g. Japanese) are already collaborating with colleagues Statewide in creating textbooks, organizing speech contests and pedagogy workshops. We are ready to explore interdisciplinary courses that are going to attract students from other academic fields who are interested in the concept of “Global Competency Certification” and “Workplace Intercultural Competency Certification” (two interdepartmental undergraduate certificates which are increasingly popular among prestigious universities across the nation) (South Dakota State University).