

ACADEMIC PROGRAM REVIEW

Department of Foreign Languages & Literatures Self-study Report and Appendices

September 30, 2014

FLL Department Chair, Walter Putnam, was the lead author on this report. Individual faculty provided information and input on sections of the report relevant to them and to their programs. Marina Peters-Newell, FLL's Lower-Division and Assessments Coordinator, drafted Section 3 (Assessments) and provided invaluable assistance with other parts of the report, especially Section 1 (Program Goals). Sever Bordeianu, Professor at University Libraries, drafted Section 6D (Library Resources). Evelyn Harris, Department Administrator, provided valuable information and contributed to charts and graphs used throughout this report. Bryan Bishop, Computer Support Technician, and Maria Wilson, Work-study student, did research and prepared charts used throughout this report.

Table of Contents

INTRODUCTORY SECTION AND BACKGROUND INFORMATION	5
0A. ABSTRACT	5
0B. HISTORY OF THE DEPARTMENT	7
0C. ORGANIZATION AND GOVERNANCE	9
0D. SPECIAL ACCREDITATION REVIEWS	12
0E. SUMMARY OF LAST APR	12
CRITERION 1, PROGRAM GOALS	14
1A. PROVIDE A BRIEF OVERVIEW OF THE VISION AND MISSION OF THE UNIT AND HOW EACH PROGRAM FITS INTO THE VISION AND MISSION OF THE UNIT	14
1B. DESCRIBE THE RELATIONSHIP OF THE UNIT'S VISION AND MISSION TO UNM'S VISION AND MISSION	14
1C. LIST THE OVERALL LEARNING GOALS FOR EACH UNDERGRADUATE AND/OR GRADUATE PROGRAM WITHIN THE UNIT	14
1D. EXPLAIN THE MANNER IN WHICH LEARNING GOALS ARE COMMUNICATED TO STUDENTS AND PROVIDE SPECIFIC EXAMPLES	14
1E. DESCRIBE THE UNIT'S PRIMARY CONSTITUENTS AND STAKEHOLDERS	14
1F. PROVIDE EXAMPLES OF HOW SATISFACTION OF THE PROGRAM GOALS SERVE CONSTITUENTS	14
1G. PROVIDE EXAMPLES OF OUTREACH OR COMMUNITY ACTIVITIES (LOCAL, REGIONAL, NATIONAL, AND/OR INTERNATIONAL) OFFERED BY THE UNIT. THESE COULD INCLUDE ACTIVITIES SUCH AS COLLOQUIA, CONFERENCES, SPEAKER SERIES, PERFORMANCES, COMMUNITY SERVICE PROJECTS, ETC. PROVIDE AN ASSESSMENT OF THESE ACTIVITIES IN RELATION TO THE UNIT'S EDUCATIONAL OBJECTIVES	14
CRITERION 2, TEACHING AND LEARNING: CURRICULUM	40
2A. PROVIDE A DETAILED DESCRIPTION OF CURRICULA FOR EACH PROGRAM WITHIN THE UNIT. INCLUDE A DESCRIPTION OF THE GENERAL EDUCATION COMPONENT, REQUIRED AND PROGRAM-SPECIFIC COMPONENTS FOR BOTH THE UNDERGRADUATE AND GRADUATE PROGRAMS. PROVIDE A BRIEF JUSTIFICATION FOR ANY PROGRAMS WITHIN THE UNIT THAT REQUIRE OVER 120 CREDIT HOURS FOR COMPLETION	40
2B. DESCRIBE THE CONTRIBUTIONS OF THE UNIT TO OTHER INTERNAL UNITS WITHIN UNM, SUCH AS OFFERING GENERAL EDUCATION CORE COURSES FOR UNDERGRADUATE STUDENTS, COMMON COURSES FOR SELECTED GRADUATE PROGRAMS, COURSES THAT FULFILL PREREQUISITES OF OTHER PROGRAMS, CROSSLISTED COURSES	61
2C. DESCRIBE THE MODES OF DELIVERY USED FOR TEACHING COURSES	63

CRITERION 3, TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT	64
3A. DESCRIBE THE ASSESSMENT PROCESS AND EVALUATION OF LEARNING GOALS FOR EACH PROGRAM. PROVIDE INFORMATION ON HOW THE UNIT ASSESSES THE EFFECTIVENESS OF ITS CURRICULA AND TEACHING EFFECTIVENESS IN MEETING THE EDUCATIONAL OBJECTIVES DESCRIBED IN CRITERION 1. SUMMARIZE AND DISCUSS DIRECT AND INDIRECT EVIDENCE OF STUDENTS' LEARNING GATHERED BY THE PROGRAM. FOR ACCREDITED PROGRAMS, THE UNIT SHOULD UTILIZE OUTCOMES MEASURES THAT ARE RESPONSIVE TO THE ACCREDITATION EXPECTATIONS.....	64
3B. PROVIDE EVIDENCE OF ACTIONS TAKEN TO IMPROVE PROGRAMS BASED ON THE ASSESSMENT PROCESS.	64
CRITERION 4, STUDENTS (UNDERGRADUATE AND GRADUATE)	77
4A. PROVIDE INFORMATION REGARDING STUDENT RECRUITMENT AND ADMISSIONS (INCLUDING TRANSFER ARTICULATION).....	77
4B. PROVIDE AN ANALYSIS OF ENROLLMENT TRENDS, PERSISTENCE, AND GRADUATION TRENDS.....	79
4C. PROVIDE A DESCRIPTION OF PROGRAM ADVISEMENT FOR STUDENTS.....	82
4D. DESCRIBE ANY STUDENT SUPPORT SERVICES THAT ARE PROVIDED BY THE UNIT.....	84
4E. DESCRIBE ANY STUDENT SUCCESS AND RETENTION INITIATIVES IN WHICH THE UNIT PARTICIPATES.....	84
4F. DESCRIBE WHERE GRADUATES OF EACH PROGRAM ARE TYPICALLY PLACED. DESCRIBE EFFORTS TO MEASURE THE SUCCESS OF PROGRAM GRADUATES AND THE RESULT OF THOSE MEASURES.....	85
CRITERION 5, FACULTY	87
5A. DESCRIBE THE COMPOSITION OF THE FACULTY AND THEIR CREDENTIALS. PROVIDE AN OVERALL SUMMARY OF THE PERCENT OF TIME DEVOTED TO THE PROGRAM FOR EACH FACULTY MEMBER AND ROLES AND RESPONSIBILITIES WITHIN EACH PROGRAM.....	87
5B. PROVIDE INFORMATION REGARDING PROFESSIONAL DEVELOPMENT ACTIVITIES FOR FACULTY WITHIN THE UNIT.....	88
5C. PROVIDE A SUMMARY AND EXAMPLES OF RESEARCH/CREATIVE WORK OF FACULTY MEMBERS WITHIN THE UNIT.....	90
5D. PROVIDE AN ABBREVIATED VITAE (2 PAGES OR LESS) OR SUMMARY OF EXPERIENCE FOR EACH FACULTY MEMBER (IF A PROGRAM HAS THIS INFORMATION POSTED ON-LINE, THEN PROVIDE LINKS TO THE INFORMATION).....	99
CRITERION 6, RESOURCES AND PLANNING	100
6A. DESCRIBE HOW THE UNIT ENGAGES IN RESOURCE ALLOCATION AND PLANNING. IF THE PROGRAM OR UNIT HAS AN ADVISORY BOARD, DESCRIBE THE MEMBERSHIP AND CHARGE AND HOW THE BOARD'S RECOMMENDATIONS ARE INCORPORATED INTO DECISION	

MAKING.....	100
6B. PROVIDE INFORMATION REGARDING THE UNIT’S BUDGET INCLUDING SUPPORT RECEIVED FROM THE INSTITUTION AS WELL AS EXTERNAL FUNDING SOURCES.....	101
6C. DESCRIBE THE COMPOSITION OF THE STAFF ASSIGNED TO THE UNIT (INCLUDING TITLES AND FTE) AND THEIR RESPONSIBILITIES.....	106
6D. DESCRIBE THE LIBRARY RESOURCES THAT SUPPORT THE UNIT’S ACADEMIC AND RESEARCH INITIATIVES.....	107
CRITERION 7, FACILITIES.....	111
7A. DESCRIBE THE FACILITIES ASSOCIATED WITH THE UNIT AND ASSOCIATED PROGRAMS INCLUDING, BUT NOT LIMITED TO, CLASSROOMS, PROGRAM SPACE (OFFICES, CONFERENCE ROOMS, ETC.), LABORATORIES, EQUIPMENT, ACCESS TO TECHNOLOGY, ETC.....	111
7B. DESCRIBE ANY COMPUTING FACILITIES MAINTAINED BY THE UNIT.....	112
CRITERION 8, PROGRAM COMPARISONS	113
8A. PROVIDE INFORMATION ON THE DISTINGUISHING CHARACTERISTICS OF THE PROGRAMS WITHIN THE UNIT. DISCUSS THE UNIT’S PROGRAMS IN COMPARISON WITH OTHER PROGRAMS SUCH AS NUMBER OF FACULTY, STUDENT CHARACTERISTICS, [AND] TYPES OF PROGRAMS...	113
CRITERION 9, FUTURE DIRECTION.....	114
9A. PROVIDE A SUMMARY OF STRENGTHS AND CHALLENGES FOR THE UNIT.....	114
9B. DESCRIBE THE UNIT’S STRATEGIC PLANNING EFFORTS.....	115
9C. DESCRIBE THE STRATEGIC DIRECTIONS AND PRIORITIES FOR THE UNIT.....	116
LIST OF FIGURES, CHARTS AND TABLES.....	118

OA. ABSTRACT

The Department of Foreign Languages & Literatures (hereafter FLL) is arguably the most complex department within UNM's College of Arts & Sciences because of its wide array of languages and degree programs:

Languages: Arabic, Chinese, Farsi, French, German, Greek, Italian, Japanese, Latin, Russian

Majors: Classical Studies, Comparative Literatures & Cultural Studies, French, German, Languages, Russian

Minors: Arabic, Chinese, Classical Studies, Comparative Literatures & Cultural Studies, French, German, Greek, Italian, Japanese, Languages, Latin, Russian

M.A. degrees: Classical Studies (concentration under CLCS), Comparative Literature & Cultural Studies, French Studies, German Studies

Ph.D. degree: French Studies

In 2013, FLL served over 6,000 students and generated over 18,000 credit hours. The unit as a whole graduates an average of 50-60 undergraduate majors and minors and 10-12 M.A. students each year; we award one Ph.D. in French Studies every 2-4 years. Many of our undergraduates pursue double majors by combining their language and cultural knowledge with another field (biology, economics, international studies, English, etc.). Our most popular undergraduate major is in Languages where students combine at least two languages up to an advanced level. The quality of our graduates is evidenced by their success in obtaining admission to competitive graduate and professional schools or finding post-graduation employment using their language and cultural training. Recent changes to the Arts & Sciences group requirements have made it easier for students to take only one semester of a language and go no further. There nevertheless remains a solid core of students committed to learning a foreign language and we feel strongly that we are able to meet their needs. Indeed, we consider it our mission to deliver top-notch instruction to the students of UNM while carrying out innovative research in our respective fields.

The department faculty counts 22.5 FTE. Faculty distribution by rank shows five Assistant Professors, one Visiting Assistant Professor, seven and a half Associate Professors, two Full Professors, six and a half Lecturers, and one half-time Visiting Lecturer. These numbers have changed and grown since our last APR with four additional tenure-track positions and three additional Lecturer positions joining the ranks of the department in just the last three years. The bulk of this growth has come in Asian languages and cultures. Two positions are joint appointments and many FLL faculty teach interdepartmental and cross-listed courses corresponding to their multidisciplinary areas of interest. We have put into place an active mentoring and evaluation system for junior faculty and Lecturers contributing to two successful tenure cases and two successful Lecturer promotions in the last three years. FLL faculty strive to maintain active research agendas through scholarly publications and presentations at professional conferences. Programs in FLL have reached a healthy size with

a nucleus of two to four faculty in each area; we now face the challenge of finding ways to stabilize and consolidate the quality of our programs over the upcoming years.

The extraordinary opportunities afforded by the recent spate of hiring have also brought with them some growing pains and unique challenges that will have to be met in order to solidify the department's gains. Among these are:

- how to create a sustainable growth model for the Asian components of the department. There is strong student interest both within FLL and across campus for the development of robust East-Asian programs. We recently obtained approval for a Chinese minor and are currently devising a proposal for a Japanese or revamped Asian Studies major. There are projected hires of Asian scholars in history and philosophy. The future of the Asian Studies minor, which operates under the International Studies Institute, remains to be determined but their recent APR recommended that it be phased out once a viable alternative degree is in place. The exact configuration of a degree or degrees to replace the Asian Studies degree remains to be determined.
- the future of the Comparative Literature & Cultural Studies (hereafter CLCS) undergraduate degree. Although dormant in recent years, there are signs that there might be enough student interest, primarily between FLL and the English Department, to offer a viable degree with either a comparative literature or a cultural studies emphasis. Can we grow this degree with current resources?
- the future of the CLCS graduate degree. The cultural studies concentration grew enormously when it was created twenty years ago but that growth has tapered off. The degree meets the needs of a special group of students interested in literary and cultural theory or studying interdisciplinary topics that fall outside of the traditional realm of other degree programs. We need to give this concentration a clearer mission and identity.
- the future of the lower-division language programs. The College did away with the group requirement of four semesters of a foreign language in an effort to remove obstacles to timely graduation. One of the casualties of this decision is that students may now take only one semester of a foreign language in order to satisfy the common core requirement. This shift in priorities is creating pressure to offer increased numbers of sections of 101 and to reduce offerings beyond that first semester, a pattern which would turn our lower-division language programs into a 101 mill. The challenge lies in finding a meaningful structural and pedagogical solution to this problem.
- how to expand contact hours in the less-commonly-taught languages (LCTL). UNM's schedule allows for 150 minutes of language teaching per week (3 x 50 minutes or 2 x 75 minutes). It is difficult to acquire basic proficiency in a European language at that rate but virtually impossible for languages like Arabic, Chinese, Japanese, and Russian. We experimented with add-on sections to double the number of contact hours per week when we had EU money to pay for them ourselves. These experiments were successful in some languages but less successful in others. Arabic and Chinese will begin a six-hour format in Fall 2014 and the success of that pilot program will be closely followed. Japanese plans to follow suit in 2015. The implementation of this new way of doing business has pedagogical, logistical, financial, and personnel consequences.

- seeking the proper size for the Classics program. Classics has grown dramatically in terms of student credit hour production, largely thanks to a dynamic faculty and through the ever-popular Greek mythology offerings, both online and face-to-face. Faculty numbers remain at three while increased graduate student instructors have expanded capacity by opening many new sections of popular core-curriculum courses: Greek mythology, Roman civilization, Greek civilization, etc.. We are still seeking a balance between the university's need to generate large numbers of credit hours and the ratio of faculty and graduate students able and willing to teach these large courses. Also, should Classics create its own M.A. degree separate from CLCS?
- how to resolve acute space issues. Increased faculty and graduate students have strained the available space in Ortega Hall to the point that we are unable to accommodate our office staff in the cramped quarters of the FLL main office and we have inadequate office space for faculty and TAs on the third floor of our building. A viable, long-term solution needs to be found by the College and the university if they wish to foster a proper working environment for their employees, staff and faculty alike.
- salary compaction is a perennial problem at UNM and in FLL where junior faculty salaries rival those of long-time faculty. This affects morale for those faculty who have seen their salary standing erode through years of low or no raises. We attempted to address the general salary situation in 2012 in a year of plentiful EU money by awarding summer research stipends to all faculty conducting valid research projects. These problems obviously cannot be addressed and resolved at the departmental level but their long-term effects are deleterious to the mission of the university.

OB. HISTORY OF THE DEPARTMENT

The traditional core programs housed in FLL after the dissolution of Modern & Classical Languages in 1992 continue to function in roughly the same configuration and at roughly the same capacity as they did twenty years ago. The expansion of the less-commonly-taught languages reflects a national trend and responds to cultural, economic, and strategic shifts in American higher education. The department has made huge strides in creating a common set of practices and standards across all programs while respecting the unique identity of each national language and culture sub-group. Our graduate and undergraduate programs now work in very similar fashion with faculty from each program sitting on our respective Graduate and Undergraduate Committees. We offer four M.A. degrees: French, German, Comparative Literature and Cultural Studies, and Classical Studies (offered under CLCS) and one Ph.D.: French. The Comparative Literature and Cultural Studies graduate program has served as a hub in the unification of our graduate programs. All FLL graduate students have the opportunity to take courses from faculty outside of their national language homes. This common denominator has engendered many fruitful conversations and collaborations across language groups. On the undergraduate level, every program offers a language sequence ranging from introductory to intermediate and, in most cases, advanced levels. The lower division language sector constitutes some 90% of our total departmental student credit hour production. The Languages major has grown to become the largest single major in the

department although its unwieldy structure and academic value are topics of discussion and concern to us. Those programs with more advanced courses and major or minor degrees have also found beneficial synchronicities that connect them in mutually productive ways: for example, most programs offer some version of the larger 300-level national literature courses or thematic, interdisciplinary courses such as Fairy Tales, Film, America in the European Imagination, etc. One might say that we strive to maintain the diversity of our individual programs while extending out into other, more interdisciplinary topics that cut across multiple areas of the department. Student credit hours have held steady or increased in all FLL programs with the notable exception of Classics where large core courses have generated much higher enrollments in recent years.

Seven of the fourteen tenure-track faculty members currently in FLL were not here at the time of our last APR in 2003. Three of them are replacements for retiring or departing faculty while four are new positions within the department. Four long-term Lecturers have been in the department for more than a decade while three others represent new positions. The expansion of Arabic and Asian language areas has accounted for a significant percentage of the new programmatic growth in FLL over the past three years. French has maintained a core of four FTE covering the 18-21st centuries as well as enjoying the academic expertise of the department's Lower-Division Coordinator who regularly teaches courses in medieval and Renaissance literature. The German program has gone from a historical high of four tenure-track faculty to its current level of two tenured faculty and one full-time Lecturer. Classics has maintained its historical level of three FTE including two tenured Hellenists and one early career Latinist; the spectacular growth in Classics enrollments has resulted in increased numbers of graduate students and TAs but not in any additional faculty lines. The question of growth for the Classics program looms large in discussions of FLL's future. Russian has gone through a period of transition with the retirement of two long-time faculty members in the past five years; the program currently finds itself at its historical level of two faculty, one tenure-track and the other visiting. Arabic, Japanese, and Chinese have each added one new tenure-track faculty and one full-time Lecturer to meet the increased demand for those areas and to expand the Asian components of the curriculum. In 2014, we introduced a one-year pilot program in Farsi which seems to be very successful.

German Summer School: FLL is also home to the German Summer School of New Mexico, a total-immersion program for undergraduate and graduate students held every summer in Taos, New Mexico (see Appendix II). The German Summer School of New Mexico is a 4.5-week total immersion program in German conducted in consortium with California State University Long Beach. The program is designed to serve several different student groups to achieve academic, professional, and intellectual goals, and contributes to the implementation of UNM's goals and priorities. The mission of the summer school is to help three major target groups to pursue these goals: intermediate to advanced undergraduate majors in German Studies, graduate students in the German Studies M.A. program, and secondary school teachers of German. Students attending the full program earn 6-7 credit hours on the undergraduate level, all of which count towards the undergraduate major and minor, or the M.A. degree. This allows students to complete the major requirements for a degree in German in a timely manner and results in higher retention and graduation rates. Faculty from all over the U.S. and Europe offer classes in the culture and literature of German-speaking countries as well as running teacher training workshops. Most of the

topics courses and seminars expand the on-campus course offerings by addressing subjects not taught on main campus, as e.g. classes on Austrian and Swiss literature and culture, historical linguistics, pre-18th century German literature and culture. At the end of the program, students have the chance to take the German national language exam which grants entry to major universities in German-speaking countries. We are the only program in the region to offer these exams. In addition, graduate students can earn a M.A. degree in German Studies by attending 4-6 summer sessions. High School teachers in particular have been taking advantage of this opportunity to obtain a graduate degree while maintaining full employment. We are also serving the wider New Mexico community by helping intermediate and advanced speakers of all ages and backgrounds to achieve near-native fluency at the program. Every year 4-5 non-traditional students attend the program. (For a full report, see Appendix II).

Startalk: FLL has applied for and received five grants to run intensive summer institutes in Arabic and Chinese. This one-month, government-funded program (approx. \$100K/year) brings Albuquerque high-school students to campus where they receive UNM credit for Arabic or Chinese 101. The program relies on small instructor/student ratios (16:2) with experienced UNM native speakers working under the pedagogical supervision of a curriculum coordinator, Marina Peters-Newell. (For a complete report on the 2012 session, see Appendix II).

Fulbright: FLL in conjunction with American Studies received a Fulbright Scholar-in-Residence grant in 2011 to host Kébir Ammi, a Franco-Moroccan writer and teacher. Our French professor, Stephen Bishop, has been awarded a Fulbright teaching and research grant to spend AY 2014-15 in Cameroon.

Exchanges: The French program has two exchange programs with universities in France: Chambéry and Rennes. Undergraduates may spend a year in France and French students may spend a year at UNM. We also exchange a graduate TA at each university. The German program has partner universities in Würzburg, Heidelberg, Bonn and Halle in Germany and in Graz in Austria.

OC. ORGANIZATION AND GOVERNANCE

FLL has organized itself in such a way as to reflect as many of the diverse voices and viewpoints of its stakeholders as possible. In many instances, we function as a committee of the whole. Given the historical weight of our early structure where divisions (and the term is significant) operated with a high degree of autonomy, we have evolved into a tight-knit confederation with strong ties across programs and a deep sense of our shared destiny as a department. Our by-laws and various governance documents (Tenure and Promotion, Salary Policy, Workload Policy, etc.) have been adopted and amended by the faculty as a whole (see Appendix I). The department holds monthly faculty meetings to which all faculty are invited and an agenda is posted. We conduct important business by consultation and consensus whenever possible. The Chair of the department serves a four-year term and is responsible for matters of budget and personnel. The Chair works closely with the Department Administrator and other staff on budget, schedule, searches, and any issues

affecting the smooth functioning of the department. S/he consults regularly with faculty in each program and tries to support initiatives that promote the mission and profile of the department. The Chair is assisted by an Advisory Committee composed of three tenured faculty members who meet with the Chair once a month to discuss matters of concern to the department. The Advisory Committee also serves as a Salary Committee in those years when raises have been available. In its best moments, this has been a very beneficial committee for the Chair and a launchpad where the faculty can float ideas, address problems, and identify issues that need to be brought to the larger body.

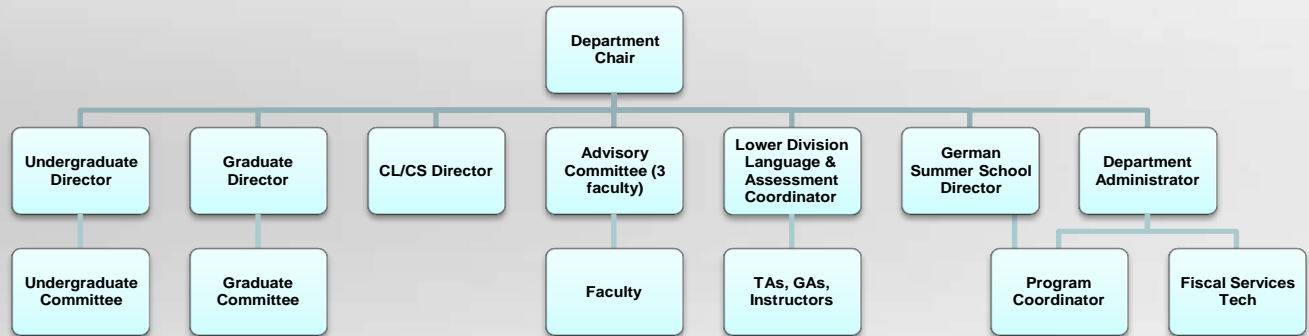
The department has three administrative positions that carry a SAC of \$2000 each paid by the College: Graduate Director, Undergraduate Director, and Director of Comparative Literature & Cultural Studies. The FLL By-Laws describe these positions as follows:

- The Graduate Director 1) chairs the Graduate Committee; 2) facilitates coordination between graduate programs; 3) provides regular advisement to students on meeting program requirements; 4) communicates with the Office of Graduate Studies; and 5) fosters collective planning on the graduate curriculum.
- The Undergraduate Director 1) chairs the Curriculum Committee; 2) promotes and coordinates the Department's Honor program; 3) advises the Languages majors; and 4) coordinates undergraduate course revisions for the UNM course catalog.
- The Director of the program in CL/CS 1) provides advisement to undergraduate and graduate students on meeting graduation requirements and on pursuit of academic and profession goals; and 2) coordinates collective planning of the program's curriculum in dialogue with other departments and programs across the college and university.

These positions rotate every two years although there have been extensions where necessary. As of 2015, the Dean has agreed to award the Graduate Director a one-course release per year in recognition of the substantial workload and responsibility attached to this position. The Graduate Committee sets policy for all three graduate programs in FLL and includes faculty from each program. The Undergraduate Committee sets policy for all undergraduate programs and has been active in devising and revising undergraduate curricula and degrees. CLCS has a steering committee with members from several affiliated departments but the Director tends to function more autonomously than the other two positions and committees. Each language group has an academic advisor at the undergraduate and graduate levels; most often, these advisors sit on the Undergraduate and Graduate Committees.

FLL has a formal mentoring system whereby each junior faculty is assigned a tenured faculty mentor; they meet at least once a year with the Chair to assess progress toward tenure (see "Mentoring Policy" in Appendix I). All tenured faculty members vote on the tenure and promotion of junior faculty (see "Promotion and Tenure Policy" in Appendix I). Given the paucity of Full Professors, we often have to invite outside members to sit in on cases of promotion to Full Professor. The department's hiring plan is devised by the Chair in consultation with the Advisory Committee before it is presented to the full faculty for approval (see "Hiring Plan" in Appendix XI). All faculty meet to discuss and vote on searches following the screening and recommendation phases carried out by the search committee (see "Hiring Procedures" in Appendix I).

Foreign Languages and Literatures
 Organizational Chart
 ORG Codes 856A, 856B



FOREIGN LANGUAGES & LITERATURES

Figure 1 FLL Organizational Chart

OD. SPECIAL ACCREDITATION SUMMARY

FLL has no external or specialized program accreditations. This APR will contribute to UNM's accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools

OE. SUMMARY OF LAST APR

FLL has had two APRs in its brief history as a department. The first one in 1994 was transformative in that it set the path for a more united department formed out of the leftovers of the split of Modern & Classical Languages. The first review team most notably recommended making CLCS the hub of our activities in an effort to create a common program across our fields. The last APR took place in 2003 and was conducted by a review team consisting of Frederick Ahl (Classics, Cornell), Angelika Bammer (Comparative Literature, Emory), and Marie-Pierre Le Hir (French, University of Arizona). Like all APRs of that era, it examined only the graduate sectors of the department. The review team's report highlighted several strengths and pointed out areas of weaknesses (see Appendix XII). They noted that the unit had "a strong, well-trained, learned faculty with enormous potential" and pointed out the chronic problems that stem from having a small faculty spread thin across onerous teaching and service responsibilities. They applauded the "creative and exciting" courses in the CLCS field but also expressed concern that the time and energy to engage in interdepartmental and interdisciplinary programs were weighing heavily on the faculty, especially those at the junior ranks. The reviewers also warned against the persistence of individual fiefdoms that ran the risk of weakening the collective strengths of the department. We feel that this problem has been largely addressed and resolved. They generally found the faculty to be dedicated teacher-scholars who were being asked to do "a lot with a little." They questioned the historical management of the department and warned about the precarious nature of running smaller programs that rely on individual faculty with very little margin of error. To a large extent, this quandary still remains a challenge to FLL's smaller languages where one or two instructors constitute an entire program. Their report identified serious deficiencies in classrooms and office spaces which are small and Spartan; they expressed special concern at the difficulty of maintaining confidentiality in cramped quarters where there is inadequate space for faculty, staff, and the storage of records.

The review team identified a structural and pedagogical flaw in the way that FLL relies on TAs for the bulk of its lower-division language teaching but is unable to offer TA support to students in languages without graduate degrees, nor in CLCS. The pressure to staff sections of introductory language should not be the criteria by which graduate student TAs are admitted to the department. They examined individual programs and made comments and suggestions for improvement. They generally commended the French program for the breadth of its degree offerings while recommending the establishment of some sort of collaborative agreement with a Canadian university. The German program fell under greater scrutiny because of what they identified as its uneven quality and inadequate oversight; these pressures are connected in subtle ways to the German summer program in Taos which is both a source of pride and a significant burden. They recommended strengthening the M.A.

in Classics which is taught under the aegis of CLCS and encouraged its growth; the past decade has seen the size and scope of the Classics program take off in remarkable ways. The CLCS program, which was on an upward swing at the time of the last APR, was recognized as a home of innovative and interesting work; it also faced problems due to no regular source of funding and no stable administrative structure.

The review team found the overall quality of graduate students to be high and lauded their engagement and eagerness, especially given the relative lack of financial support available to them. They found that there were too often different standards applied to different programs; it is fair to say that the department has taken that point seriously and created common standards across all programs. In more general terms, they recommended more over-arching administrative structures capable of providing common, stable practices and procedures. This has been achieved by creating a more powerful position for the Director of Graduate Studies and a Graduate Committee vested with considerable authority to determine admissions, address grievances, and establish common policies across language sections. In more general terms, it was recommended that the department tighten up its administrative structures and draft clear by-laws in order to achieve “reasonable, fair, and uniform standards.” They noted in their conclusion that “FLL is still a collection of programs dedicated to individual goals rather than a federations of different programs with common educational goals in mind.” The department has given much thought and devoted much energy and good will toward making sure that this is no longer the case.

1A-G. PROGRAM GOALS

(all sub-sections combined under a single heading)

A. Vision and Mission, and how each program fits into the vision and mission of the unit			
<p>FLL's Vision: We teach modern and classical foreign languages to students at the University of New Mexico emphasizing communicative skills, cultural knowledge and the exploration of literatures, but also incorporating the study of other media for cultural expression, including film. We provide the cross-cultural awareness and critical skills necessary for students to understand their own place within global culture. We train advanced students in literary and cultural criticism as well as in language pedagogy, preparing them for careers as educators and more generally as professionals adept in cross-cultural communication. We conduct, present, and publish research in the fields of literary and cultural criticism, translation and literary history. We encourage and coordinate interdisciplinary teaching and research across departments. We enrich and promote the multilingual environment of the University of New Mexico and the State of New Mexico.</p> <p>FLL's mission: The department provides the UNM community with an opportunity to acquire in-depth knowledge of individual languages, literatures and cultures, and promotes cross-cultural awareness and analysis.</p> <p>Central goals for the study of language and literature at UNM include acquiring</p> <ul style="list-style-type: none"> • communication skills • interpretation skills • cross-cultural awareness • critical thinking skills 			
FRENCH	French BA	French MA	French Ph.D.
	<p>A BA in French Studies fits into FLL's vision and mission seamlessly, striving for a proficiency level of advanced-low (ACTFL) in communication skills, familiarizing students with multiple French cultures now found on 5 continents and in 28 countries around the world, encouraging students to study abroad (U of Chambéry and elsewhere), preparing them for active use of</p>	<p>The MA in French Studies fits into the larger vision and mission of FLL by offering pedagogical training and practice for second language acquisition, as well as professional development, and a wide variety of courses ranging from medieval France to African, feminist, and animal studies.</p>	<p>The Ph.D in French Studies fits into the larger vision and mission of FLL by offering pedagogical training and practice for second language acquisition, as well as professional development, and a wide variety of courses ranging from medieval France to African, feminist, and animal studies. The Ph.D. graduate is well-versed in critical theory, literature, and language, and well-prepared to</p>

FRENCH	both language and critical thinking skills as they move into graduate programs, or the job market.		represent these competencies at the highest levels.
GERMAN	German BA	German MA	
	A BA in German Studies fits into FLL's vision and mission. Our program strives for students to achieve a ACTFL proficiency level of advanced-low in communication skills, to become familiar with German cultures in Europe and around the world, and to encourage students to take part in UNM's German Summer School immersion program and study abroad at one of our partner Universities in Germany or Austria. Overall, our program prepares students for active use of both the German language and critical thinking skills as they move into their careers of advanced graduate programs.	The MA in German Studies fits into the larger vision and mission of FLL by offering pedagogical training and practice for teaching in the field of second language acquisition, as well as comprehensive professional development, and a wide variety of courses ranging from the German Enlightenment and Romanticism to memory theory, contemporary and East German film, psychoanalysis and literature, and current trends in literature, culture and film.	
CLASSICS	Classics BA	Classics MA (in CLCS)	
	The B.A. in Classical Studies fits into FLL's vision and mission. Our program strives for students to achieve proficiency in reading, understanding, and interpreting ancient Greek and Latin literature; they will become familiar with ancient Greek and Roman cultures within their historical context;	The M.A. in CLCS, Classics Concentration fits into FLL's vision and mission. Our program strives to prepare students for successful application to Ph.D. granting institutions in Archaeology, Classics, History, Philosophy, and/or Religious Studies, of for successful careers in education of the Classical languages at the junior high and high school levels. By the end of their course of studies, our students will have taken 3 years of coursework in both Greek and Latin beyond the B.A. level; they will have gained a solid background in literary/critical theory and the history/culture of the ancient world; they will have conducted graduate level research and written an M.A. thesis; and they will have gained pedagogical	

CLASSICS	<p>they will become familiar with the Classical Tradition and the ongoing influence of ancient Greek and Roman cultural products upon contemporary media expressions (including art, literature, film, and television medias).</p> <p>Overall, our program prepares students for active use of language and critical thinking skills developed in the study of ancient Greek and Latin as they move into their careers or advanced graduate programs.</p>	<p>experience working as a teaching assistant and grading assistant. We encourage and support our M.A. students to present papers at professional conferences and colloquia, and encourage them to get engaged in local community projects that promote the study of Classics (see §1G below).</p> <p>Overall, our program prepares students for active use of language and critical thinking skills developed in the study of ancient Greek and Latin as they move into their careers or advanced graduate programs.</p>
CLCS	CLCS BA (Comparative Literature and Cultural Studies)	CLCS MA
	The BA in Comparative Literature & Cultural Studies fits into FLL’s vision and mission by familiarizing students with multiple languages and cultures, and by preparing them for active use of both language and critical thinking skills as they move into graduate programs or approach the job market.	The MA in Comparative Literature & Cultural Studies fits into the larger vision and mission of FLL by offering pedagogical training and professional development in classical studies, Comparative Literature, and Cultural Studies. Depending on their chosen area of concentration, MA graduates are well-versed in critical theory, classical languages and cultures, modern languages and cultures, and interdisciplinary approaches to problem-solving. MA graduates are also well-prepared to represent these competencies at the highest levels in the nation and around the world.
RUSSIAN	Russian BA	
	The Russian program at UNM provides students with the unique opportunity of studying a less commonly taught language and a language designated as a ‘critical-need’ language by the Department of State. Through a balanced approach to Russian language and culture, our students get exposed to various models of inter-cultural communication, social norms and political formations in Russia. One of UNM’s primary goals of internationalization of college education is strongly represented in the vision and mission of the Russian program. Our alumni’s post-graduate careers and placement in various graduate programs in the country and abroad is the best evidence of our insightful vision and its successful implementation in our teaching and mentoring practice.	

ITALIAN	Italian minor
	A Minor in Italian fits into FLL's vision and mission seamlessly, striving for a proficiency level of Intermediate-Mid (ACTFL) in communication skills, familiarizing students with multiple Italian cultures now found on 4 continents and in 18 countries around the world, encouraging students to study abroad (U of Rome and elsewhere), preparing them for active use of both language and critical thinking skills as they move into graduate programs, or the job market.
JAPANESE	Japanese minor
	<ul style="list-style-type: none"> • The mission of the Japanese program is to facilitate acquisition of in-depth knowledge of Japanese language, literature and culture. • "Encourage students to deepen their understanding of Japan directly through study abroad. Prepare students for this experience through linguistic and cultural training."
CHINESE	Chinese undergraduate program
	<ul style="list-style-type: none"> • The Chinese program at UNM aims to teach students Chinese at all levels; to introduce Chinese literature and culture from a critical perspective; and to facilitate students' development of trans-lingual and transcultural capabilities and sensibilities. • Promote study abroad and cultural immersion program in China; provide language evaluation for students to participate in the exchange program of UNM-Sichuan University (PRC); provide study abroad information to students, such as Chinese language scholarships from Taiwan and the United States.
ARABIC	Arabic undergraduate program
	<ul style="list-style-type: none"> • Fits the FLL mission by aiming for Advanced proficiency level upon the completion of 400 level Arabic courses and the continued development of translingual and transcultural competence at all levels • Promotes study abroad (including development of new faculty led trip Summer 2015) • Development of new topics classes to emphasize critical thinking and cultural interpretation skills
LANGUAGES	Languages BA
	<p>The B.A. in Languages fits into FLL's vision and mission. Our program strives for students to achieve a proficiency level of intermediate-high (ACTFL) in communication skills in two languages other than English and for students to become familiar with the corresponding cultures, the parts of the world in which those cultures have played and continue to play a significant role, and the ways in which those cultures have been represented both within and outside of members of the cultural group.</p> <p>Overall, the program prepares students for active use of both language and critical thinking skills as they move into graduate programs, or the job market.</p>

B. UNM's Mission and Vision

UNM mission: to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, and community service.
 UNM's ongoing commitment to these cornerstones of purpose serves to:

- Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society.
- Actively support social, cultural and economic development in our communities to enhance the quality of life for all New Mexicans.

UNM vision: We aspire to a future in which we are known for:

- Strength through Diversity
- Strength through Collaboration
- Vital Academic climate
- Excellence through Relevance
- Research for a better World
- Health and Wellness Leadership
- International Engagement

B. Describe the relationship of the unit's vision and mission to UNM's vision and mission

FLL	The Foreign Languages & Literatures department actively promotes all applicable elements of UNM's mission and vision statements. The high research productivity of the faculty is appropriate to a flagship university, as are our nationally competitive graduate and undergraduate programs. We provide high-quality instruction, upholding high standards for student achievement. We have a very gender and ethnically-diverse faculty that explicitly support student understanding of diverse populations and cultures. Our graduate programs offer opportunities for student collaboration, as well as annual colloquia to share thesis and dissertation research. FLL faculty focus on questions that are substantively important, including, to cite a few examples: the representation of women, the significance of the term "culture", the ongoing effects of post-colonialism, the precariousness of identity in an increasingly globalized world. Faculty interest and research include post-socialist China, early modern colonialism, African literature and culture, the question of the animal, the German Cultural imagination, identity theory, Japanese popular culture, Slavic linguistics, Russian folklore and environmental studies, Big Screen films of ancient cultures, study abroad environments, language acquisition, to name just a few.	
FRENCH	French BA	French MA and Ph.D.
	FLL shares its mission with the larger UNM mission in areas of educating and encouraging students	FLL's graduate program shares its mission with the larger UNM mission in areas of educating and encouraging students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens (through cross-cultural

<p>FRENCH</p>	<p>to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens (this, through cross-cultural comparisons, critical analysis of issues and texts), to contribute to the state and national economies (FLL students are more competitive in the job market as a result of their language proficiency), but also to represent New Mexico in the world (FLL students are invested in study abroad, and related international studies), also in discovering and disseminating new knowledge and creative endeavors that will enhance the overall well-being of society (it is in this cross-cultural experience that new knowledge and creative endeavors exist).</p> <p>It shares its vision with UNM in strength through diversity (studying the nature of diversity in language populations), a vital academic climate (rigorous, thought-provoking classes on culture, literature, film), excellence through relevance (understanding the world today), but most of all, in its</p>	<p>comparison, critical analysis of issues, texts, theories), to contribute to the state and national economies (FLL students are more competitive in the job market as a result of their language proficiency), but also to represent New Mexico in the world (FLL students are invested in study abroad, and related international studies). It also encourages the discovery and dissemination of new knowledge and creative endeavors that will enhance the overall well-being of society (it is in this cross-cultural experience that new knowledge and creative endeavors exist). It also actively supports the social and cultural development in our communities to enhance the quality of life for all New Mexicans (Many of FLL's MA graduates go on to NM high schools to teach language, where they have a tremendous influence on NM students).</p> <p>It shares its vision with UNM in strength through diversity (looking at diverse French-speaking populations) and collaboration (working together to provide a World Language Expo), a vital academic climate (presenting at and developing conferences), excellence through relevance, research for a better world (building bridges between cultures), but most of all in its larger international engagement.</p>
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FRENCH	larger international engagement. Many of our students return to UNM after study abroad programs, or Dr. Bishop’s student trip to France, bringing with them a vibrant sense of global affiliation and potential that makes itself felt in classrooms and on the campus, and fuels the desire for similar experiences in other UNM students. French club events, as well as the French workshops offered at the World Language Expo help to advocate for a larger international perspective and engagement.	
GERMAN	German BA	German MA
	The FLL German Studies BA shares its vision with UNM in its ongoing pursuit of international relationships, of preparing the student for lifelong success through multilingualism, as well as a critical understanding of the cultural make-up of the world. FLL German Studies also strives to attract alumni endowment to support its efforts, including funding for scholarships for the German Summer School program in Taos, NM.	The FLL German Studies MA program shares its vision with UNM in its ongoing pursuit of international relationships, to become a destination university through increased international programming, to increase the number of graduating MA’s, to create cultural, social and educational leaders in New Mexico, to challenge students with interdisciplinary studies, and to attract alumni endowments to support its efforts. The FLL German Studies MA program shares its mission with UNM in its ongoing pursuit of international relationships in the form of student exchanges (the German program has partner universities in Würzburg, Heidelberg, Bonn and Halle in Germany and in Graz in Austria). The German program also hosts internationally known authors and artists on a regular basis, and is proud to administer the newly endowed “German Cinema Fund”, which was created to bring German-speaking filmmakers to UNM for presentations and workshops to benefit students.

<p>GERMAN</p>	<p>The FLL German Studies BA shares its mission with UNM in its ongoing pursuit of international relationships in the form of student exchanges, and study abroad partnerships and programs, for example the “Schloss Dyck” study abroad program, which attracts UNM students who have little or no experience abroad, and our study abroad programs in Germany and Austria.</p> <p>Our language courses are dynamic and prepare students for dialogue on current and compelling issues concerning the German-speaking world and its relationship to other cultures. Our German Summer School immersion program in Taos, NM is integral part of our language program and enhances student learning outcomes.</p>	
<p>CLASSICS</p>	<p>Classics BA and MA</p>	
	<p>FLL’s program in Classics offers three different courses that fulfill the core requirements for the College of Arts and Sciences—CLST 107 “Greek Mythology,” CLST 204 “Greek Civilization,” CLST 205 “Roman Civilization.” These three courses provide broad instruction in culture, history, and critical thinking that prepare students for their entire college careers and beyond.</p> <p>The FLL faculty in Classics promote UNM’s mission to be a flagship university through maintaining an active scholarly profile through publication and participation in professional conferences and colloquia associated with Classical Studies at regional, national, and international levels. The FLL faculty and students in Classics are actively engaged in community outreach projects (see §1G below).</p>	

CLCS	CLCS BA	CLCS MA
	<p>The Comparative Literature & Cultural Studies BA shares UNM's Vision in its ongoing pursuit of international relationships, of preparing the student for lifelong success through multilingualism as well as a critical understanding of the cultural makeup of the world.</p> <p>The Comparative Literature & Cultural Studies BA shares its mission with UNM in its ongoing pursuit of international relationships, lifelong success, discovery and innovation. Because Comparative Literature & Cultural Studies majors design their courses of study in collaboration with faculty advisors, they nurture their creativity and intellectual curiosity while developing initiative, self-discipline, time-management skills, and team-working abilities.</p> <p>Students majoring in Comparative Literature & Cultural Studies can choose between two different concentrations. The Cultural Studies concentration focuses on critical and cultural theories, deploys interdisciplinary tools</p>	<p>The Comparative Literature & Cultural Studies MA shares UNM's vision in its ongoing pursuit to become a destination university, to create cultural, social and educational leaders in New Mexico and around the nation, and to challenge students with high-level thinking and interdisciplinary approaches to analysis and problem-solving.</p> <p>The Comparative Literature & Cultural Studies MA shares UNM's mission of becoming a destination university. It does so not only by graduating a substantial number of MA students each year, but also by placing MA students in top-rated Ph.D. programs around the country. The program also sponsors an annual Cultural Studies Graduate Student Conference and Workshop . The program also organizes a high-profile annual symposium open to both the UNM community and the general public.</p> <p>MA students can choose among three different concentrations. The Comparative Literature concentration generally focuses on two or more languages and explores literature, film, and other media produced in a particular period by multiple cultures. The Cultural Studies concentration approaches questions of race, gender, sex, class, nation, and the transnational. The Classics concentration studies classical languages and explores the history and cultural concerns of the Ancient World.</p>

CLCS	to analyze literary and cultural problems, investigates different world cultures, and explores forms of representation in different media. The Comparative Literature concentration focuses on the study of literatures in two different languages	
RUSSIAN	Russian BA	
	<p>Overall, the Russian program's mission is to:</p> <ul style="list-style-type: none"> • Develop successful and effective L2 learners with an Intermediate-high level of proficiency, which, in turn, has a positive influence on their overall cognitive functioning. • Let students discover the ways in which their native communication patterns affect their behavior and perception of other cultures. • Promote cross-cultural awareness through participation in study abroad programs and joint projects with Russian academic institutions, such as Leningrad State University, Tiumen University, University of Humanities in Hizhnii Novgorod, and others. <p>Instill a sense of curiosity that leads to a discovery of the greatest examples of Russian literature, art, and architecture</p>	
ITALIAN	Italian minor	
	<p>The FLL Italian Minor program shares its vision with UNM in its ongoing pursuit of international relationships, of preparing the student for lifelong success through multilingualism, as well as a critical understanding of the cultural make-up of the world. The FLL Italian Minor also strives to attract alumni endowment to support its efforts.</p> <p>The FLL Italian Minor shares its mission with UNM in its ongoing pursuit of international relationships in the form of student exchanges, and travel abroad courses. Language acquisition courses are dynamic and prepare students for dialogue on current and compelling issues concerning the larger Italophone world, and beyond.</p>	
JAPANESE	Japanese minor	
	In our role of fostering a richer understanding of a culture that has often been misinterpreted in the West, we contribute to the university's overall vision of strength through diversity and international engagement.	
CHINESE	Chinese Minor	
	By teaching Chinese as a critical and less-commonly taught language and introducing modern and contemporary Chinese literature and culture at UNM, our program helps students to acquire in-depth knowledge about this	

CHINESE	overpopulated, rapidly-changing second-largest economy in a globalized world from a cultural and historical perspective, which is distinctive from and yet balanced with technological, commercial, or political viewpoints. The Chinese program contributes to UNM's vision that college education should foster the values of cultural diversity, critical thinking, and international engagement.		
ARABIC	Arabic Minor		
	Developing translingual and transcultural competence prepares lobos for lifelong success in a multicultural, multilingual world		
LANGUAGES	Languages BA		
	<p>The FLL Languages BA shares its vision with UNM in its ongoing pursuit of international relationships, of preparing the student for lifelong success through multilingualism, as well as a critical understanding of the cultural make-up of the world.</p> <p>The FLL Languages BA shares its mission with UNM in its ongoing pursuit of international relationships in the form of student exchanges, and travel abroad courses. Language acquisition courses are dynamic and prepare students for dialogue on current and compelling issues concerning the larger non-English speaking world.</p>		
C. List overall learning goals for each program within unit			
FRENCH	French BA	French MA	French Ph.D
	<p>A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas.</p> <p>B. Students will be able to communicate effectively (orally and aurally) in common situations in French.</p> <p>C. Students will be able to distinguish the salient features of the cultures associated with French in historical and contemporary contexts.</p> <p>D. Students will be able to identify the role played by</p>	<p>A. Students will provide nuanced and sophisticated discussions of literary and cultural works in French and in English.</p> <p>B. Students will conduct independent research in their field.</p> <p>C. Students will be knowledgeable about the literary and cultural productions of French-speaking communities in the past and present.</p> <p>D. Students will be familiar with several major tendencies in critical and theoretical analysis.</p> <p>E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible.</p>	<p>A. Students will provide nuanced and sophisticated discussions of literary and cultural works in French and in English.</p> <p>B. Students will conduct independent research in their field.</p> <p>C. Students will be knowledgeable about the literary and cultural productions of French-speaking communities in the past and present.</p> <p>D. Students will be familiar with several major tendencies in critical and theoretical analysis.</p> <p>E. Students will find and evaluate career and post-graduate</p>

FRENCH	several significant forms of representation in the cultures associated with French.		opportunities that their degree makes possible.
GERMAN	German BA	German MA	
	<p>A. Students will be able to read and write a variety of textual genres with clear identification and expression of key ideas.</p> <p>B. Students will be able to communicate effectively in both conversational and academic situations in German.</p> <p>C. Students will be able to distinguish the salient features of the cultures associated with German in historical and contemporary contexts.</p> <p>D. Students will be able to identify the role played by different forms of representation in the cultures associated with the German language.</p>	<p>A. Students will provide nuanced discussions of literary and cultural works in German and in English.</p> <p>B. Students will conduct independent research in their field.</p> <p>C. Students will be knowledgeable about the literary and cultural productions of German-speaking communities in the past and present.</p> <p>D. Students will be familiar with several major trends in critical and theoretical analysis.</p> <p>E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible.</p>	
CLASSICS	Classics BA	Classics MA (in CLCS)	
	<p>1. Students will be able to comprehend important features of the ancient language(s),</p>	<p>1. Show informed knowledge of methodologies and trends in literary, aesthetic, and cultural theories related to the ancient world.</p> <p>2. Demonstrate an informed appreciation of cross-cultural interconnections and diversity of literatures and cultures across time and space.</p> <p>3. Have particular expertise in two or more literary</p>	

CLASSICS	<p>including semantics and syntax.</p> <p>2. Students will be able to comprehend literary and cultural narratives written in targeted ancient language(s).</p> <p>3. Students will be able to distinguish salient features of ancient Greek and Roman cultures in their historical and contemporary contexts.</p>	<p>traditions (as defined by language, period, region, genre, etc).</p> <p>4. Determine appropriate, timely, and achievable research projects in their chosen fields and subfields.</p> <p>5. Participate with confidence in the intellectual and professional exchanges of their chosen fields and subfields.</p> <p>6. Teach language acquisition, close reading, and literary analysis. Guide undergraduate students through the interpretation of literary and/or cultural artifacts with broad historical, cultural, and linguistic understanding.</p>
CLCS	CLCS BA	CLCS MA
	<p>Depending on their area of concentration, undergraduate majors in Comparative Literature & Cultural Studies will:</p> <p>A. Be able to communicate effectively (orally and aurally) in their chosen target language(s).</p> <p>B. Demonstrate cultural competence in their target language area(s)</p> <p>C. Have a broad sense of the literary and cultural traditions in their target language area(s).</p> <p>D. Demonstrate an informed appreciation of cross-cultural interconnections</p>	<p>Depending on their area of concentration, MA students in Comparative Literature and Cultural Studies will:</p> <p>A. Show informed knowledge of methodologies and trends in literary, aesthetic, and cultural theories.</p> <p>B. Demonstrate an informed appreciation of cross-cultural interconnections and diversity of literatures and cultures across time and space.</p> <p>C. Have particular expertise in two or more literary traditions (as defined by language, period, region, genre, etc).</p> <p>D. Determine appropriate, timely, and achievable research projects in their chosen fields and subfields.</p> <p>E. Participate with confidence in the intellectual and professional exchanges of their chosen fields and subfields.</p> <p>F. Teach language acquisition, close reading, and literary analysis. Guide undergraduate students through the interpretation of literary and/or cultural artifacts with broad historical, cultural, and linguistic understanding.</p>

CLCS	and diversity of literatures and cultures across time and space. E. Be able to work with general theoretical trends and critical methods in the field.	
RUSSIAN	Russian BA	
	A. Students will be able to communicate effectively in common situations in Russian B. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas. C. Students will be able to distinguish salient features of Russian culture in its historical and contemporary contexts D. Students will be able to evaluate their own language abilities and formulate life-long learning strategies in the area of foreign languages and cultures. E. Students will demonstrate specific ways they could continue studying and using Russian after graduation.	
ITALIAN	Italian minor	
	A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas. B. Students will be able to communicate effectively (orally and aurally) in common situations in Italian. C. Students will be able to distinguish the salient features of the cultures associated with Italy in historical and contemporary contexts. D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with Italian.	
JAPANESE	Japanese minor	
	A. Capability to communicate in Japanese language at an intermediate level (language proficiency) B. Development of cultural sensitivity when communicating with Japanese people and in Japanese contexts (cultural competence) C. Ability to critically read, read, discuss, and write about Japanese literature, culture, and society (content) D. Identification and evaluation of career and post-graduate opportunities made possible by the study of Japanese language and culture (professionalization)	
CHINESE	Chinese Minor	
	A. Students completing 300 level Chinese classes will reach the intermediate level on the ACTFL scale in all four skills (reading, listening, writing, and speaking) B. Students completing Chinese literature classes taught in English will be	

CHINESE	able to critically read, discuss, and write about Chinese literature, culture, and social texts C. Students will develop cultural sensitivity to communicate with Chinese people and communities in their work and study D. Students will acquire the ability and interest in learning Chinese language and culture
ARABIC	Arabic Minor
	A. Students completing 400 level Arabic classes will reach the advanced level on the ACTFL scale in all four skills (reading, listening, writing, speaking) B. Students completing intensive 200 level Arabic classes will reach the intermediate level on the ACTFL scale in all four skills (reading, listening, writing, speaking) C. Students will develop translingual and transcultural competence throughout the Arabic curriculum, including the ability to analyze and interpret cultural narratives in both Arabic societies and their own
LANGUAGES	Languages BA
	A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas in two languages other than English. B. Students will be able to communicate effectively (orally and aurally) in common situations in two languages other than English. C. Students will be able to distinguish the salient features of cultures associated with the set of languages, designated as their areas of major and minor study, in historical and contemporary contexts. D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with the languages designated as their areas of major and minor study.
D. Explain the manner in which learning goals are communicated to students and provide specific examples	
Undergraduate programs	Graduate programs
These learning goals can be found on the FLL website, as well as on the syllabi and course descriptions on the course Learn sites as course objectives (i.e. Fall '13, FR345). In many of the courses, objectives are also built in to mid-semester student evaluations to determine if students feel objectives are being met, and to give instructors the opportunity to modify teaching techniques and curricula in response to student concerns. Faculty advisement is also available and encouraged. Finally, Arabic courses will begin determining objectives using ACTFL can-do statements for student self-assessment.	These learning goals can be found on the FLL website at http://fll.unm.edu/assessments/degreePrograms.php , as well as on syllabi and course descriptions on the course Learn sites as course objectives. Rubrics are available on the syllabi and individual course Learn sites to inform students on evaluation criteria with regard to research, original thought, theoretical knowledge, etc.

E. Describe the unit's primary constituents and stakeholders			
FRENCH	French BA	French MA	French Ph.D.
	The French Studies BA includes: Constituents: French majors and minors, undergraduate students at all levels, and in all disciplines. Stakeholders: TAs, professors, FLL dept, larger A&S administration, as well as UNM administration, and New Mexico.	The French Studies MA includes: Constituents: French Studies MA candidates Stakeholders: professors, FLL dept, larger A&S administration, as well as UNM admin, and New Mexico	The French Studies PhD includes: Constituents: French Studies PhD candidates Stakeholders: professors, FLL dept, larger A&S administration, as well as UNM admin, and New Mexico
GERMAN	German BA	German MA	
	Constituents: German majors and minors, undergraduate students at all levels. Stakeholders: TAs, professors, FLL dept, larger A&S administration, as well as UNM administration, and New Mexico.	Constituents: German Studies MA candidates. Stakeholders: professors, FLL dept, larger A&S administration, as well as UNM admin, and New Mexico.	
CLASSICS	Classics BA	Classics MA (in CLCS)	
	The B.A. in Classical studies's primary constituents are: Classical studies majors; Classical studies minors; undergraduate students at all levels. The Classical Studies BA's primary stakeholders are: FLL faculty, affiliated faculty, FLL dept, A&S administration, UNM administration, and the state of New Mexico at large.	The M.A. in Comparative Literature and Cultural Studies, Classics Concentration's primary constituents are: M.A. candidates; graduate students in humanities fields (History, English, Philosophy, American Studies, etc.). The M.A. in Comparative Literature and Cultural Studies, Classics Concentration's primary stakeholders are: FLL faculty, affiliated faculty, FLL dept, A&S administration, UNM administration, and the state of New Mexico at large.	

CLCS	CLCS BA	CLCS MA
	<p>The Comparative Literature & Cultural Studies BA's primary constituents are: Comparative Literature & Cultural Studies majors; Comparative Literature & Cultural Studies minors; undergraduate students at all levels. The Comparative Literature & Cultural Studies BA's primary stakeholders are: FLL faculty, affiliated faculty, FLL dept, A&S administration, UNM administration, and the state of New Mexico at large.</p>	<p>The Comparative Literature & Cultural Studies MA's primary constituents are: Comparative Literature & Cultural Studies MA candidates; graduate students in humanities fields (History, English, Philosophy, American Studies, etc.). The Comparative Literature & Cultural Studies MA's primary stakeholders are: FLL faculty, affiliated faculty, FLL dept, A&S administration, UNM administration, and the state of New Mexico at large</p>
RUSSIAN	Russian BA	
	<p>The primary constituents in the Russian Program are undergraduate students representative of various ethnic groups, incl. Navaho, Hispanic and African-American students. They each have different goals and objectives of taking Russian but the three main ones are: working for the government, the private sector or continuing with their studies in Graduate school. The primary stakeholders are TAs, professors, FLL department, UNM administration and the state of New Mexico</p> <p>Below is a more detailed description of the general profile of our students:</p> <ul style="list-style-type: none"> • ROTC students • Students majoring in International Studies who focus on Russia as one of their geographical areas • Students who major in Languages and take Russian as one of their main or minor languages • Students who major in other areas (History, Political Science, Anthropology, Psychology, Criminology, Art, Media, and others) and take Russian as a second major 	
ITALIAN	Italian minor	
	<p>Constituents: Language majors and minors, undergraduate students at all levels Stakeholders: FLL department, larger A&S administration, as well as UNM administration, and New Mexico.</p>	

JAPANESE	Japanese minor		
	<ul style="list-style-type: none"> • Undergraduate Japanese minors • Undergraduate Asian Studies majors and minors • Undergraduate students in a variety of majors and minors, including Anderson School of Management students, with an interest in Japanese language and culture. • Outside the university, future employers of our graduates as well as the community at large that relies on the expertise and advice of the faculty in the Japanese program. 		
CHINESE	Chinese minor		
	<p>Constituents:</p> <ul style="list-style-type: none"> • Undergraduate students from Chinese Minor, Asian Studies, Languages, and Linguistics of Foreign Languages and Literatures Department • Undergraduate students from a variety of majors and minors, including English, Creative Writing, History, Art History, International Relations, Anthropology, Communication, Education, Biology, Psychology, Computer Science, and Anderson School of Management, with an interest in Chinese language and culture. <p>Stakeholders: TAs, professors, FLL department, UNM</p>		
ARABIC	Arabic minor		
	<ul style="list-style-type: none"> • Constituents: Arabic students (including minors and those using Arabic towards the Languages major or minor) • Stakeholders: TAs, professors, department, administration, New Mexico 		
LANGUAGES	Languages BA		
	<p>The primary constituents of the Languages BA are: Languages majors and minors; undergraduates of all levels.</p> <p>The Classical Studies BA's primary stakeholders are: FLL faculty and Teaching Assistants, affiliated faculty, the FLL department, Arts & Sciences administration, UNM administration, and the state of New Mexico at large.</p>		
F. Provide examples of how satisfaction of the program goals serves constituents.			
FRENCH	French BA	French MA	French Ph.D.
	Students receiving a minor or major in French Studies at UNM will have a working knowledge of a language considered today as the 3 rd most important and useful language for conducting business around the world, after English and Mandarin (<i>AATF National Bulletin</i> , vol.	Students receiving their MA in French Studies at UNM will go on to pursue higher-level studies at UNM or at other universities (American or abroad). Examples of the programs our MA students have been accepted to are: Stanford, Harvard, Berkeley, UCLA, Brown, Duke, U of Pennsylvania, NYU, Rutgers. These examples	Students receiving their Ph.D. in French Studies at UNM have found teaching positions at: Duke, Bowling Green, Linfield College, UTEP, and North Texas U.

FRENCH	39, no. 4, April 2014). These students will bring their understanding of cultural difference to all job situations, promoting understanding and tolerance of difference, and will be able to recognize and interpret forms of representation in other cultures as a way of reading and understanding the world.	prove that our MA students demonstrate impressive critical thinking, as well as research skills, they are well versed in theoretical analysis, and that their language skills allow them to make nuanced and sophisticated arguments on literary and cultural works and representations. Other students not wishing to pursue a Ph.D. often turn to teaching French at a community college or high school level. These students demonstrate good language skills, and the ability to teach textual analysis, and cultural representation to others. Examples of schools these students have worked in: Sandia Prep, Albuquerque Academy, Central New Mexico Community College, Casper College, Volcano Vista HS, Albuquerque HS.	
GERMAN	German BA	German MA	
	Students receiving a minor or major in German Studies at UNM will have a working knowledge of a language which is spoken by over 89 million people worldwide. German culture is also at the heart of the European Union and the German economy and technology are both considered driving forces behind the success of Europe today. These students will bring their	Students receiving their MA in German Studies at UNM will enter into careers in post-secondary education in NM or other states, or go on to pursue higher-level graduate studies (in the US or abroad). The majority of our MA students wish to pursue careers in post-secondary education. These students demonstrate excellent language skills, and the pedagogical skills needed to teach German as a second language in an engaging and communicative way to others. Examples of schools in which these graduates have worked include: the United World College, Casper College, Texas State University, Albuquerque Academy, Central New Mexico Community College, Albuquerque HS, La Cueva HS, and the German School of the East Bay in CA. Examples of the Ph.D. programs to which our MA students have been accepted are: U of Washington, Brown, U of Minnesota, U of Manchester (UK) and the U of Wisconsin, Madison. These examples prove	

GERMAN	<p>understanding of cultural difference to all job situations, promoting understanding and tolerance of difference (NM defines itself as a diverse state), and will be able to recognize and interpret forms of representation in other cultures as a way of reading and understanding the world.</p> <p>A student with a minor or double major in German will use language skills and cultural knowledge in the context of his/her (2nd) major (international relations, business, political science, history, etc.).</p>	<p>that our MA students demonstrate both impressive critical thinking and research skills, that they are versed in theoretical analysis, and that their language skills allow them to make convincing arguments on literary and cultural works and representations.</p>
CLASSICS	Classics BA	Classics MA (in CLCS)
	<p>Undergraduate Classics majors have gone on to graduate level study in both professional and academic fields, including Communication and Journalism, Law School, and Medical School on the professional side, and Classics, History, Philosophy, Religious Studies/Theology, on the academic side.</p>	<p>UNM MAs in CLCS with a Classics Concentration have been accepted at and gone on to Ph.D. programs in Classics at competitive programs across the US (including Brown, Duke, Rutgers, Stanford, University of California at Irvine, University of California at Los Angeles, University of California at Santa Barbara, University of Illinois at Urbana-Champaign, University of North Carolina). MA graduates who choose not to go on to Ph.D. programs have mostly found employment in education at the secondary level teaching Latin at schools in New Mexico and elsewhere.</p>
CLCS	CLCS BA	CLCS MA
	<p>Majors in Comparative Literature & Cultural studies have an excellent foundation</p>	<p>Students receiving their MA in Comparative Literature & Cultural Studies often go on to pursue higher-level studies at UNM or at other universities. Students not wishing to pursue a Ph.D. often turn to teaching at the community college or high school</p>

<p>CLCS</p>	<p>to pursue further work at the graduate level. The major prepares students to work in any field where critical thinking, strong writing and communication skills, foreign-language competence, initiative, self-discipline, and a sophisticated understanding of cultural differences are required.</p>	<p>level.</p>
<p>RUSSIAN</p>	<p>Russian BA</p>	
	<p>Fluency in the Russian language, understanding of the Russian culture and familiarity with the great examples of Russian literature have all provided our students with many opportunities during their course of studies and after graduation. Below are examples of such opportunities and students' involvement in them:</p> <p>During their study at UNM our students became:</p> <ul style="list-style-type: none"> • Recipients of the Critical Languages Scholarship • Recipients of the Fulbright fellowship • Recipients of the Department of State Summer internship • Recipients of various university scholarships and grants, such as the Regent's scholarship, the ISI Study Abroad Scholarship, the Starkey Scholarship, and others • Participants in the Harvard Ukrainian Summer Institute • Participants in the Annual Domenici Public Policy conference at NM State University • Participants in various summer and intensive language courses in the US and Russia • Participants in the National Student Exchange Program <p>Some of the alumni of the Russian Program are doing:</p> <ul style="list-style-type: none"> • Service in the US Navy, Air Force, and the Marine Corps • Service in Albuquerque and other local police departments • Work as translators/interpreters for various non-profit organizations • Work as journalists for various local and national media <p>Others have gone to:</p> <ul style="list-style-type: none"> • Graduate school at UNM in the following areas: Speech and Hearing, Statistics, Economics, History, Political Science, Nuclear Engineering, Physics, Public Administration, and MBA • Graduate school at other academic institutions, such as University of Pennsylvania, The Ohio State University, University of Illinois, 	

	<p>University of Indiana, Kansas University, and others</p> <ul style="list-style-type: none"> • Medical school at UNM
ITALIAN	Italian minor
	<p>Students receiving a minor in Italian at UNM will have a working knowledge of a language considered today as the most important and useful language for scholars of History, Humanities, Fine Arts, Literature and Music around the world. These students will bring their understanding of cultural differences to all job situations, promoting understanding and tolerance of difference (NM defines itself as a diverse state), and will be able to recognize and interpret forms of representation in other cultures as a way of reading and understanding the world.</p> <p>An Italian minor or Language major will use language skills and cultural knowledge in the context of international relations, business, political science, history, etc.</p>
JAPANESE	Japanese minor
	<ul style="list-style-type: none"> • Over the past 3 years, an average of 7 UNM students per semester study abroad in Japan • Many students find work in Japan after graduation in a variety of fields • Some students continue their language study elsewhere to supplement UNM offerings • Many students add an Asian Studies major to their Japanese minor
CHINESE	Chinese minor
	<ul style="list-style-type: none"> • Chinese is recognized as a critical and less-commonly taught language • Each semester, 4 – 8 UNM students go to study abroad in China • UNM graduates with knowledge of Chinese start finding jobs in translation, teaching, designing, and reportage in China. Their majors include biology, performance, geology, journalism, and business. • Some UNM graduates with knowledge of Chinese successfully get admission into graduate school to pursue their MA degree, and these schools include Georgetown University and University of Texas at El Paso. • Some UNM graduate students start learning the Chinese language because it is increasingly critical to their current and future research field, such as internet security. • With positive support from students and FLL, the Chinese minor will be implemented in the fall of 2015
ARABIC	Arabic minor
	<ul style="list-style-type: none"> • Arabic is recognized as a critical and less commonly taught language • Students who reach the Advanced Level will be able to use Arabic in their future careers • Translingual and transcultural competence are essential for careers in the 21st century, as workers must be able to recognize and read the world through the cultural narratives they encounter

LANGUAGES	Languages BA
	<p>Students receiving a minor or major in Languages at UNM will have a working knowledge of two languages other than English. These students will bring their understanding of cultural differences to all job situations, promoting understanding and tolerance of difference (NM defines itself as a diverse state), and will be able to recognize and interpret forms of representation in other cultures as a way of reading and understanding the world.</p> <p>A Languages minor or double major will use language skills and cultural knowledge in the context of his or her (2nd) major (international relations, business, political science, history, etc.).</p>
G. Provide examples of outreach or community activities offered by the unit. Provide an assessment of these activities in relation to the unit's educational objectives	
FRENCH	<ul style="list-style-type: none"> • Members of the French faculty are involved in AATF (American Association of the Teachers of French), as well as NMOLÉ (New Mexico Organization of Language Educators) supporting local French (and other language) teachers with respect to pedagogical needs and professional development. Assessment: there is a very productive link between FLL faculty and high school language teachers as a result of mutual participation in these organizations. Many NM high school French teachers are graduate students who graduated from UNM. • Cooperation between high school teachers and UNM faculty for student campus visits and faculty visits and presentations to high school classes. For example, presentation to visiting students from Albuquerque's Family School, high school visits to La Cueva HS, Albuquerque HS, etc. Assessment: ensuring that channels between high schools and university are open is a very positive objective that we are meeting. • There are ongoing French club events (games, dinners, conversation) for students, faculty and community members. Assessment: the resulting mix of students and non-students in a French language and cultural environment is very successful. • French faculty have offered presentations on topics of French culture and language to retired community members. Assessment: this creates a necessary bridge to members of the community who continue to enjoy engaging in discussion of academic topics as a form of lifelong learning. • Speaker invitations, guest professors (i.e. author, Kébir Ammi in 2010), conferences (i.e. Littérature-monde: Imagining Global Identity in 2011), colloquia, and film series provide undergraduate and graduate students, as well as community members, the opportunities to network and experience many forms of academic and artistic expression. Assessment: FLL-UNM has gained a reputation for bringing together world renowned philosophers and theorists to engage in globally-invested topics. The benefit of these conferences to UNM students and community is in both the networking opportunities, and the challenge to engage in timely issues at a very compelling intellectual level. • Undergraduate students are encouraged to participate in the annual World Language Expo (for graduate students, participation in the WLE is

<p>FRENCH</p>	<p>mandatory) either with coordination and volunteering for the event, or by presenting culture or language workshops. This event is not exclusive to French, and so has the effect of creating bridges between the languages, and because most of the participants are high school students, it creates necessary bridges between high school and college students.</p> <p>Assessment: WLE attendance has increased over the years to beyond 1000 participants. Some high schools have written the event into their individual curricula (i.e. St. Pius X). High school teachers, in particular, continue to praise the integrity of the event, and to make it one of their principal field trips.</p> <ul style="list-style-type: none"> • Students are encouraged to do study abroad programs. This spring (2014), FLL partially funded 6 students who were French majors or minors for study abroad programs. <p>Assessment: These programs satisfy all four goals of the French unit. A study abroad trip is offered to all French students (not just those with a declared minor or major) accompanied by an FLL French professor every two years. Again, this trip, in concert with the preceding course, satisfies all four goals of the French unit.</p> <ul style="list-style-type: none"> • Graduate students are encouraged to study abroad. We have two regular exchange programs to Chambéry and Rennes, and generally have at least 1 MA student taking advantage of these programs every year. <p>Assessment: This has tremendous repercussions for the MA student, his language proficiency, as well as his cultural understanding, and a direct impact on his subsequent students at UNM.</p>
<p>GERMAN</p>	<ul style="list-style-type: none"> • The German faculty members are involved with AATG (American Association of Teachers of German), supporting local German teachers with respect to pedagogical needs and professional advancement and creating opportunities for high school students to learn what UNM has to offer. • Cooperation between high school teachers and UNM faculty for student campus visits. • There are weekly German Club meetings for students, faculty and community members. These meetings allow students the opportunity to meet other students of German and converse in a relaxed atmosphere with faculty and community members. • The German faculty members have all offered “OASIS” presentations on topics concerning German history and culture. These presentations serve retired community members who would like to engage in discussion of academic topics as a form of lifelong learning. • Speaker invitations (artists, authors and filmmakers) and colloquia on academic topics, for example, “Fascism—Modernism—Postmodernism” (2006); these provide undergraduate and graduate students opportunities to network and experience many forms of academic and artistic expression. • Campus weeks (special topics for students) in cooperation with the German Info Center, a branch of the Embassy of the Federal Republic of Germany. • Students are encouraged to participate in the annual World Language Expo, either with coordination and volunteering for the event, or by presenting culture or language workshops. This event is not exclusive to

GERMAN	<p>German, and so has the effect of creating bridges between the languages, and because most of the participants are high school students, it creates necessary bridges between high school and college students in NM.</p>
CLASSICS	<ul style="list-style-type: none"> • UNM faculty, BA, and MA students in Classics participate in Community Outreach by volunteering time and expertise in the organization and execution of the New Mexico Junior Classical League annual convention. UNM faculty and students aid Classics teachers from across the state by proofreading examination materials, grading exams, judging student competitions, presenting materials on the study of the ancient world, and promoting the study of Classics in New Mexico. • UNM faculty have participated in interviews for various local TV and radio programs on Classical languages and culture and the Classical Tradition. • UNM MA students in Classics also participate in the annual World Languages Expo at UNM.
CLCS	<ul style="list-style-type: none"> • Outreach or community activities vary depending on student interests and chosen area of concentration. • The program also sponsors an annual Cultural Studies Graduate Student Conference and Workshop. Although the workshop is only open to graduate students, the Conference is open to the UNM community and the public at large. • The program also organizes a high-profile annual symposium open to both the UNM community and the public
RUSSIAN	<ul style="list-style-type: none"> • Interviews for various local TV and radio channels related to Russian language and culture • Hospitality Service for the Albuquerque Council for International Visitors • Pro bono translation and interpretation services for the Albuquerque Police Department, the Albuquerque Court, NM Public Education Department, various local hospitals, theater companies, etc. • Presentations on Russia at the Albuquerque Sign Language Academy, Albuquerque Academy and other local high schools • Volunteering service for the Jewish Community Center in Albuquerque – help with elderly Russian/Jewish émigré • Taste of UNM – regular participation • Study Abroad Fair at UNM – regular booth • World Languages Expo at UNM • Hosting regular Fulbright visitors from Russia
ITALIAN	<ul style="list-style-type: none"> • Students are encouraged to participate in the annual World Language Expo, either with coordination and volunteering for the event, or by presenting culture or language workshops. This event is not exclusive to Italian, and so has the effect of creating bridges between the languages, and because most of the participants are high school students, it creates necessary bridges between high school and college students in NM. • The World Language Expo is an excellent way in which to engage the community in Italian culture. Many Italian Minor students participate in these events. However, FLL aspires to a much larger community in which students can immerse themselves in Italian language and culture and learn directly from the source. • Students are encouraged to do study abroad programs. Every semester

	several UNM students who are Italian minors participate in study abroad programs. These programs satisfy all four goals of the Italian Minor unit.
JAPANESE	<ul style="list-style-type: none"> • Presence at the language expo aimed at college-bound high school students • Involvement in local activities sponsored by the Japanese Consulate of Denver • Consultation with media and the community on Japan-related issues • Participation in such activities as the JACL fall festival, (Aki matsuri) • Assistance with fundraising efforts for victims of the 3.11 Great East Japan Earthquake and Tsunami • Academic colloquia, lectures, and performances related to Japan • These activities generate interest in and engagement with Japan among the students and the community at large
CHINESE	<ul style="list-style-type: none"> • Chinese Mid-Autumn Festival • Chinese Club's weekly activities, open to all UNM students • World Language Expo: expose Chinese language and culture to high school and college students • Provide free consultant service on Chinese-English translation to local legal services in Albuquerque community • Participate in China-related cultural events at UNM Maxwell Museum of Anthropology
ARABIC	<ul style="list-style-type: none"> • Arabic Festival (gets students excited about taking/continuing in Arabic) • World Language Expo (exposes students to many different languages, including Arabic) • Study Abroad trip planned for Summer 2015 (will involve telecollaboration in Spring semester to satisfy translingual and transcultural development) • Arabic Club meets regularly to provide more opportunities for students outside of the classroom
LANGUAGES	<ul style="list-style-type: none"> • Students are encouraged to participate in the annual World Language Expo, either with coordination and volunteering for the event, or by presenting culture or language workshops. This event is not exclusive to one language, and so has the effect of creating bridges between the languages, and because most of the participants are high school students, it creates necessary bridges between high school and college students in NM. • The World Language Expo is an excellent way in which to engage the community in cultures that speak languages other than English. Many Languages undergraduate students participated in these events. However, FLL aspires to a much larger community in which students can immerse themselves in non-English languages and cultures and learn directly from the source. To this end, students are encouraged to pursue study-abroad opportunities.

Figure 2 Program Goals

2A. CURRICULA

PROVIDE A DETAILED DESCRIPTION OF CURRICULA FOR EACH PROGRAM WITHIN THE UNIT. INCLUDE A DESCRIPTION OF THE GENERAL EDUCATION COMPONENT, REQUIRED AND PROGRAM--SPECIFIC COMPONENTS FOR BOTH THE UNDERGRADUATE AND GRADUATE PROGRAMS. PROVIDE A BRIEF JUSTIFICATION FOR ANY PROGRAMS WITHIN THE UNIT THAT REQUIRE OVER 120 CREDIT HOURS FOR COMPLETION

The Department of Foreign Languages & Literatures offers six majors and twelve minors distributed as follows:

Undergraduate Programs

Majors

The Department of Foreign Languages and Literatures offers undergraduate degrees in the following fields of study:

- B.A. in Classical Studies
- B.A. in Comparative Literature and Cultural Studies
- B.A. in French
- B.A. in German
- B.A. in Languages
- B.A. in Russian

Minors

Minors are also available in the following:

- Arabic
- Chinese
- Classical Studies
- Comparative Literature and Cultural Studies
- French
- German
- Greek
- Italian
- Japanese
- Languages
- Latin
- Russian

Each of the majors and minors in a specific national language is structured in a similar fashion: students can take lower-division language courses until they reach the 300 level at which point they begin taking courses that count toward their degrees. Most primary majors

require 30 hours above 300; second majors require 24 hours above 300; minors typically require 15 hours above 300. Students in FLL have increasingly combined their majors in a foreign language or culture with another major (English, business, history, anthropology, etc.). The Languages major is the most complicated since it involves any language taught at UNM and therefore goes beyond the purview of FLL.

Undergraduate and Graduate Programs

(in alphabetical order)

Arabic

No major study offered.

Minor Study Requirements

Students complete eighteen hours of course work as described below.

1. Of these total eighteen hours, a minimum of six hours must come from ARAB 301, 302, or 320.
2. Of these total eighteen hours, a minimum of six hours must come from HIST 386 or 387 or RELG 457.

Note that the following courses are also acceptable when content-appropriate: AFST 380 and 397; COMP 332, 335, 432, 453, and 480; FREN 335 and 432; HIST 300 and 496; POLS 340; and RELG 347 and 447.

Courses

- [ARAB 101](#). Elementary Arabic I. (3)
- [ARAB 102](#). Elementary Arabic II. (3)
- [ARAB 111](#). Intensive Elementary Arabic I. (6)
- [ARAB 112](#). Intensive Elementary Arabic II. (6)
- [ARAB 201](#). Intermediate Arabic I. (3)
- [ARAB 202](#). Intermediate Arabic II. (3)
- [ARAB 211](#). Intensive Intermediate Arabic I. (6)
- [ARAB 212](#). Intensive Intermediate Arabic II. (6)
- [ARAB 301](#). Advanced Arabic I. (3)
- [ARAB 302](#). Advanced Arabic II. (3)
- [ARAB 319](#). Focus on Contemporary Egypt. (3)
- [ARAB 320](#). Arabic Study Abroad. (1-6 to a maximum of 6 Δ)
- [ARAB 375](#). Topics in Arabic Literature and Culture in Translation. (3 to a maximum of 6 Δ)
- [ARAB 475](#). Topics in Literature and Culture in Arabic. (3 to a maximum of 6 Δ)
- [ARAB 497](#). Undergraduate Problems. (1-6, may be repeated once Δ)

Chinese

No major study offered.

Minor Study Requirements

Students complete eighteen credit hours of course work as described below:

1. Of these total eighteen credit hours, a minimum of twelve credit hours must come from Chinese courses (CHIN) at the 300-level or above.
2. Of these total eighteen credit hours, a minimum of three credit hours must come from HIST 381, 382, 383; or PHIL 336. Note that the following courses are also acceptable when content-appropriate: HIST 251 or 252 (not both) and 300; PHIL or RELG 431; and COMP 331 and 480.

Courses

- [CHIN 101](#). First Year Chinese I. (3)
- [CHIN 102](#). First Year Chinese II. (3)
- [CHIN 111](#). Beginning Chinese I. (6)
- [CHIN 112](#). Beginning Chinese II. (6)
- [CHIN 201](#). Second Year Chinese I. (3)
- [CHIN 202](#). Second Year Chinese II. (3)
- [CHIN 301-302](#). Third Year Chinese I -Third Year Chinese II. (3, 3)
- [CHIN 305](#). Intermediate Chinese Conversation. (3)
- [CHIN 320](#). Study Abroad. (3-6)
- [CHIN 370](#). Topics in Chinese Film. (3 to a maximum of 6)
- [CHIN 497](#). Undergraduate Problems. (1-6, may be repeated once Δ)

Classical Studies

College of Arts & Sciences and Classics Major Undergraduate Admission Requirements:

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.0 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of the University Writing and Speaking Core.
- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of Classical Studies major admission coursework with grade of "C" or better:

- GREK 102 or LATN 102.

Major Study Requirements

The student majoring in Classical Studies choose one of two concentrations, depending on the wish to take a broader spectrum of courses relating to the ancient world (Civilization Concentration) or concentrate in Greek and Latin (Language Concentration). Those students wishing to pursue graduate study in the Classics are advised to choose the Language Concentration.

Concentration in Civilization:

Requirements: 30 credit hours	Credit Hours
1. LATN or GREK above 200	6
2. CLST 204 or 205	3
3. CLST 333 or 334	3
4. ARTH above 200 in a course which includes the ancient world	3
5. CLST above 200	6
6. Nine credit hours from the following:	9
CLST 107	
ARTH 201, 315, 323	
PHIL 201, 360, 403	
RELG 232, 360, 463	
Any other Classical Studies course above 200	
Any other History course above 200 which includes the ancient world	
A Comparative Literature course above 200 which includes the ancient world	
<i>Substitutes must be approved in advance by the major advisor.</i>	

Concentration in Language:

Requirements: 30 credit hours	Credit Hours
1. A. Latin Emphasis	
i. LATN above 200	12
ii. GREK above 200	9

or

- | | |
|---|----|
| B. Greek Emphasis | |
| i. GREK above 200 | 12 |
| ii. LATN above 200 | 9 |
| 2. CLST above 200 | 6 |
| 3. Three credit hours from the courses named in number 6 of the Civilization Concentration above. | 3 |
- Substitutes must be approved in advance by the major advisor.*

Minor Study Requirements

Requirements: 18 credit hours	Credit Hours
1. LATN 201-202 or GREK 201-202	6
2. CLST above 200	6
3. Six credit hours from the following:	6
CLST 107	
CLST above 300	
ARTH courses above 200 which include the ancient world	
PHIL courses above 200 which include the ancient world	

Figure 3 Classical Studies Major/Minor Requirements

Graduate Major Study Requirements

The M.A. degree in Classical Studies is offered as a concentration under Comparative Literature & Cultural Studies:

Concentration in Classics – Plan I (18 credit hours, plus 6 credit hours of COMP 599 Thesis; Plan II (27 credit hours)

Students under Plan I take 12 credit hours in a combination of both Greek and Latin courses above the 300-level. They take 6 credit hours in courses about the classical world and its legacy or 6 credit hours in theory and criticism. Students under Plan II take 15 credit hours in a combination of both Greek and Latin above the 300-level and 12 credit hours in courses about the classical world and its legacy or 12 credit hours in courses on theory and criticism. For Greek and Latin above the 300-level: GREK 301, 302; LATN 303, 304, 503. For the classical world and its legacy: HIST 503, 520, 526; ENGL 551; ARTH 523; PHIL *402, *431, 564. For theory and criticism: COMP 580, FREN 580, 611; GRMN 555; ENGL 510, 511; AMST 517, 525; CJ 500, 501; ANTH 536, 547; SOC 500, 513, 514.

Courses

[CLST 107](#). Greek Mythology. (3)

[CLST 204](#). Greek Civilization. (3)

- [CLST 205](#). Roman Civilization. (3)
- [CLST 314](#). The Classical Tradition I. (3)
- [CLST 315](#). The Classical Tradition II. (3)
- [CLST *333](#). Topics in Latin Literature and Culture in Translation. (3, no limit Δ)
- [CLST *334](#). Topics in Greek Literature and Culture in Translation. (3, no limit Δ)
- [CLST 497](#). Undergraduate Problems. (1-6 to a maximum of 9 Δ)
- [CLST 498](#). Reading and Research for Honors. (3)
- [CLST 499](#). Honors Essay. (3)

Comparative Literature and Cultural Studies

College of Arts & Sciences and CLCS Major Undergraduate Admission Requirements:

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.0 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of the University Writing and Speaking Core.
- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of Comparative Literature and Cultural Studies major admission coursework with grades of "C" or better:

- ENGL 250.
- COMP 222 or 224.

Undergraduate Program

Major Study Requirements

Comparative Literature and Cultural Studies is an interdisciplinary major with concentrations in Cultural Studies and Comparative Literature. Students complete 30 credit hours of course work. The Introduction to World Cultures and Critical Theory (9 credit hours) provides students with a survey of world literatures and cultures and introduces them to analyzing cultural productions through critical and cultural theory. The Cultures and Literatures (9 credit hours) component of the major broadens a student's awareness of the diversity of cultural productions around the world. The Concentration (12 credit hours) offers the

opportunity to pursue an individualized interdisciplinary program of study by taking courses chosen in consultation with the coordinator. Students may choose to write an honors essay as the capstone to their work. Because this is an interdisciplinary program offered by the Department of Foreign Languages and Literatures in conjunction with affiliated departments, students must work closely with the coordinator in order to construct an appropriate program of study. Courses not listed below may sometimes be taken, subject to approval of program coordinator.

I. The Introduction to World Cultures and Critical Theory—9 credit hours

ENGL 250 and 6 credit hours from the following courses: COMP 224, ENGL 292, and ENGL 293.

II. Cultures and Literatures—9 credit hours

Literature, culture and theory courses at the 300-level or above offered by the Department of Foreign Languages and Literatures and programs and departments affiliated with the Program in Comparative Literature and Cultural Studies. These courses must broaden a student's knowledge of the forms of representation and cultural production that emerge from specific historical periods and places.

III. The Concentration—12 credit hours

Students choose a concentration in either Cultural Studies or Comparative Literature.

Concentration in Cultural Studies: Courses chosen in this concentration normally focus on critical and cultural theory and provide students with tools for analyzing literary and cultural problems while broadening their knowledge of world cultures and forms of representation in different media.

—or—

Concentration in Comparative Literature: Courses chosen in this concentration are divided between literatures in two different languages (one of which may be English or American Literature). Courses may include studies in theory, history, film and the arts, as well as in literary texts.

Second Major Study Requirements

Students complete 27 credit hours of course work, as described below. For specific courses in categories II and III, see corresponding categories in the major.

- 9 credit hours: COMP 224, ENGL 292, and ENGL 293.
- 6 credit hours in literature, culture and theory courses.
- 12 credit hours in cultural studies or comparative literature.

Minor Study Requirements

Students complete 21 credit hours of course work, as described below. For specific courses in category III, see category III in the major.

- 6 credit hours from the following courses: COMP 224, ENGL 292, and ENGL 293.
- 6 credit hours taken in the following courses: COMP 330–340, 432, 480.
- 9 credit hours in cultural studies or comparative literature, as described above.

Graduate Program

- **Master of Arts in Comparative Literature and Cultural Studies (M.A.)**

Comparative Literature and Cultural Studies is an interdisciplinary Master of Arts (M.A.) program administered by the coordinator and the Advisory Committee (see above).

Master of Arts in Comparative Literature and Cultural Studies

The Master of Arts is offered as an interdepartmental program that may be completed by fulfilling requirements under Plan I or Plan II. Students following Plan I take 25 credit hours of graduate course work and additional 6 credit hours of thesis work. Students following Plan II take 34 credit hours of graduate course work. Students following Plan I or Plan II complete Foreign Languages and Literatures examination requirements for the degree by their final semester of study. The requirement for second-language proficiency for students in the Cultural Studies Concentration may be satisfied after a student has been admitted to the program by taking a four-semester language sequence, or by passing a proficiency examination or proof of equivalent knowledge acquired elsewhere. Students in the Comparative Literature Concentration are expected to be proficient in two languages, one of which can be English. In addition, M.A. candidates must demonstrate proficiency in a third language through a four-semester sequence of course work, a proficiency examination, or proof of equivalent knowledge acquired elsewhere. Because this is an interdisciplinary program offered by the Department of Foreign Languages and Literatures in conjunction with affiliated departments and programs, students must work closely with a CL/CS coordinator to construct an appropriate plan of study. The coordinator determines which courses outside of Foreign Languages and Literatures may be applied to the M.A. degree in consultation with a student's committee on studies. Only 3 credit hours of problems courses may be counted toward the M.A. under Plan I and only 6 credit hours under Plan II.

I. The Core (7 credit hours)

COMP 500; MLNG 501 (1 credit hour); one course in theory and criticism: COMP 580, FREN 520, 580, 582, 610, 611; GRMN 555; ENGL 510, 511, 590; AMST 516, 517, 518, 525, 535, 545, 554, 555; CJ 500, 501; ANTH 536, 547; SOC 500, 512, 513, 514.

–plus–

II. The Concentration:

Concentration in Comparative Literature – Plan I (18 credit hours, plus 6 credit hours of COMP 599 Thesis); Plan II (27 credit hours)

Students split credit hours evenly between literatures from two different languages, one of which may be a literature in English: FREN 501, 502, 512, 520, 522, 524, 532, 542, 552, 570, 580, 582, 584, 585, 586, 588, 600, 610, 611; GRMN 549, 550, 552, 553, 555, 556, 581, 585; GREK 301, 302; LATN 303, 304, 351, 352, 503; PORT 514, 515, 516, 517, 521, 557, 558; SPAN 504, 515, 519, 520, 522, 523, 525, 526, 529, 629, 531, 532, 536, 631, 633, 639, 578, 579, 679; ENGL 545, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 568, 570, 571, 572, 573, 574, 579, 580, 581, 582, 583, 586, 587; AMST 508, 540, 541, 542, 550, 552, 556, 557, 558, 559, 560, 562, 563, 564, 565.

Concentration in Cultural Studies – Plan I (18 credit hours, plus 6 credit hours of COMP 599 Thesis); Plan II (27 credit hours)

Students take half of the credit hours in cultural criticism and theory: COMP 580, FREN 520, 580, 582, 610, 611; GRMN 555; ENGL 510, 511, 590; AMST 516, 517, 518, 525, 535, 545, 554, 555; CJ 500. 501; ANTH 536, 547; SOC 500, 512, 513, 514. The second half is taken in an interdisciplinary field defined with advisement from the committee on studies drawing on courses above the 500-level in American Studies, Anthropology, History, Fine Arts, Communications and Journalism, Political Science, Linguistics, Philosophy, Law, Foreign Languages and Literatures, Spanish and Portuguese, English, and Media Arts.

Concentration in Classics – Plan I (18 credit hours, plus 6 credit hours of COMP 599 Thesis); Plan II (27 credit hours)

Students under Plan I take 12 credit hours in a combination of both Greek and Latin courses above the 300-level. They take 6 credit hours in courses about the classical world and its legacy or 6 credit hours in theory and criticism. Students under Plan II take 15 credit hours in a combination of both Greek and Latin above the 300-level and 12 credit hours in courses about the classical world and its legacy or 12 credit hours in courses on theory and criticism. For Greek and Latin above the 300-level: GREK 301, 302; LATN 303, 304, 503. For the classical world and its legacy: HIST 503, 520, 526; ENGL 551; ARTH 523; PHIL *402, *431, 564. For theory and criticism: COMP 580, FREN 580, 611; GRMN 555; ENGL 510, 511; AMST 517, 525; CJ 500. 501; ANTH 536, 547; SOC 500, 513, 514.

Graduate Minor

The Program offers a graduate minor in comparative literature and cultural studies. Students may choose to focus their studies in one of three areas: comparative literature, cultural studies or classics. Proficiency in a foreign language must be demonstrated by taking the first two semesters of a language sequence or by passing a proficiency examination.

Requirements: 18 credit hours

- Three credit hours COMP 500.
- Fifteen credit hours of courses in one of the following areas of focus:

Comparative Literature: Fifteen credit hours, 9 of which must be in a literature in a language other than English (see above). No more than 3 of these credit hours may be in a foreign literature course taught in translation.

Cultural Studies: 9 credit hours of courses in theory and criticism (see above) and 6 credit hours in an interdisciplinary field defined in consultation with the coordinator (see above).

Classics: 9 credit hours in either Greek or Latin above the 300-level (see above) and 6 credit hours in courses about the classical world and its legacy or 6 credit hours in courses on theory and criticism (see above).

Foreign Languages

No major or minor study offered.

Courses

[MLNG 101](#). Approaches to Languages and Cultures. (3)

[MLNG 105](#). Supplemental Language Studies. (1-3, no limit Δ)

[MLNG *407](#). Sanskrit I. (3)

[MLNG 457](#). Topics in Languages Studies. (3, no limit Δ)

[MLNG 497](#). Undergraduate Problems. (1-6 to a maximum of 6 Δ)

[MLNG 500](#). Teaching Practicum. (1-3)

[MLNG 501](#). Professional Development Colloquium. (1)

French

College of Arts & Sciences and French Major Undergraduate Admission Requirements:

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.0 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of the University Writing and Speaking Core.

- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of French major admission coursework with grades of "C" or better:

- FREN 102.
- 101 in FREN, SPAN, GRMN, GREK, LATN, ITAL, PORT, RUSS, CHIN, JAPN, ARAB, or NVJO.

Major Study Requirements

Thirty credit hours in French courses numbered above 300, including 301, 302, 305, 310, 315, 415, and 485. One content-appropriate Comparative Literature course may be counted, but no more than two courses in translation are permissible.

Second Major Study Requirements

Students who present two majors (French and another field) are required to take 24 credit hours in French courses numbered above 300, including 301, 302, and 305. One content-appropriate Comparative Literature course may be counted, but no more than two courses in translation are permissible. Students wishing to present an honors thesis with their second major must consult the French advisor to ensure an appropriate selection of courses.

Minor Study Requirements

Fifteen credit hours of French courses numbered above 300, including 301 or 302.

Lower-Division French

All beginning students should enroll in *Elementary French* (101 or 275), which provides a foundation in reading, writing, listening and speaking for all subsequent courses.

Students who have taken French previously should consult with the lower-division coordinator for accurate placement. The department offers an intensive language sequence (FREN 275–276) for 6 credit hours per semester. At the end of two semesters, students have completed the equivalent of FREN 101, 102, 201 and 202 and are prepared to enter third-year courses.

Graduate Program

Degrees Offered

- **Master of Arts in French (M.A.)**
- **Doctor of Philosophy in French Studies (Ph.D.)**

Master of Arts in French

The Master of Arts (M.A.) in French provides an interdisciplinary foundation designed to prepare students for work in pertinent fields including secondary school teaching, translation and for entrance to doctoral programs in French. A background in French equivalent to that of an undergraduate major is required for entering candidates. M.A. candidates choose between two plans: under Plan I, they complete 24 credit hours of course work plus 6 credit hours of thesis; under Plan II, they complete 32 credit hours of course work without thesis. The comprehensive exams involve a more extensive written component for Plan II. Core requirements are a theory course (3 credit hours) and a professional development colloquium (1 credit hour). Students must demonstrate proficiency in another language through a four-semester sequence of course work, a proficiency examination, or proof of equivalent knowledge acquired elsewhere. Contact the graduate advisor or the department for specific information.

Doctor of Philosophy in French Studies

The Department of Foreign Languages & Literatures offers a Doctor of Philosophy (Ph.D.) in French Studies. Students are admitted on the basis of their past records and future promise for scholarship. The admissions committee also takes into consideration the expressed field of research with an eye to suitable faculty guidance and direction. Potential applicants are encouraged to contact the Department for more individual advisement.

Applicants to the Ph.D. program are expected to have completed a Master's Degree in French or its equivalent. The University of New Mexico students who wish to pursue doctoral studies must submit a written plan. All applicants are expected to have taken at least one course in critical theory.

In addition to the general requirements for all Ph.D.s, the department specifies the following:

1. Each student must complete a minimum total of 54 credit hours of course work for the Ph.D. including transfer credit but exclusive of dissertation credit hours. Normally, a minimum of 24 credit hours of this total is taken after the M.A. is completed.
2. A student may declare a minor in another discipline after approval from the committee on studies. Students with a declared minor must complete 48 credit hours of course work in French Studies and 12 credit hours in the minor.
3. Each student must demonstrate a reading knowledge of two other languages besides French and English.
4. Each student must assemble a committee on studies composed of three University of New Mexico faculty members before the end of the second semester of the Ph.D. program. The committee will meet regularly with the student to develop a program suited to his or her own needs and interests. The committee holds authority over each student's program and may require specific courses dictated by a student's

scholarly interest and goals. The committee on studies guides the candidate in forming an appropriate committee to administer comprehensive examinations as well as to plan and carry out the dissertation.

5. All Ph.D. candidates in French Studies are advised to gain teaching experience as well as experience in a French-speaking environment as part of their professional training.

Courses

- [FREN 101-102](#). Elementary French I-Elementary French II. (3, 3)
- [FREN 175](#). Accelerated Elementary French. (6)
- [FREN 201](#). Intermediate French I. (3)
- [FREN 202](#). Intermediate French II. (3)
- [FREN 203](#). Intermediate French Conversation. (3)
- [FREN 276](#). Accelerated Intermediate French. (6)
- [FREN 301](#). Advanced Essay and Exploration I. (3)
- [FREN 302](#). Advanced Essay and Exploration II. (3)
- [FREN 305](#). French Pronunciation. (3)
- [FREN 307](#). French Translation. (3)
- [FREN 310](#). French Worlds. (3)
- [FREN 315](#). French Creativity. (3)
- [FREN 335](#). Topics in French Literature and Culture in Translation. (3 to a maximum of 6 Δ)
- [FREN 345](#). French Civilization 1000-1789. (3)
- [FREN 346](#). French Civilization 1789 to the Present. (3)
- [FREN 351](#). French Literature 1000-1789. (3)
- [FREN 352](#). French Literature 1789 to the Present. (3)
- [FREN 365](#). French Cinema. (3)
- [FREN 385](#). Seminars in French Studies. (1-4, no limit Δ)
- [FREN 407](#). Translation. (3)
- [FREN 415](#). French Culture. (3 to a maximum of 6 Δ)
- [FREN 432](#). Topics in Literature and Culture. (3 to a maximum of 9 Δ)
- [FREN 465](#). Topics in French Film. (3 to a maximum of 9 Δ)
- [FREN 485](#). Advanced Seminar in French Studies. (3 to a maximum of 9 Δ)
- [FREN 497](#). Undergraduate Problems. (1-6 to a maximum of 6 Δ)
- [FREN 498](#). Reading and Research for Honors. (3)
- [FREN 499](#). Honors Essay. (3)
- [FREN 500](#). Teaching Practicum. (1-3)
- [FREN 502](#). Topics in Medieval French Studies. (3 to a maximum of 9 Δ)
- [FREN 508](#). Reading French for Graduate Students I. (3)
- [FREN 509](#). Reading French for Graduate Students II. (3)
- [FREN 512](#). Topics in Sixteenth Century French Studies. (3 to a maximum of 9 Δ)
- [FREN 522](#). Topics in Seventeenth Century French Studies. (3 to a maximum of 9 Δ)
- [FREN 524](#). Seminar in Nineteenth-Century French Literature. (3)
- [FREN 532](#). Topics in Eighteenth Century French Studies. (3 to a maximum of 9 Δ)
- [FREN 542](#). Topics in Nineteenth Century French. (3-9 to a maximum of 9 Δ)
- [FREN 552](#). Topics in Twentieth Century French Studies. (3 to a maximum of 9 Δ)
- [FREN 570](#). Seminar in French Studies. (3 to a maximum of 9 Δ)
- [FREN 575](#). Graduate Problems. (1-6, no limit Δ)
- [FREN 580](#). Topics in Cultural Studies. (3 to a maximum of 9 Δ)
- [FREN 582](#). Topics in Colonial and Postcolonial Studies. (3 to a maximum of 9 Δ)

- [FREN 584](#). Special Topics in Women Writers. (3 to a maximum of 9 Δ)
[FREN 585](#). Graduate Seminars in French Studies. (3 to a maximum of 9 Δ)
[FREN 588](#). Topics in Genre Studies. (3 to a maximum of 9 Δ)
[FREN 599](#). Master's Thesis. (1-6, no limit Δ)
[FREN 600](#). Topics in One Author's Oeuvre. (3 to a maximum of 9 Δ)
[FREN 611](#). Topics in Theory. (3 to a maximum of 9 Δ)
[FREN 699](#). Dissertation. (3-12, no limit Δ)

German

College of Arts and Sciences and German Major Undergraduate Admission Requirements:

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.0 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of the University Writing and Speaking Core.
- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of German major admission coursework with grade of "C" or better:

- GRMN 102.

Undergraduate Program

Major Study Requirements

30 credit hours of course work, to include the following: GRMN 301, 302 and 307 and two of the following: 305, 308, 370, 401 and 405. GRMN 410, or 470 taken at the German Summer School may substitute for either 301 or 302, but not both. The remaining credit hours may be selected from German courses above 300. Six of these credit hours may consist of approved German Studies courses in other programs. No more than 18 credit hours may be earned in courses offered at the German Summer School.

Second Language Option

Two years, or the equivalent, of college level work in another foreign language. 27 credit hours of course work, to include the following: GRMN 301, 302, 307, and two of the following: 305, 308, 370, 401 and 405. GRMN 410 or 470 taken at the German Summer School may substitute for either 301 or 302, but not both. The remaining credit hours may be selected from German courses above 300. Three of these credit hours may consist of approved German Studies courses in other programs. No more than 15 credit hours may be earned in courses offered at the German Summer School.

Second Major Option

Students who present two majors (German and another field) are required to complete 24 credit hours of course work in German, to include the following: 301, 302, 307, and two of the following: 305, 308, 370, 401 and 405. GRMN 410, or 470 taken at the German Summer School may substitute for either 301 or 302, but not both. The remaining credit hours may be selected from German courses above 300. Three of these credit hours may consist of approved German Studies courses in other programs.

No more than 12 credit hours may be earned in courses offered at the German Summer School.

Minor Study Requirements

Fifteen credit hours of course work above 300, including 301, 302.

Lower-Division German

All beginning students should enroll in Basic German (101 or 175), which provides a foundation in reading, writing, listening and speaking for all subsequent courses. All students who have never taken a German course at UNM must take a placement exam to determine the adequate course level. Heritage speakers are strongly advised not to enroll in lower-division language courses.

Graduate Program

Degree Offered

- **Master of Arts in German Studies (M.A.)**

The Master of Arts (M.A.) in German Studies provides an interdisciplinary foundation designed to prepare students for work in pertinent fields including secondary school teaching, translation work, and also for entrance to doctoral programs in German. A background in German equivalent to that of an undergraduate major is required for entering candidates. M.A. candidates may choose between two plans: under Plan I, they are required to complete 24 credit hours of course work plus 6 thesis credit hours; under Plan II, they are required to complete 32 credit hours of course work without thesis. The comprehensive

exams involve a more extensive written component for Plan II. Core requirements include a theory course (3 credit hours) and a Professional Development Colloquium (MLNG 501) (1 credit hour). Teaching assistants are also required to enroll in a Teaching Practicum (MLNG 500) during their first semester of teaching. M.A. candidates must demonstrate proficiency in a language other than English or German through a four-semester sequence of course work, a proficiency examination, or proof of equivalent knowledge acquired elsewhere.

Contact the graduate advisor or the department for specific information.

Courses Offered at the German Summer School Only

The German Summer School is a total-immersion 4-1/2-week program allowing students to gain near-native fluency or to advance an entire level. The curriculum includes undergraduate and graduate courses, as well as supplementary pedagogy workshops (not a full M.A. in teaching) for teachers of German. Language proficiency certification administered by the *Goethe-Institut* is also available. Summer School courses count toward the undergraduate German major and the M.A. in German Studies. For the undergraduate major, at least 12 credit hours of the required course work must be completed on the University of New Mexico main campus. For more information contact the Summer School office or visit the FLL Web site.

Courses offered only at the German Summer School are identified with (GSS) at the end of the course description.

Courses

- [GRMN 101-102](#). Elementary German I-Elementary German II. (3, 3)
- [GRMN 201-202](#). Intermediate German I-Intermediate German II. (3, 3)
- [GRMN 276](#). Accelerated Intermediate German. (6)
- [GRMN 301-302](#). Advanced German I-Advanced German II. (3, 3)
- [GRMN 303](#). Advanced German Conversation. (1 to a maximum of 3 Δ)
- [GRMN 304](#). Theater Workshop. (3)
- [GRMN 305](#). Topics: Germany Today. (3)
- [GRMN 307](#). Introduction to German Literature. (3)
- [GRMN 308](#). Introduction to German Culture. (3)
- [GRMN 336](#). Topics in German Literature and Culture in Translation. (3 to a maximum of 12 Δ)
- [GRMN 370](#). Intermediate Language Instruction. (1-4, may be repeated 3 times Δ)
- [GRMN 380 / 481 / 581](#). Lecture Series in German Studies. (1-4, may be repeated 3 times Δ)
- [GRMN 385](#). Seminar in German Studies. (1-2, no limit Δ)
- [GRMN 390](#). Workshop in German Studies. (1 to a maximum of 4 Δ)
- [GRMN 401](#). Contemporary German Cultures. (3)
- [GRMN 405](#). Advanced German Composition. (3)
- [GRMN 410](#). Advanced Language Instruction. (1-4, may be repeated twice Δ)
- [GRMN 450](#). Special Topics in German Studies. (3, no limit Δ)
- [GRMN *470](#). Advanced German Composition. (1-4, may be repeated twice Δ)

[GRMN 480](#). Topics: Advanced Seminar in German Studies. (1-3, no limit Δ)
[GRMN 481 / 380 / 581](#). Lecture Series in German Studies. (1-4, may be repeated 3 times Δ)
[GRMN 485](#). Advanced Seminar in German Studies. (1-4, no limit Δ)
[GRMN 497](#). Undergraduate Problems. (1-3 to a maximum of 6 Δ)
[GRMN 498](#). Reading and Research for Honors. (1-3 to a maximum of 6 Δ)
[GRMN 499](#). Honors Essay. (3)
[GRMN 508](#). German Reading for Graduate Students. (3)
[GRMN 509](#). German Reading for Graduate Students II. (3)
[GRMN 549](#). Topics in 18th-Century German Literature and Culture. (3, no limit Δ)
[GRMN 550](#). Special Topics in German Studies. (3, no limit Δ)
[GRMN 551](#). Graduate Problems. (1-3 to a maximum of 6 Δ)
[GRMN 552](#). Topics in 19th-Century German Literature and Culture. (3, no limit Δ)
[GRMN 553](#). Topics in 20th-Century German Literature and Culture. (3, no limit Δ)
[GRMN 555](#). German Critical Thought. (3, no limit Δ)
[GRMN 556](#). Topics in Gender, Media, and Literatures in German Contexts. (3, no limit Δ)
[GRMN 581 / 380 / 481](#). Lecture Series in German Studies. (1-4, may be repeated 3 times Δ)
[GRMN 585](#). Graduate Seminar in German Studies. (1-4, no limit Δ)
[GRMN 599](#). Master's Thesis. (1-6, no limit Δ)

Greek

Undergraduate Program

Major Study Requirements

See the *Classical Studies - Undergraduate Program*.

Minor Study Requirements

Twelve credit hours in courses numbered above 200, including 301 and 302.

Associated Departments

[Classical Studies](#)

Courses

[GREK 101](#). Elementary Greek I. (3)
[GREK 102](#). Elementary Greek II. (3)
[GREK 104](#). Beginning New Testament Greek. (3)
[GREK 106](#). Intermediate New Testament Greek. (3)
[GREK 201](#). Intermediate Greek I. (3, 3)
[GREK 202](#). Intermediate Greek II. (3, 3)
[GREK *301](#). Advanced Greek I. (3, no limit Δ)
[GREK *302](#). Advanced Greek II. (3, no limit Δ)
[GREK 497](#). Undergraduate Problems. (1-6 to a maximum of 6 Δ)
[GREK 501](#). Topics in Greek Language and Literature. (3, unlimited Δ)
[GREK 551](#). Graduate Problems. (1-9 to a maximum of 9 Δ)

Italian

Undergraduate Program

Minor Study Requirements

Twenty-four credit hours of course work distributed as follows: 6 credit hours above the 175–276 Italian language level; no fewer than 9 credit hours in the following History courses: 302, 303, 304, 305 (readings courses or seminars subject to approval); no fewer than 9 credit hours in the following Art History courses: 261, 262, 331, 332, 340, 429 or Media Arts courses: 330, 428 (when content is appropriate); certain courses in Latin may also apply and are subject to approval.

Courses

[ITAL 101](#). Elementary Italian I. (3)

[ITAL 102](#). Elementary Italian II. (3)

[ITAL 175-276](#). Accelerated Elementary Italian-Accelerated Intermediate Italian. (6, 6)

[ITAL 307](#). Survey of Italian Literature I. (3)

[ITAL 308](#). Survey of Italian Literature II. (3)

[ITAL 337](#). Topics in Italian Literature and Culture in Translation. (3 to a maximum of 6 Δ)

[ITAL *475](#). Dante in Translation. (3)

[ITAL 497](#). Undergraduate Problems. (1-6 to a maximum of 6 Δ)

[ITAL 499](#). Honors Essay. (3)

[ITAL 551](#). Graduate Problems. (3)

Japanese

Undergraduate Program

Minor Study Requirements

Eighteen credit hours in courses numbered above 200. Of these, six credit hours are selected from Japanese language courses at the 201 level or above, with the remaining 12 credit hours of courses selected from 301, 302, 320, 339, 411 and HIST 384. In addition, the 18 credit hours may include 3 credit hours of independent study with Japanese studies faculty on a Japan-related topic under JAPN 497.

Courses

[JAPN 101](#). Elementary Japanese I. (3)

[JAPN 102](#). Elementary Japanese II. (3)

[JAPN 201](#). Intermediate Japanese I. (3)

[JAPN 202](#). Intermediate Japanese II. (3)

[JAPN 301](#). Advanced Japanese I. (3)

[JAPN 302](#). Advanced Japanese II. (3)

[JAPN 320](#). Japanese Society [Japanese Culture]. (3 to a maximum of 6 Δ)

[JAPN 339](#). Topics in Japanese Literature and Culture in Translation. (3, no limit Δ)

[JAPN *411](#). Topics in Japanese Culture. (3, no limit Δ)

[JAPN 497](#). Undergraduate Problems. (1-6 to a maximum of 6 Δ)

Languages

College of Arts & Sciences and Languages Undergraduate Admission Requirements:

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.0 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of the University Writing and Speaking Core.
- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of Languages program admission coursework with grade of "C" or better:

- 102 in FREN, SPAN, GRMN, ITAL, GREK, LATN, PORT, RUSS, CHIN, JAPN, or ARAB

Undergraduate Program

This interdisciplinary major offered through the Department of Foreign Languages and Literatures in conjunction with the Department of Spanish and Portuguese can be taken through one of two options.

Option A requires 42 credit hours of course work; students electing to take Option A do not need a minor or a second major. Option B requires 24 credit hours of course work; students electing to take Option B need a minor or a second major.

Option A

Requirements: 42 credit hours of course work, to be distributed as follows:

1. LATN or GREK 101

**Credit
Hours**

3

2. MLNG 101 or LING 301	3
3. Nine credit hours of course work above 300 in each of two of the following languages: Arabic, Chinese (200-level or above), French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian (200-level or above) and Spanish	18
4. Six credit hours of lower-division course work in a language other than the two counted under category 3 above (including Navajo, Signed Language or Swahili) Twelve additional credit hours of course work either in Linguistics, the languages chosen under categories 1 or 3 (upper-division only), or 4 (lower-division possible), or English courses such as History of the English Language, Old English, or COMP 222 or 480 (but not both)	6 12
Option B	
A minor or a second major is necessary for Option B	
Requirements: 24 credit hours of course work, to be distributed as follows:	
1. LATN or GREK 101	3
2. MLNG 101 or LING 301	3
3. Nine credit hours of course work above 300 in each of the two of the following languages: Arabic, Chinese (200-level or above), French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian (200-level or above) and Spanish. COMP 222 or 480 (but not both)	18

Figure 4 Languages Major Requirements

Minor Study Requirements

Nine credit hours of courses above 300 in each of two languages for a total of 18 credit hours.

Latin

Undergraduate Programs

Placement–Elementary and Intermediate Courses

Students who have previously studied Latin should determine their entry level at the University of New Mexico by consulting with the advisor for Latin.

Major Study Requirements

See *Classical Studies - Undergraduate Program* .

Minor Study Requirements

12 credit hours in courses numbered above 200.

Courses

[LATN 101](#). Elementary Latin I. (3)

[LATN 102](#). Elementary Latin II. (3)

[LATN 201-202](#). Intermediate Latin I-Intermediate Latin II. (3, 3)

[LATN *303](#). Advanced Latin I. (3, no limit Δ)

[LATN *304](#). Advanced Latin II. (3, no limit Δ)

[LATN 497](#). Undergraduate Problems. (1-6 to a maximum of 6 Δ)

[LATN 503](#). Topics in Latin Language and Literature. (3, no limit Δ)

[LATN 551](#). Graduate Problems. (1-9 to a maximum of 9 Δ)

Russian

College of Arts & Sciences and Russian Major Undergraduate Admission Requirements:

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.0 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of the University Writing and Speaking Core.
- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of Russian major admission coursework with grades of "C" or better:

- RUSS 102.
- 101 in FREN, SPAN, GRMN, GREK, LATN, ITAL, PORT, RUSS, CHIN, JAPN, ARAB, or NVJO.

Major Study Requirements

Option A: Regular Option

Thirty credit hours of courses in Russian language and literature/culture including the following:

RUSS 201–202, RUSS 301–302, RUSS 401, RUSS 402 or equivalent. Twelve credit hours culture courses in translation.

Option B: Second Major Option

Twenty-four credit hours of courses in Russian language and literature/culture including the following:

RUSS 201–202, RUSS 301–302, RUSS 401, RUSS 402 or equivalent, and six credit hours of literature/culture courses in translation.

Minor Study Requirements

Eighteen credit hours in Russian courses at the 200-level and beyond. One course in Russian literature in translation may be counted toward the minor.

Courses

[RUSS 101](#). Elementary Russian I. (3)

[RUSS 102](#). Elementary Russian II. (3)

[RUSS 201 - 202](#). Intermediate Russian I-Intermediate Russian II. (3, 3)

[RUSS 301](#). Advanced Russian I. (3)

[RUSS 302](#). Advanced Russian II. (3)

[RUSS 338](#). Topics in Russian Literature and Culture in Translation. (3 to a maximum of 6 Δ)

[RUSS 339](#). Russian Culture and History through Film. (3)

[RUSS 340](#). Topics in Continuity and Change in Russian Culture. (3-6, no limit Δ)

[RUSS *401](#). Russia Today I. (3)

[RUSS *490](#). Seminar in Russian Literature and Culture. (3, no limit Δ)

[RUSS 497](#). Undergraduate Problems. (1-6 to a maximum of 6 Δ)

[RUSS 498](#). Reading and Research for Honors. (3)

[RUSS 499](#). Honors Essay. (3)

2B. CONTRIBUTIONS TO OTHER UNITS

DESCRIBE THE CONTRIBUTIONS OF THE UNIT TO OTHER INTERNAL UNITS WITHIN UNM, SUCH AS OFFERING GENERAL EDUCATION CORE COURSES FOR UNDERGRADUATE STUDENTS, COMMON COURSES FOR SELECTED GRADUATE PROGRAMS, COURSES THAT FULFILL PREREQUISITES OF OTHER PROGRAMS, CROSSLISTED COURSES

FLL offers instruction in ten languages beginning with the elementary level and going through the intermediate or advanced level. Many students take at least one course in FLL upon entering UNM as part of their core requirement. The demand for language courses seems to be changing due to modifications in the pathways created by the College and the university. Outside of Spanish and Portuguese and a couple of languages housed in other units (e.g., Navajo in Linguistics, Swahili in Africana Studies), FLL is the place where students will find a wide array of introductory language courses. We experimented with offering online sections of Chinese, Russian French, German, Latin, and Japanese 101

during the EU budget days but have since abolished them both for pedagogical and for financial reasons.

FLL offers several core courses that are part of UNM's general education requirements: CLST 107 (Greek Myth), CLST 204 (Greek Civilization), CLST 205 (Roman Civilization), COMP 223/224 (Literary Questions), COMP 222 (Fairy and Folk Tales), MLNG 101 (Languages and Cultures). These courses tend to draw large enrollments from 50-60 in the COMP 222, 223, and 224 up to over 800 in the face-to-face section of CLST 107 taught by Professor Cyrino. These core courses have served to bolster the Classics program in particular where the need for graders and GAs has fueled an expansion of the graduate program. During the halcyon days of 2011-2014 when the Extended University revenue-sharing model created incentives for departments to put large courses online, FLL ramped up its capacity and opened multiple sections of Greek Myth taught by TAs using a course created by Professor Cyrino. There is constant demand for these core humanities courses and we are studying the best way to maintain regular sections of online Greek Myth. Professor Ivanova's MLNG 101 course has enrolled over 100 students when offered as a core course. We try to assign a GA to courses with enrollments above 50. These courses are also subject to the availability of faculty and TA/GAs and therefore are vulnerable to faculty going on leave or to any fluctuations in the TA/PTI budget allocation.

FLL faculty have regularly taught courses that serve the needs of other departments and programs. These include Professor Bishop's multiple offerings in Africana Studies, Professor Schroeter's film and film theory courses, and the Asian studies offerings that are anchored by our FLL faculty (Professors Brau, Haag, and He). The literary and cultural theory course (COMP 500) required of all FLL graduate students and regularly offered by Professor Cheek has served students from the English department who need equivalent course work to their English 510 and 511 module. The 300-level literature in translation courses offered in every language and taught in English attracts students from English and across campus. FLL also offers the required French and German Reading for Graduate Students courses on an alternating basis every other year; these courses are often taught online or in a hybrid online/in-person format. FLL faculty also regularly serve on thesis and dissertation committees in related departments across campus: English, history, philosophy, etc.

FLL cross-lists a preponderance of its upper-level literature and culture courses as well as many of its graduate offerings. Some of these are automatic cross-listings whereas others occur on an *ad hoc* basis when a faculty member makes arrangements with another unit. This leads to some very complicated enrollment tracking issues (see Appendix IX). For these reasons, we have provided updated and more accurate statistics than those furnished by the Office of Institutional Analytics. All of the 300-level national literature and culture courses are hard-wired to English and Comparative Literature sections; for instance. German 336 (German Literature in Translation) is automatically offered as English 336 and CompLit 336. This number has been used over the years for topics as varied as Damned Heroes and Fairy Tales. Other courses such as film have involved some very complicated schemes such as a French film course listed as French 465, English 338, Media Arts 330, and Media Arts 430. Since each cross-list requires a separate form that must be signed by a department chair, the

process is cumbersome and complicated but faculty in FLL feel it is important to maintain these avenues to other programs.

2C. MODES OF DELIVERY

DESCRIBE THE MODES OF DELIVERY USED FOR TEACHING COURSES

FLL offers both online and face-to-face courses. Our lower-division language courses are communicative, interactive, and student-centered so most are capped at 25. Some languages make use of the Language Learning Center for extra, guided practice. We put several languages (Chinese, Russian, French, German, Japanese, Latin) online beginning in 2011 but discontinued that practice in 2014 due to concerns about the pedagogy and because the financial incentive model changed. *Cupiditas radix malorum est.* We continue to offer online sections of Greek Myth each semester as part of an arrangement for increased TA support. The larger culture courses are mostly delivered by lecture and most are now Web-enhanced (i.e., linked to a dedicated UNM Learn page for making ancillary materials available to students, communicating with the class, setting up interactive sessions between students, etc.). Some faculty manage to conduct discussions with large classes, others don't. We have no break-out discussion sections for our large courses. All students are vaccinated against such occurrences. Since the big culture courses are conducted in English yet students of the language may take them for degree credit, we are faced with a logistical puzzle when trying to offer some continued exposure to the language. It has been solved when class size justified a designated TA such as recently happened in a French film course (FR 465) where a French TA took the French-speaking students apart for at least an hour each week to conduct the course in French. These opportunities are more the exception than the rule. Graduate courses are almost always taught as seminars.

3A. ASSESSMENT PROCESS

DESCRIBE THE ASSESSMENT PROCESS AND EVALUATION OF LEARNING GOALS FOR EACH PROGRAM. PROVIDE INFORMATION ON HOW THE UNIT ASSESSES THE EFFECTIVENESS OF ITS CURRICULA AND TEACHING EFFECTIVENESS IN MEETING THE EDUCATIONAL OBJECTIVES DESCRIBED IN CRITERION 1. SUMMARIZE AND DISCUSS DIRECT AND INDIRECT EVIDENCE OF STUDENTS' LEARNING GATHERED BY THE PROGRAM. FOR ACCREDITED PROGRAMS, THE UNIT SHOULD UTILIZE OUTCOMES MEASURES THAT ARE RESPONSIVE TO THE ACCREDITATION EXPECTATIONS

3B. ASSESSMENTS

PROVIDE EVIDENCE OF ACTIONS TAKEN TO IMPROVE PROGRAMS

(NB: 3A and 3B are combined by major and minor)

UNDERGRADUATE PROGRAMS	
MAJORS	
B.A. Classical Studies	
3A.	<p><u>Goal A:</u> To teach students to read texts in the ancient language(s) with clear identification and comprehension of key ideas.</p> <p>SLO A.1: Students will be able to comprehend common word patterns in the ancient language(s), including tense, declension, syntax, and specific diction.</p> <p>SLO A.2: Students will be able to comprehend written narratives composed in the ancient language(s).</p> <p><u>Goal B:</u> To teach students how to begin analyzing the historical and contemporary effects of a literary work in the ancient language(s).</p> <p>SLO B.1: Students will be able to ask questions about the conditions of a literary work's production and reception.</p> <p>SLO B.2: Students will be able to ask questions about the form and content of a literary work.</p>
	SLOs are assessed through direct measures with an exit examination (translation and essay) in the semester of graduation.
	Assessment results for 2009 – 2014 have been consistently excellent
3B.	<p>In order to transition more effectively from the elementary Latin classes into intermediate level, a new textbook was adopted for Fall, 2014 that exposes students immediately to authentic texts (as opposed to the scripted texts of the former <i>Disce Latinam</i>)</p> <p>Faculty also streamlined the existing 12 SLOs into 4 SLO priorities.</p>

B.A. Comparative Literature and Cultural Studies	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <p>A. Students will be able to describe and analyze literary and cultural texts with awareness of their cultural specificity.</p> <p>B. Students will be able to communicate ideas effectively in speech and writing.</p> <p>C. Students will be able to distinguish the salient features of several individual cultures in historical and contemporary contexts.</p> <p>D. Students will be able to identify the role played by several significant forms of representation in several world cultures.</p> <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <p>A.1. Students can identify the form of a literary or cultural text.</p> <p>A.2. Students can explain why a literary or cultural text in their area of study is culturally significant.</p> <p>B.1. Students can write an essay organized around a clearly articulated argument.</p> <p>B.2. Students can express orally coherent ideas about the characteristics of a literary or cultural text.</p> <p>C.1. Students can identify the parts of the world in which the literary or cultural texts they have studied have played a significant role.</p> <p>C.2. Students can identify ways that the achievements, people and values of the cultures associated with the cultures they are studying have been represented internally and externally.</p> <p>D.1. Students can describe the distinctive qualities and legacy of several cultural works produced by the cultures they have studied.</p>
	SLOs are assessed through a direct measure in a capstone essay written during the semester of graduation.
	Assessment results: report is due Spring 2015
B.A. French	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <p>A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas.</p> <p>B. Students will be able to communicate effectively (orally and aurally) in common situations in French.</p> <p>C. Students will be able to distinguish the salient features of the cultures associated with French in historical and contemporary contexts.</p> <p>D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with French.</p> <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <p>A.1. Students can use and comprehend common word patterns in French,</p>

	<p>including tense, and syntax.</p> <p>A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in French.</p> <p>B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.</p> <p>B.2. Students can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks.</p> <p>C.1. Students can identify the parts of the world in which the language has played a significant role.</p> <p>C.2. Students can identify ways that the achievements, people and values of the cultures associated with French have been represented internally and externally.</p> <p>D.1. Students can describe and contextualize several significant forms of representation used by the cultures associated with French.</p> <p>D.2. Students can describe the distinctive qualities and legacy of several cultural works produced in French.</p>
	<p>SLOs are assessed through direct measures: oral presentations, written papers in the Spring semester during their last year of the degree program. And oral and written proficiency are expected to be at an ACTFL level of intermediate-high or above.</p>
	<p>For SLOs A.1 and 2, B.1 and 3 (SLOs addressing the language itself), results are varied. Many of the more successful students are those who have had some experience in a French-speaking country (most of these students have taken advantage of UNM's exchange with the U of Savoie, in Chambéry, France). We have therefore found results to be much higher in oral expression, as opposed to written.</p> <p>For SLOs C.1 and 2, D.1 and 2 (SLOs addressing cultural representation), results tend to be satisfactory. In French faculty discussions, there is a consensus that most French majors require a transition course of language and intro to cultural theory as a stepping stone to the more intensive analytic courses.</p>
3B.	<p>As a result of much deliberation over an extended period of time (since the last assessment report), a meeting took place on 9-10-13 during which all French-teaching faculty worked to renovate the French BA course structure as a response to assessment data. We recently received approval for our 300-level transition courses in both culture and literature that will emphasize predominantly French writing skills within cultural and literary contexts, and that will serve as bridges to the new 400-level courses in which both language and critical thinking skills will require a higher level of sophistication. This new pathway is designed to enable the student to work through both language and cultural analyses in an increasingly formal and refined manner, and will begin to be implemented in Fall 2014.</p> <p>Course structure before Fall 2014:</p> <p>FR301/302 Essay and Exploration I and II(grammar/intro to francophone world courses)</p> <p>FR305 French Pronunciation</p> <p>FR335 Topics in French literature and culture in translation</p>

FR345/346	Survey of French culture (1000 – 1789; 1789 – pres)
FR351/352	Survey of French literature (1000 – 1789; 1789 – pres)
FR385	Seminars in French Studies
FR407	French translation
FR465	Topics in French film
course structure after Fall 2014:	
FR301/302	Essay and Exploration I and II(grammar/intro to francophone world courses)
FR305	Pronunciation class
FR307	French translation
FR310	French worlds (intro to French culture 1000 – pres)
FR315	French creativity (intro to French literature 1000 – pres)
FR320	Study Abroad preparation course
FR365	Topics in French film
FR415	French culture
FR495	The French literary culture

B.A. German	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas. B. Students will be able to communicate effectively (orally and aurally) in common situations in German. C. Students will be able to distinguish the salient features of the cultures associated with German in historical and contemporary contexts. D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with German. <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A.1. Students can use and comprehend common word patterns in German, including tense, and syntax. A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in German. B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers. B.2. Students can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks. C.1. Students can identify the parts of the world in which the language has played a significant role. C.2. Students can identify ways that the achievements, people and values of the cultures associated with German have been represented. D.1. Students can describe and contextualize several significant forms of

	<p>representation used by the cultures associated with German.</p> <p>D.2. Students can describe the distinctive qualities and legacy of several cultural works produced in German.</p>
	<p>SLOs are assessed through direct measures: oral presentations, written papers in the Spring semester during their last year of the degree program. And oral and written proficiency are expected to be at an ACTFL level of intermediate-mid or above.</p>
	<p>Assessment results: report is due Spring 2016</p>
<p>B.A. Languages</p>	
<p>3A.</p>	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <p>A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas in two languages other than English.</p> <p>B. Students will be able to communicate effectively (orally and aurally) in common situations in two languages other than English.</p> <p>C. Students will be able to distinguish the salient features of cultures associated with the set of languages, designated as their areas of major and minor study, in historical and contemporary contexts.</p> <p>D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with the languages designated as their areas of major and minor study.</p> <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <p>A.1 Students can use and comprehend common word patterns in two languages other than English, including tense, and syntax.</p> <p>A.2 Students can communicate and comprehend narratives and descriptions of a factual nature in two languages other than English (oral communication not required for classical languages, gestural communication substituted for oral, and written communication not required for American Sign Language).</p> <p>B.1 Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers of two languages other than English (oral recognition and use not required for classical languages, gestural communication substituted for oral for ASL).</p> <p>B.2 Students can participate in conversations initiating, sustaining, and bringing to a close a range of daily communicative tasks in two languages other than English (not applicable for classical languages)</p> <p>B.3 Students can use common word patterns and idiomatic expressions in writing comprehensible to native speakers in two languages other than English (not applicable for ASL)</p> <p>C.1 Students can identify the parts of the world in which languages designated as their areas of major and minor study have played and play a significant role.</p>

	C.2 Students can identify ways that the achievements, people and values of the cultures associated with languages designated as their areas of major and minor study have been represented internally and externally.
	SLOs are assessed through direct measures: oral presentations and written papers in the 2 dominant languages during the last year of degree program. Oral and written proficiency is expected to be at an ACTFL level of intermediate-high or above.
	Assessment results: report is due Spring 2016
B.A. Russian	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <p>A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas.</p> <p>B. Students will be able to communicate effectively (orally and aurally) in common situations in Russian.</p> <p>C. Students will be able to distinguish salient features of Russian culture in its historical and contemporary contexts.</p> <p>D. Students will be able to evaluate their own language abilities and formulate life-long learning strategies.</p> <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <p>A.1. Students can use and comprehend common morphological (inflectional and derivational), syntactic, and stylistic patterns in Russian, such as aspect, case, register, and others.</p> <p>A.2. Students can produce and synthesize the content of narratives and descriptions of a factual and abstract nature in Russian.</p> <p>B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.</p> <p>B.2. Students can participate in conversations by initiating, sustaining and bringing to a close a range of daily communicative tasks.</p> <p>C.1. Students can contextualize and interpret significant forms of representation in the spheres of Russian literature, arts, and popular culture.</p> <p>C.2. Students can analyze and evaluate the main periods, figures, and achievements in Russian cultural history.</p> <p>D.1. Students can assess their own levels of abilities in all four aspects of Russian language (speaking, writing, reading, and understanding spoken language).</p> <p>D.2. Students can demonstrate specific ways they could continue studying and using Russian after graduation</p>
	SLOs are assessed through 3 direct measures: exit examination, oral exam, and written paper (during the semester of graduation). An indirect measure is used for student proficiency using the ACTFL can-do statements with which students self-assess.
	Assessment results: report is due Spring 2016

	<p>MINORS Arabic, Chinese, Classical Studies, CLCS, French, German, Greek, Italian, Japanese, Languages, Latin, Russian</p>
	<p>Minors are not formally assessed. Most of the minors have a variety of options, allowing students to take courses at the 300-level and above that are either literature in translation, or culture topics in English, or advanced language courses. In addition, these courses are offered in any number of different departments. These disparate paths make homogeneous assessment very challenging, if not impossible.</p> <p>Example: The Chinese minor is planning to implement a two-pronged assessment program: capstone paper for students who focus on cultural studies, and a language test for those who take the linguistic route.</p> <p>For all language courses, we assess from 101 – 202. An example of the assessment data from Spring 2014 is appended at the end of this table.</p>
3A.	<p>SLOs are assessed through direct measures. For live languages: oral presentation on culture, oral interview, listening comprehension, reading comprehension, and writing. For classical languages: culture paper, reading comprehension. All are direct measures, and all students are assessed every semester.</p>
	<p>Assessment results: see table at end of document</p>
3B.	<ul style="list-style-type: none"> • With increased faculty in the Less Commonly Taught Languages, we can begin to differentiate assessment objectives and procedures according to language. For example, in the Arabic program, assessments will become better nuanced by designating functions and can-do statements as objectives. There has been some turnover in Russian faculty, but current faculty members plan to draw up a Russian language assessment plan exclusive to Russian. • In the Japanese program, a new textbook was adopted at the lower-division level in order to represent a more authentic language and culture experience for the student. • For both Arabic and Chinese, new 6 credit-hour courses have been approved for Fall 2014 to replace the 3 credit-hour elementary classes in order to address the needs of these specific languages. Japanese will follow suit in Fall 2015. • Chinese faculty will be piloting team-taught 6 credit-hour courses in Fall, 2014 in a combination of TA and faculty in order to invigorate newly designed courses. • As the result of a meeting with the Italian professor, Italian assessments will use the same rubrics as French and German, beginning Fall 2014. • Results for oral interviews indicate a need to better train the TAs in interpreting the ACTFL guidelines. The lower-division language coordinator would like to undergo the process of OPI training (Oral Proficiency Interview) through ACTFL in order to better instruct the TAs and lower-division language-teaching faculty. • Ongoing training in assessments will be given during the week-long Fall orientation.

GRADUATE PROGRAMS	
M.A. Comparative Literature & Cultural Studies	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A. Students will provide nuanced and sophisticated discussions of literary and cultural works. B. Students will conduct independent research in their field. C. Students will be knowledgeable about the literary and cultural productions of communities in their areas of primary study in the past and present. D. Students will be familiar with several major tendencies in critical and theoretical analysis. E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible. <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A.1. Students can analyze literary and cultural texts through the lens of a theoretical paradigm. A.2. Students can incorporate theoretical frameworks into their written and oral discussions of literary works. A.3.a. (comparative literature concentration only) Students can communicate in writing and in conversation on an advanced level in a language other than English. A.3.b. (cultural studies concentration only) Students demonstrate fluency with theoretical terms and modes of discussion. A.3.c. (classical studies concentration only) Students can read and understand writing in either Greek or Latin on an advanced level. B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question. B.2. Students can evaluate their findings. C.1. Students can identify the significant literary and cultural productions of communities associated with their area of study in the past and present. C.2. Students can situate works within their historical, cultural and discursive context. C.3. Students can distinguish the characteristics of different schools and movements within a community's production and in relation to neighboring communities or trends. D.1. Students can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists. D.2. Students can read and understand works that engage with contemporary theory and cultural artifacts. E.1. Students know how to search and apply for professional opportunities or advanced study related to the M.A. in their area of concentration. E.2. Students participate in professional activities such as colloquia, conferences

	and meetings.
	SLOs are all direct measures of oral exam/thesis/oral presentation OR oral exam/written exam/research paper.
	Assessment results: report is due Spring 2015
M.A. French	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A. Students will provide nuanced and sophisticated discussions of literary and cultural works in French and in English. B. Students will conduct independent research in their field. C. Students will be knowledgeable about the literary and cultural productions of French-speaking communities in the past and present. D. Students will be familiar with several major tendencies in critical and theoretical analysis. E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible. <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A.1. Students can analyze literary and cultural texts through the lens of a theoretical paradigm. A.2. Students can incorporate theoretical frameworks into their written and oral discussions of literary works. A.3. Students communicate in writing and in conversation on an advanced level in French. B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question. B.2. Students can evaluate their findings. C.1. Students can identify the significant literary and cultural productions of several French and Francophone communities in the past and present. C.2. Students can situate works within their historical, cultural and discursive context. C.3. Students can distinguish the characteristics of different schools and movements within a community's production and in relation to neighboring communities or trends. D.1. Students can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists. D.2. Students can read and understand works that engage with contemporary theory and cultural artifacts. E.1. Students know how to search and apply for jobs in professions related to the M.A. in French Studies. E.2. Students participate in professional activities such as colloquia, conferences and meetings.
	SLOs are assessed through direct measures in a combination of the oral exam, written thesis/paper, as well as the student's individual professional activity.

	<p>Assessments: Results for M.A. assessments are generally divergent. This can be explained by the existence of two relatively divergent populations in the M.A. program. The first are students who see the M.A. degree as a first step in their graduate career, who excel in the program, and immediately move on to Ph.D. programs upon completion of the M.A. degree. Assessment results for this population are excellent. The second are students who are more ambivalent about graduate school, who lack specific motivation and direction, and for whom subsequent Ph.D. programs are out of the question. These students tend to struggle with both language and literary and cultural theory. Assessment results for these students are considerably lower. Many of these students, upon completion of the M.A., have found employment teaching French at the high school or community college level.</p>
3B	<p>Improvements. French faculty are generally satisfied with assessment results, but continue to work on incorporating the SLOs more explicitly into graduate courses.</p>
<p>Ph.D. French</p>	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A. Students will provide nuanced and sophisticated discussions of literary and cultural works in French and in English. B. Students will conduct independent research in their field. C. Students will be knowledgeable about the literary and cultural productions of French-speaking communities in the past and present. D. Students will be familiar with several major tendencies in critical and theoretical analysis. E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible. <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <ul style="list-style-type: none"> A.1. Students can analyze literary and cultural texts through the lens of multiple theoretical paradigms. A.2. Students can communicate in conversation and in writing on an advanced level in French. B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question. B.2. Students are able to write a sustained piece of scholarly work that incorporates an argument informed by theoretical concepts. C.1. Students can provide complex accounts of the significant literary and cultural productions of several French and Francophone communities in the past and present. C.2. Students demonstrate an in-depth knowledge of the authors, works and movement of ideas in their chosen period of study. D.1. Students can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists.

	<p>E.1. Students know how to search and apply for jobs in professions related to the Ph.D. in French Studies.</p> <p>E.2. Students participate in professional activities such as colloquia, conferences and meetings.</p>
	<p>SLOs are assessed via direct measures through the oral exam, dissertation, student's individual professional activity, as well as his/her ability to secure appropriate employment in the academic field.</p>
	<p>Assessments: A Ph.D. student will fail to graduate unless s/he has successfully attained all of the SLOs listed in the Ph.D. assessment plan. However, an even more significant measure of success of both the Ph.D. program as well as the individual graduate is the student's success in finding appropriate employment immediately following graduation. In this area, FLL's French Ph.D. graduates have a 100% success rate: Linfield College, Oregon, Bowling Green, Ohio, UTEP, Texas, North Texas U, Duke U, N. Carolina, etc.</p>
3B	<p>Improvements: The program and assessment plan have been found to be very successful, and have therefore remained the same.</p>
<p>M.A. German</p>	
3A.	<p>1. Broad Program Learning Goals for this Degree/Certificate Program</p> <p>A. Students will provide nuanced discussions of literary and cultural works.</p> <p>B. Students will conduct independent research in their field.</p> <p>C. Students will be knowledgeable about the literary and cultural productions of German-speaking communities in the past and present.</p> <p>D. Students will be familiar with several major tendencies in critical and theoretical analysis.</p> <p>E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible.</p> <p>2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program</p> <p>A.1. Students can analyze literary and cultural texts through the lens of a theoretical paradigm.</p> <p>A.2. Students can incorporate theoretical frameworks into their written and oral discussions of literary works.</p> <p>B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question.</p> <p>B.2. Students can evaluate their findings.</p> <p>C.1. Students can identify the significant literary and cultural productions of German speaking communities in the past and present.</p> <p>C.2. Students can situate works within their historical, cultural and discursive context.</p> <p>C.3. Students can distinguish the characteristics of different ideologies and histories within German-speaking countries and/or former states.</p> <p>D.1. Students can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists.</p>

	<p>D.2. Students can read and understand works that engage with contemporary theory and cultural artifacts.</p> <p>E.1. Students know how to search and apply for jobs in professions related to the M.A. in German Studies.</p> <p>E.2. Students participate in professional activities such as colloquia, conferences and meetings.</p>
	SLOs are all direct measures via an oral exam/written thesis/oral presentation OR oral exam/written exam/research paper.
	Assessments: report is due Spring 2016

For lower-division languages, proficiency objectives are based on the ACTFL guidelines.

FLL lower-division language assessment data - Spring 2014

Numbers represent the number of students who did not meet objectives over the number of students assessed. Items highlighted in yellow are flagged for comments and corrections.

Course	Oral pres	Oral obj	Oral int	Listen obj	Listening	Read obj	Reading	Write obj	writing	Comments
FR101	7/125	NH	22/125	NH	28/125	NH	38/125	NH	45/125	Look at writing pieces on final exams
FR102	5/46	NH	0/46	NH	1/46	NH	0/46	NH	2/46	
FR201	1/34	IL	1/34	IL	6/34	IL	2/34	IL	5/34	
FR202	8/40	IM	16/40	IM	13/40	IM	7/40	IM	3/40	Oral interviews were double-graded. Should oral objective be changed? Listening objectives?
GERM101	11/70	NM	6/70	NM	12/70	NM	10/70	NM	6/70	
GERM102	2/45	NH	2/45	NH	4/45	NH	0/45	NH	0/45	
GERM201	0/10	IL	0/10	IL	0/10	IL	0/10	IL	4/10	Lower writing objectives? Look at writing pieces on final exams
GERM202	3/28	IM	14/28	IM	7/28	IM	9/28	IM	16/28	Lower objectives? Look at writing pieces on final exams. Look at listening and reading comprehension texts and questions on final exams. Oral interviews were double-graded.
ITAL175		NH		NH		NH		NH		
ITAL276	0/42	IM	1/42	IM	1/42	IM	4/42	IM	4/42	
CHIN101		NM		NM		NM		NM		
CHIN102	0/31	NH	4/31	NH	5/31	NH	7/31	NH	4/31	
CHIN201		IL		IL		NH		NH		
CHIN202	1/20	IM	1/20	IM	1/20	IL	0/20	IL	0/20	
JAP101		NM		NM		NM		NM		
JAP102	3/28	NM	2/28	NM	4/28	NM	5/28	NM	1/28	

JAP201										
JAP202										
ARAB101	0/14	NM	3/14	NM	2/14	NM	1/14	NM	0/14	
ARAB102	1/11	NH	1/11	NH	2/11	NH	2/11	NH	0/11	Emma suggests establishing objectives via functions/can-do statements within one ACTFL level. I think all LCTLs should do this.
ARAB201		NH		NH		NH		NH		
ARAB202	2/6	IL	2/6	IL	1/6	IL	2/6	IL	1/6	
RUSS101		NM		NM		NM		NM		
RUSS102	0/22	NH	0/22	NH	11/22	NH	0/22	NH	0/22	Lower listening objective? Look at listening comprehension text and questions on final exam.
RUSS201		NH		NH		NH		NH		
RUSS202		IL		IL		IL		IL		

Course	Reading objective	Reading	Culture paper	Culture paper historical facts	comments
LAT101	NM	3/60	5/60	5/60	Reading objective should be raised to novice-high?
LAT102	IL	2/20	0/20	0/20	
LAT201	IL				
LAT202	IM	2/12	0/12	0/12	
GREEK101	NM				
GREEK102	NH	0/5	0/5	0/5	
GREEK201	IL				
GREEK202	IM	0/3	0/3	0/3	

Figure 5 Assessments

4A. STUDENT RECRUITMENT

PROVIDE INFORMATION REGARDING STUDENT RECRUITMENT AND ADMISSIONS (INCLUDING TRANSFER ARTICULATION)

Undergraduates at UNM are required to take one semester of a foreign language as part of their general education core requirements. Although Spanish remains the most popular language at UNM, FLL nevertheless enjoys a steady stream of students coming into its language courses. There is an online placement test for French and German but all other languages have to assess the level of incoming students by interviews and transcripts. The typical scenario is that many UNM freshmen take a language in order to satisfy a requirement at an early stage of their university experience and most are unlikely to know their long-term plans. Some stay on and take further coursework but many move on to the next requirement (see 4B). Our challenge is to capture their interest during that brief window of opportunity when they are in our classes. Prospective students can gain useful information about courses, requirements, and personnel from our FLL website (fll.unm.edu) as well as from the UNM degree roadmaps (degrees.unm.edu) but they most often receive advice in person from department staff and faculty advisors. Because of the small size of our programs at the upper level, eventual majors and minors receive a high level of personalized attention and guidance. It takes a high degree of faculty commitment to direct independent studies and honors theses in what often feels like a liberal arts experience within the structures of a large state institution.

Our most important recruitment event is Language Expo held every March (see Appendix II). This Saturday event brings together high-school students from Albuquerque and surrounding areas, high-school language teachers, UNM instructors, and community members. Through an array of workshops and presentations, activities and demonstrations, food and fun, students get exposed to all of the languages we teach as well as to more exotic languages and cultures (Indonesian, Korean, Swahili). They might practice Arabic calligraphy, crêpe making, Rakugo, and myriad other topics. Over 1,000 students participated in the 2014 event and many are enticed to take a language as a result of this exposure. FLL also holds down a table at UNM's annual recruitment fair as well as maintaining a presence at freshman orientation through the presentations of Professors Bishop and Garcia.

UNM accepts transfer students and FLL advisors evaluate their transcripts in order to make recommendations with regards to credits, placement, etc.. We have articulation agreements with Central New Mexico Community College for individual languages such as Arabic and French. Finally, we have a dual-degree agreement with the Career Enrichment Center whereby advanced Chinese students can acquire UNM credit while still in high school. Motivated high-school students also have the prerogative of taking classes at UNM and a small handful do take advantage of this opportunity.

UN COUP DE BÂT

QUANTITATIVE


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UNM

CIRCUMSTANCES

M.A. and Ph.D. in French
M.A. in Comparative Literature and Cultural Studies
at the University of New Mexico

The Department of Foreign Languages and Literatures at the University of New Mexico invites applications for Graduate Assistantships for the M.A. and/or Ph.D. programs in French. Students with native or advanced language competency in French may also obtain a Masters in Comparative Literature and Cultural Studies by serving as Teaching Assistants in French. The French graduate program at the University of New Mexico offers areas of concentration in French and Francophone literature, as well as interdisciplinary cultural studies. Our teaching assistantships include a full tuition waiver, a monthly stipend, and health and dental insurance. Students are able to craft a very flexible program reflecting their interests and goals, in addition to receiving ongoing pedagogical and professional training. The spectacular natural beauty of the state of New Mexico, and the rich, vibrant tradition of artistic, cultural, and medicinal life in the cities of Albuquerque and Santa Fe make the University of New Mexico an especially attractive place in which to work and study. Please visit our departmental website for further information: www.unm.edu/~fll or contact Dr. Raji Vallary (rvallary@unm.edu) with any inquiries or requests for assistance.



M.A. in German Studies at the University of New Mexico

The Department of Foreign Languages and Literatures (FLL) at the University of New Mexico in Albuquerque invites applications for its graduate program in German Studies leading to the M.A. degree. Teaching assistantships to support your studies are available. Our young and energetic faculty is known for its dedication to teaching and its excellence in research, and remains fully in touch with contemporary developments in German culture.

In addition to being part of a dynamic on-campus program, you have the unique opportunity of **earning extra graduate credit and teaching lower-division classes at the German Summer School**, an intensive 4-6-week immersion program conducted yearly in the mountains above Taos, NM. At the German Summer School, students also have the option of earning an M.A. in four to five summer sessions, or in two to three summer sessions in combination with course work completed on the main campus. For more information visit <http://www.unm.edu/~flgerman/summerschool.html>, or send email to scholar@unm.edu.

The German Studies program is closely affiliated with the program in **Comparative Literature and Cultural Studies (CLCS)** that is part of the FLL department; this gives you access to CLCS classes taught in English by FLL faculty members across a wide range of disciplines (French, Classics, Russian, and others) that relate to your interests. We also support and encourage interdisciplinary work outside the department (in fields such as Media Arts, Philosophy, Art History, History, and others) that will facilitate your pursuit of a particular research or thesis project.

COURSES

The graduate curriculum in German Studies offers historical and topical breadth as well as particular depth in certain areas that correspond to the research profiles of our faculty. Core courses offered on a regular basis will introduce you to important writers, concepts, and cultural currents from the 18th to the 21st century, as well as to **critical theory, film studies, and gender studies**. In addition, special topics courses offered in recent years have focused on such diverse themes as terrorism, fairy tales, and suicide in literature and critical thought. Graduate courses are taught either in German or, for courses cross-listed with CLCS, in English.

application

Applications for admission into the M.A. program may be submitted on a rolling basis, with June 15 as the deadline for Fall admission, and November 15 for Spring admission. If you are also interested in applying for financial aid in the form of a teaching assistantship, the respective deadlines are February 1 (Fall) and October 1 (Spring).



For all questions concerning the German Studies M.A. Program, please contact:
Department Administrator
Department of Foreign Languages and Literatures
Orange Hall, Room 228, MSC03 2080
University of New Mexico
Albuquerque, NM 87131-0001
Phone: (505) 277-4771
Fax: (505) 277-9599

<http://unm.edu/~fll>



Graduate recruitment relies heavily on our department website, word-of-mouth from former students, and some punctual, targeted letter-writing campaigns to other departments across the country. Each program recruits in its own subfield. The most common themes emphasized in these recruitment efforts have been: small programs and the ability to work closely with dedicated faculty, excellent post-graduate placement, and the natural beauty of New Mexico. Classics have often encouraged its top undergraduate students to consider pursuing an M.A. degree at UNM. A recent increase in the overall TA allotment led to a successful recruitment effort at CAMWS where Classics faculty member, Monica Cyrino, served as President of the organization. French also recruits among its best undergraduates but relies also on applicants from feeder programs, smaller colleges or peer institutions. The French Ph.D. serves both a local constituency as well as drawing in applicants from other programs and from abroad. French graduate students have the opportunity to spend a year as an exchange TA at one of two universities in France: Rennes or Chambéry. German also encourages its best undergraduates to apply for continued study at the M.A. level. It has also been successful at using the German summer school program to attract graduate students to its main campus program.

One of the greatest impediments to recruitment of top-notch applicants has been the level of graduate student stipends and support as compared to peer institutions. Our pre-Masters 2015 T.A. stipends of \$ 13,919 and post-Masters stipends of \$ 15,312 are far from being able to compete with other programs around the country, even those to which we compare favorably in terms of size and quality. The other factor playing against FLL in graduate

recruitment is the 6 credit-hour teaching load for TAs and GAs. UNM has few fellowship opportunities that allow graduate students to have a semester or a year without teaching in order to complete their M.A. theses or their doctoral dissertations. French would be the only exception to this situation and that is made possible only through the generosity of a donor, Carol Raymond, who has provided funding that we use to award semester or year-long fellowships to one or two graduate students at crucial moments in their programs. Otherwise, our FLL graduate students are often compelled to take on outside tutoring or translation jobs to make ends meet. This economic pressure has resulted in some cases in graduate students being allowed to teach three courses a semester. It is no surprise that only a few very driven students have managed to complete FLL's M.A. programs in two years.

4B. ENROLLMENTS

PROVIDE AN ANALYSIS OF ENROLLMENT TRENDS, PERSISTENCE, AND GRADUATION TRENDS

FLL has enjoyed steady enrollments since 2009 with a general upward trend in the past three years due to the addition of new faculty, the increased emphasis on core humanities courses, and the expansion of online Greek mythology courses financed by EU monies. All of these factors are related and they contributed to a 22.8% increase in student credit hour production from 2010 to 2011 and an 11% increase from 2011-2012. This growth begins to taper off in 2013-14 with waning EU funding. Sabbaticals and leaves also cause fluctuations in these patterns.

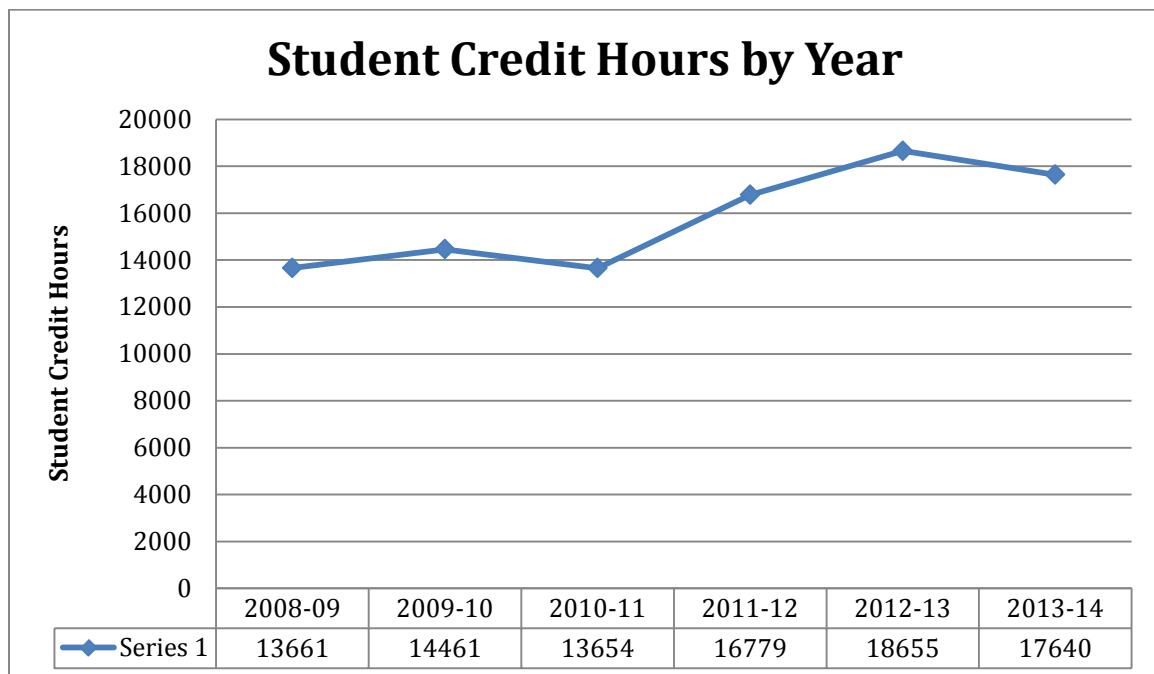


Figure 6 Student Credit Hours by Year

Undergraduate: We do not have complete data to provide a detailed picture of year-by-year enrollment trends for each language. The following tables prepared by UNM's Office of Institutional Analytics will provide some idea of the distribution of majors by class year although the specific numbers in these tables are subject to caution:

Fall Enrollment by Major and Level (2004 to 2013)

Undergraduate Students in University College with Declared Major in Discipline										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Year 1: Freshman	15	11	16	17	35	25	32	22	31	24
Year 2: Sophomore	7	15	15	25	23	35	31	40	23	30
Year 3: Junior	0	3	1	3	6	2	12	6	14	19
Year 4: Senior	1	0	1	0	1	0	1	1	3	5
Total	23	29	33	45	65	62	76	69	71	78

Undergraduate Students with Declared Major Admitted to Major College										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Year 1: Freshman	1	1	0	0	0	0	1	0	0	0
Year 2: Sophomore	7	13	10	9	11	8	11	12	12	11
Year 3: Junior	36	30	28	31	28	48	46	54	44	32
Year 4: Senior	50	50	53	60	64	80	80	92	101	94
Total	94	94	91	100	103	136	138	158	157	137

Figure 7 Fall Enrollment by Major & Level

The composite numbers used in this report have fluctuated for the reasons we outlined above: changes in funding, availability of faculty and instructors, emphasis in university and even national priorities. Two general trends that do not stand out in the statistics involve the increased importance of less-commonly taught languages and the change in the College of Arts & Sciences group requirements. New hires in Arabic, Chinese, Japanese, and Russian have contributed to the revitalization and expansion of those programs. This is in keeping with shifts in national security priorities since 2001 but also in recognition of the need to provide UNM students with opportunities largely available to their counterparts across the country. The development of new minors and even majors will contribute to the increased visibility and therefore the increased numbers of students attracted by these languages. Given UNM's unique demographic as a Hispanic-serving institution, it also behooves us to provide national training to qualified minority students who will go on to positions of responsibility and leadership after graduation. The second factor involves the 2011-12 changes made to the A&S group requirements whereby the four-semester foreign language option was removed and reverted to the basic one-semester language requirement in the common core. This change has made it possible for students to take one semester of a language and then stop. This new policy strikes us as short-sighted and nothing short of relinquishing our responsibility to provide UNM students with one of the cornerstones of a college education. It places our UNM graduates at a disadvantage vis-à-vis students from other institutions who can compete for jobs in the global market place. The direct impact on our enrollments has been that we have begun to see a bulge in the numbers of students taking 101 followed by a drop in those continuing into the next levels. The core of students

seriously interested in a language seems to be holding strong since our 300-level courses are well-enrolled and our total numbers of majors are on the rise. Overall, FLL graduation numbers have been cloudy with a chance of meatballs since 2009.

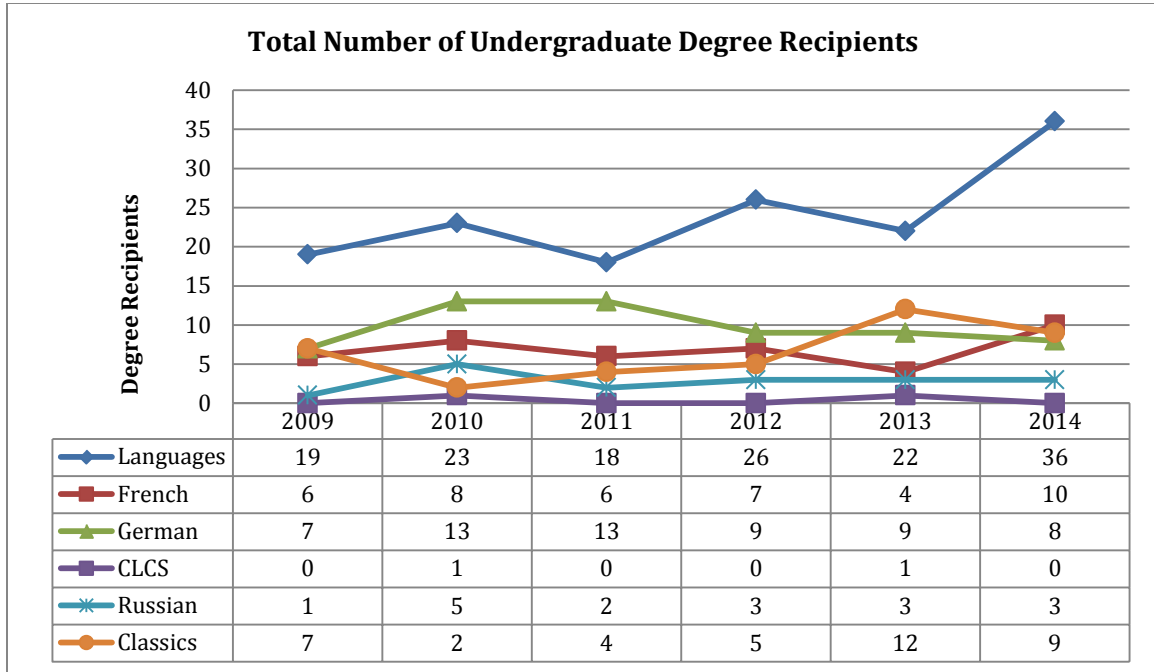


Figure 8 Total Number of Undergraduate Degree Recipients

As the above chart indicates, there is a steady number of degree recipients in the major national languages and a steady to sharp increase in the number of students taking the Languages major. Many students have combined their FLL degree with another major. The popularity of the Languages degree is puzzling to us. Some faculty have expressed concern about its academic validity since it allows students to gain a mediocre command of several languages rather than advanced proficiency in one. We do not know whether students have encountered problems securing employment after graduation with a diploma that requires explanation and a detailed transcript. In attempting to interpret the enrollment and graduation data, it is therefore important to keep in mind that many students who would otherwise show up as majoring in a national language and literature are opting for this smorgasbord diploma.

Graduate: FLL’s graduate student population has grown in recent years, in part due to many of the same factors that have affected undergraduate enrollment and graduation rates. The 2011-12 recession threatened the elimination of TAships which had an immediate but short-lived effect on the graduate student population since these positions were restored almost immediately. The implementation of the EU model of funding on the heels of the rescissions quickly provided an infusion of resources that led to an expansion across all of our graduate programs. This was especially prominent in Classics where online as well as

face-to-face large core humanities courses required additional graduate student instructors or graders.

This chart shows graduation rates for FLL graduate students:

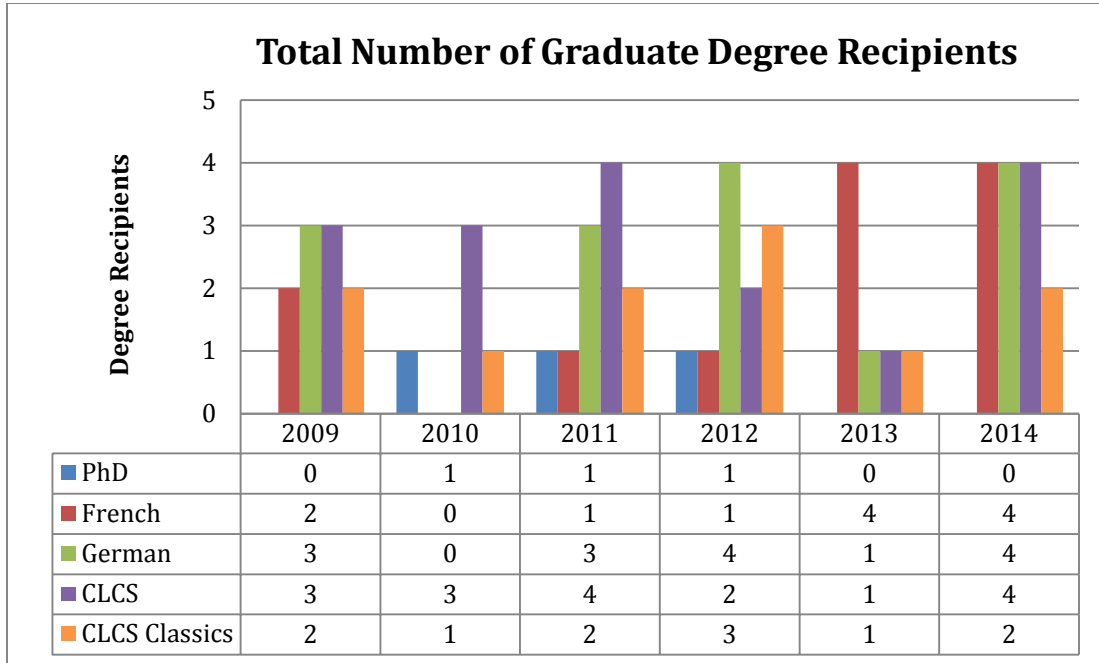


Figure 9 Total Number of Graduate Degree Recipients

The post-EU budget model has led to an increase in FLL’s I&G allocation of TA positions from 8 to 11 FTE. The College has specified that it wishes for some of these new positions to be assigned to preserving the gains in the online sections of Greek mythology which have generated large numbers of student credit hours in recent years. One challenge for FLL is to recruit and fund new TAs and to absorb them into the current delicate balance between faculty ability to supervise their work and the TA ability to teach expanded online sections or serve as GAs for our face-to-face courses. Another challenge is to recruit TAs in the programs currently with only undergraduate minors or majors in order to build these programs from the bottom up. This effort will require additional support from the College and some detailed planning with the concerned programs.

4C. ADVISING

PROVIDE A DESCRIPTION OF PROGRAM ADVISEMENT FOR STUDENTS

UNM students are placed in University College from the time of admission until the moment they enter a college and declare a major. Prospective FLL students receive advisement from the College of Arts & Sciences. These advisors handle designated fields and not all FLL majors are advised by the same person

(<http://artsci.unm.edu/advisement/advisors-by-major.html>): for instance, the advisor for French, German, Languages, and Russian is also responsible for History, Journalism, Philosophy, and Religious Studies. Rather than have students go to the Advisement Center, the College has tried to place each advisor for some hours every week in the department so as to make them more accessible to students. This worthy plan ran up against space issues in FLL where we do not have a spare office or even a broom closet in which an advisor could hold office hours and confidential advisement sessions. With the new group requirement scheme in place, students are entering the College of Arts & Sciences earlier in their university careers. In 2012, the Advisement Center tried to put in place a system whereby University College students (i.e., those students not yet having satisfied their core requirements in English, math, and a foreign language) would indicate their possible interest in a given major before having to declare that major, thus allowing for earlier contact between departments and their prospective majors. The initiative, even with the enticement of a pizza party, did not yield any results for future FLL majors. Although not systematic, many of our majors find their way to FLL on their own and receive advisement from specific language section advisors. Many of our majors are also combining their language and culture studies with another major so they may be receiving specific academic advisement from programs with dedicated advisors and more general advisement from the College of Arts & Sciences. The university undertook a worthwhile project in 2013 whereby each major was asked to provide a roadmap. These are now available on the Provost's website (http://degrees.unm.edu/undergrad_programs/by_interest/3 and see Appendix VII). These templates exist for all FLL majors and allow students to track their progress along a hypothetical timeline to graduation.

FLL has a system of undergraduate advisors for each language. For an updated list, consult the FLL website: fll.unm.edu. FLL faculty have preferred to keep control of the advisement for each of our languages; it creates a connection with the student and avoids misunderstandings and possible postponed time to degree due to misinformation. We refrain from advising students about general university requirements. There are occasional forms to be signed but most students are not required to meet regularly with their major advisors. FLL advisors hold regular office hours and students who inquire at the main office are given written email contact information and office hours for each advisor. FLL faculty do not have phones so students rely on email or office hours to communicate with their advisors. This rather voluntary, random way of advisement obviously misses some students and makes it difficult to track a cohort of students but it does seem to work out for most majors.

Each FLL graduate program handles its own advising for M.A. and, in the case of French, Ph.D. students. All graduate students attend a mandatory week-long orientation session prior to Fall semester run by Marina Peters-Newell; besides in-depth discussion of their duties as TAs and graduate students, they receive official information about sexual harassment, privacy and confidentiality issues, as well as administrative processes through the Office of Graduate Studies. All entering graduate students also take a mandatory 1 CH Professional Development course. Different FLL faculty offer one-hour sessions on a range of professional topics: CV writing, job interviews, paper writing, conference presentations, etc. (see Appendix III). Every new graduate student is advised by the Director of Graduate Studies until such a time as they select a committee and chair. We encourage students to

form their committees on study during their second semester. From that point onward, their primary academic advisement comes from their committee chair. Administrative questions or problems are still handled by the Director of Graduate Studies. The coordination of these different moving pieces falls on our Graduate Student Liaison, Elvine Bologna, who is responsible for all the paperwork involving OGS: committees on studies, thesis proposal forms, announcement of exams, signatures on Programs of Studies, and official graduation announcements. While we encourage every student to check in periodically with the Director of Graduate Studies and the specific Graduate Advisor for their programs, the reality is that most students gravitate quickly toward their thesis advisors and seek their advice directly on most matters.

4D. STUDENT SUPPORT SERVICES

DESCRIBE ANY STUDENT SUPPORT SERVICES THAT ARE PROVIDED BY THE UNIT

FLL students benefit from access to university-provided support services such as CAPS (Center for Academic Program Support) tutoring, Agora crisis center, Dean of Students, dispute resolution, etc.. On the graduate level, the Office of Graduate Studies runs regular workshops on thesis and dissertation writing, professional training, research and scholarship. OGS runs TARC (Teaching Assistant Resource Center) where domestic and international TAs receive training and guidance as instructors in the American system of higher education. FLL's Lower-Division Coordinator, Marina Peters-Newell, runs a pre-semester orientation session for all FLL TAs and GAs designed to promote their success. This week-long series of presentations and workshops aims to give all TAs an introduction to their roles both as instructors and as graduate students. All FLL advisors give advice and provide help to students in difficulty. Our administrative staff is also frequently called upon to resolve issues with students beyond the purely administrative scope. Otherwise, it is the FLL faculty and instructors who provide countless hours of individualized support to students, whether those in difficulty or those being groomed for further work or study.

4E. STUDENT SUCCESS AND RETENTION

DESCRIBE ANY STUDENT SUCCESS AND RETENTION INITIATIVES IN WHICH THE UNIT PARTICIPATES

FLL undergraduates from underrepresented groups have participated in the New Mexico Research Opportunity Program where they work on a research project under the supervision of a faculty member. Other FLL students have participated in the annual UNM Undergraduate Research and Creativity Conference. The French program has financially supported study-abroad opportunities for students through funds made available by the Carol Raymond Fund for Excellence in French. These scholarships annually support 5-10 students for summer or year-long study in a French-speaking country. The German Summer School provides opportunities for UNM undergraduates to participate in a total immersion program in Taos, New Mexico. Many of these students go on to become

German majors or professional practitioners of German. Finally, Prof. Putnam sat on the Foundations of Excellence task force, an externally-funded initiative focusing on the first-year student experience and aiming to increase retention and graduation rates at large public universities. The results of this initiative remain to be determined.

Graduate students in FLL receive close advising and supervision from the faculty in their home programs. TAs in particular work closely with our Lower-division Coordinator, Marina Peters-Newell, to learn the art and skill of language teaching. GAs also work closely with the supervising faculty member of the course to which they are assigned and thus learn how to prepare, deliver, and evaluate a large course. Given the high percentage of departmental credit-hour production riding on the shoulders of TAs and GAs, their success as instructors remains integral to our success as a department. French students have benefitted from fellowship support from the Carol Raymond Fund; these awards have allowed them to be dispensed from teaching for a semester or a year in order to devote full attention to their graduate theses and dissertations. Such opportunities have resulted in quicker time to degree and higher quality written work that often translates into success in their future careers.

4F. STUDENT PLACEMENT

DESCRIBE WHERE GRADUATES OF EACH PROGRAM ARE TYPICALLY PLACED. DESCRIBE EFFORTS TO MEASURE THE SUCCESS OF PROGRAM GRADUATES AND THE RESULT OF THOSE MEASURES

Our department does not have the resources to track the careers of our alumni in any systematic, meaningful way. We do know that our recent undergraduates have gone on to graduate programs, law school, medical school, Peace Corps, teaching careers, non-profit work, creative writing, and a host of related and unrelated jobs and professions. We are always pleased when a graduate contacts us, especially if they are asking how to donate to the department.

We have better evidence of the professional trajectories of our graduate students. As might be expected, many of them go into teaching and hold down jobs in public and private schools in New Mexico as well as around the country and abroad. Many of our M.A. students have gone on to pursue doctoral work. Classics graduate students have been very successful in recent years with acceptance into top-level Ph.D. programs with full support: Stanford, Brown, Univ. of Illinois, Florida State University, Rutgers and the University of North Carolina. Recent German graduates have gone on to Ph.D. programs at Brown, Sheffield, and the Univ. of Minnesota. Several German graduates are also working as Lecturers in colleges in the U.S. and abroad. French M.A. graduates have gone on to competitive Ph.D. programs: Harvard, Brown, NYU, Duke, and the University of Pennsylvania. We are especially proud of the success enjoyed by our French Ph.D. students who have secured positions in national searches: one is now a Full Professor and Department Chair at the Univ. of North Texas; another is a tenured Associate Professor at UTEP; another is on the tenure track at Linfield College; another is a long-term Lecturer at Duke; another was hired as a Visiting Professor at Case Western. Overall, we feel satisfied

that our graduates have benefitted from the education they have received in our department and are putting it to good use in their personal and professional careers.

5A. COMPOSITION OF THE FACULTY

DESCRIBE THE COMPOSITION OF THE FACULTY AND THEIR CREDENTIALS. PROVIDE AN OVERALL SUMMARY OF THE PERCENT OF TIME DEVOTED TO THE PROGRAM FOR EACH FACULTY MEMBER AND ROLES AND RESPONSIBILITIES WITHIN EACH PROGRAM

The department faculty FLL counts 22.5 FTE for AY 2014-2015. Faculty distribution by rank shows five Assistant Professors, one Visiting Assistant Professor, seven and a half Associate Professors, two Full Professors, six and a half Lecturers, and one half-time Visiting Lecturer. One Associate Professor and one Lecturer hold joint appointments with other units. These numbers have grown since our last APR with four additional tenure-track positions and three additional Lecturer positions joining the ranks of the department in just the last three years. The bulk of this growth has come in Asian languages and cultures. We have also relied on part-time instructors to meet our teaching needs, especially in smaller programs where a faculty member on leave or a change in course offerings can easily create a shortfall in the ability to staff courses. These charts from UNM's Office of Institutional Analytics show the following breakdown:

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Tenure, Tenure-Track Faculty by Rank										
Professor	4	4	4	4	4	3	3	2	3	2
Associate Professor	3	4	5	4	5	5	6	6	6	6
Assistant Professor	3	4	4	2	3	3	2	2	5	6
Non-Tenure Track Faculty by Primary Job Category										
Non-tenure Faculty	2	2	2	3	3	3	3	3	5	5
Visiting Faculty	1	0	0	2	1	1	0	0	0	1
Other Faculty										
Temporary Faculty	4	3	6	9	3	3	5	6	2	5
Total Faculty	17	17	21	24	19	18	19	19	21	25

Figure 10 Faculty Breakdown

FLL faculty present the following ethnic and gender distribution:

Hispanic	F	0	0	0	0	0	0	1	1	1	1
Hispanic	M	0	0	0	0	1	1	1	1	1	1
Asian	F	0	0	1	1	1	1	1	1	1	1
Asian	M	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	F	6	6	6	6	7	7	6	5	7	6
White, non-Hispanic	M	5	5	6	3	3	2	2	2	3	3
Race/Ethnicity Unknown	F	0	0	0	0	0	0	0	0	0	1
Race/Ethnicity Unknown	M	0	0	0	0	0	0	0	0	0	0
International	F	0	0	0	0	0	0	0	0	1	1
International	M	0	1	0	0	0	0	0	0	0	0

Figure 11 Faculty Gender and Ethnic Distribution

All tenure-track faculty in FLL hold Ph.D.s in their respective fields, as do three of our current Lecturers. The average teaching load in FLL for tenure-track faculty is two courses a

semester. The standard teaching load for Lecturers is twelve hours a semester except where course releases are justified due to administrative duties. Two of these Lecturers (Peters-Newell, Wilby) regularly teach graduate courses in support of their respective programs and another Lecturer (Duke) has offered a summer course on Dante available to graduate students. All FLL faculty advise students and serve on committees. Except for two joint appointments (Nocentelli, Gorton), all FLL faculty work full-time in our department.

5B. FACULTY PROFESSIONAL DEVELOPMENT

PROVIDE INFORMATION REGARDING PROFESSIONAL DEVELOPMENT ACTIVITIES FOR FACULTY WITHIN THE UNIT

All FLL faculty with active research agendas teach two courses a semester with the exception of the Chair who teaches a 1/1 load and the Graduate Director who teaches a 1/2 load. As pointed out elsewhere, most FLL faculty also have significant responsibilities in administering their programs and advising students, especially in the smaller ones where an entire program can be shouldered by one or two faculty members. FLL faculty also direct the Comparative Literature & Cultural Studies, Asian Studies, and European Studies programs (although the latter two may soon be eliminated). The Directors of these programs receive a SAC but no course release. The result of this situation is that most FLL faculty can only dream of the ideal 40::40::20 Research::Teaching::Service workload distribution and many spend 40% or more of their time on programmatic duties during peak times of the semester.

Recent hires have enjoyed start-up packages including a \$7500 research fund that can be spent in purchases, travel, or anything to support the success of their scholarly projects. Junior faculty are now entitled to junior research semesters during their march to tenure. Most take this leave in their third or fourth year around the time of their mid-probationary review. This allows them to be relieved of teaching for one semester but, unlike sabbatical leave, it does not allow them to be away from campus for the entire time, nor are they relieved from thesis direction and certain departmental duties. This opportunity has contributed enormously to junior faculty meeting their research targets and their goals for tenure.

Sabbaticals are the main way that faculty receive a sustained period of released time to work on scholarly projects. UNM awards a full semester of sabbatical leave every six years at full pay or a full year's leave at 2/3 salary. UNM also has a mini-sabbatical arrangement whereby a faculty member can take a semester's leave after three years but at 2/3 pay. Faculty contemplating sabbaticals must submit a research proposal, obtain the support of the department in the form of a letter from the Chair, and agree to return to UNM for a year after their sabbatical leave. FLL has established a sabbatical calendar in order to minimize the impact of having multiple faculty away during the same semester. The university does not provide replacement funding for faculty on leave, a fact that makes it especially disruptive in smaller programs to have someone out of the line-up for even a semester. The UNM Faculty Handbook policy C200 6.d encourages the administration to create a mechanism by which small departments (under seven FTE) can receive replacement support

so that their faculty can take sabbatical leave without crippling their programs. We have argued that each language program in FLL should be treated as a small unit for purposes of sabbatical requests since the absence of a professor can have a huge impact on a small program's ability to offer even a minimum menu of courses. The current A&S Dean, Mark Peceny, has made efforts to palliate this loss by providing some help for replacements in the part-time instruction budget. Sabbatical leaves have made it possible for faculty to spend extended periods of time, whether close to home or away, on major research projects that have led to significant publications. Given the service demands on FLL faculty, this opportunity is even more precious.

The Faculty Senate approved a new policy in 2013 that also allows Principal Lecturers to apply for research leave for one semester. This new policy will affect two current FLL Lecturers and possibly more over the course of the coming years. The university does not provide any funding to hire replacement instructors.

FLL also implemented a program of summer faculty development in 2011. This plan aimed to encourage demonstrable scholarly projects during the summer months. This plan created a fund drawing on reserves built up by the Extended University model of cost-sharing. We made \$50,200 available in 2011-12 and \$17,000 in 2012-13. Due to changes in the EU revenue-sharing model, this program was discontinued in 2013.

FLL has allocated \$30,000 since 2011 toward faculty development (\$1500 per faculty member, Lecturers included); in the post-EU budget, we have set aside funding to continue this level of support through 2016. Faculty typically spend their allocations on travel to professional conferences or to do research at special archives or collections. Since FLL faculty often need to travel abroad, their costs are generally higher than some other UNM faculty who might be able to carry on their research closer to home. This development fund was sustained by EU revenue from 2011-14. Beginning in Fall 2014 with the post-EU budget, the College restored some of the travel funding that vanished during the great rescissions of 2010-11. Under this new arrangement, the College will allocate \$500 per tenure-track faculty member but nothing for Lecturers; FLL is committed to adding \$1000 to keep the total allocation at \$1500 and to continue to provide funding for Lecturer travel.

UNM has two funds to which faculty may apply: the Research Allocation Fund and the Teaching Allocation Fund. RAC funding provides up to \$10,000 for research projects lasting up to 18 months. Many FLL faculty have availed themselves of this funding, especially as junior faculty receiving six grants totaling \$26,006.00. Their guidelines specify:

The primary mission of the RAC funding is to support the career development of faculty (research and creative works) who are in various stages of career development, but priority will be given to faculty: 1) in the early stage of their careers, 2) embarking upon new directions, or 3) in fields and disciplines where there is limited funding. The major objectives of RAC are to help junior faculty practice in preparing national-level proposals (NSF, NEA, etc.), to promote transition to extramural funding mechanisms, and to facilitate national exposure for research and creative works by UNM faculty. <http://rac.unm.edu/proposals/>

The Center for Teaching Excellence offers Teaching Allocation Grants up to \$5000 for specific projects designed to enhance teaching effectiveness. Some UNM faculty have taken

advantage of this funding, most recently Professor Emma Trentman who has been able to hire native speakers of Arabic to compile genre-based authentic materials to be used in Arabic language classes and to lay the groundwork for a telecollaboration project.

5C. FACULTY RESEARCH BIOS

PROVIDE A SUMMARY AND EXAMPLES OF RESEARCH/CREATIVE WORK OF FACULTY MEMBERS WITHIN THE UNIT

Mohamed Ali (Ph.D., University of New Mexico 1998) is a Lecturer III of Arabic with joint appointments in the department of Foreign Languages & Literatures and Africana Studies. He teaches lower-division Arabic language courses as well as Egyptian, African, and North African literature courses in English. In the last three years, he has attended several institutes on the interactive, student-centered, technology-enhanced teaching of Arabic as a less commonly taught, and now the top critical, language. Some of these institutes involved the teaching of Arabic to heritage students and how to assess learning. The teaching of Arabic along with the translation of a few lesser known Arabic novels and short stories into English are among his main interests now.

Susanne Baackmann (Ph.D., University of California at Berkeley 1993) is Associate Professor of German Studies. Her main areas of teaching and research are centered on issues of gender, memory, and trauma in the context of German speaking cultures. Her book publications explore how contemporary women authors have rewritten narratives of love and desire (*Erklär mir Liebe*) and how gender inflects narratives about violence and war (*Conquering Women*). Subsequently, she has published over twenty articles on memory and postmemory as navigated in recent texts, films and photography. Her current book project explores the perspective of the child as an aesthetic and mnemonic device in recent literature and film. In her teaching she focuses on contemporary German culture, as well as fairy tales, notions of Heimat, and memory studies. She has recently completed and submitted an article on the postmemory work of Hans-Ulrich Treichel.

- “Täuschende Spuren, Spuren der Täuschung. Thomas Demands Nach-Bilder Wende,” in *Geschichte(n) erzählen. Nachbilder der Wende* (Böhlau Verlag)
- “Kinder als Zeugen der Geschichte in Filmen über den Holocaust: Peppermint Frieden, Auf Wiedersehn, Kinder, Das Leben ist schön und Nirgendwo in Afrika,” in *Chiffre 2000. Neue Paradigmen der Gegenwartsliteratur* (Fink Verlag)
- “Prosthetic Illusions of Masculinity: Hans Bellmer’s Dolls and the Fascist Imaginary,” in *Art, Value, Politics* (University of Liverpool Press)
- “Configurations of Myth, Memory and Mourning in Grete Weil’s *Meine Schwester Antigone*.” (*German Quarterly*)

Stephen L. Bishop (Ph.D. University of Michigan, 1999; J.D. University of Michigan, 1993) is an Associate Professor of French and Africana Studies at the University of New Mexico. Professor Bishop’s interests include sub-Saharan African literature and culture, law and literature, shame and guilt, feminism, FGM, cultural studies, and cinema. Professor

Bishop has published a number of articles on African literature, cinema, and law, as well as his book *Legal Oppositional Narrative: A Case Study in Cameroon* (Lexington Books, 2008) which examines the possibilities of opposition to government-supported, dominant social orders through legal writing, including traditional fictional works such as novels, plays, and short stories that deal with legal themes, settings, and language, as well as nontraditional narratives such as legal decisions, textbooks, and articles. He teaches courses on African literature and culture, theories of law and literature, and French legal and moral traditions in literature and film. He also leads a short study abroad trip to France every other summer. Prof. Bishop has received a Fulbright teaching/research award to spend the 2014-2015 academic year in Cameroon.

Machicko Bomberger (M.A., Columbia University 2009) is a Senior Lecturer of Japanese in the Department of Foreign Languages & Literatures. She teaches Japanese language with research interests in sociolinguistics and pragmatic competence development. The focus is set to overcome the difficulties of learning foreign sounds and the complexity of usage. She incorporates traditional and popular culture in teaching.

Lorie Brau (Ph.D. New York University 1994) is an Associate Professor of Japanese in the Department of Foreign Languages and Literatures at the University of New Mexico. She received her M.A. in Japanese Literature from the University of Michigan and her doctorate in Performance Studies at New York University (1994). To research her dissertation and subsequent book, *Rakugo: Performing Comedy and Cultural Heritage in Contemporary Tokyo* (Lexington, 2008), she became a disciple of storyteller, Kokontei Engiku, and developed a passion for cold *soba* noodles after watching innumerable performers mime eating them on stage in the *rakugo* tale, *Toki soba*. Her current work on *soba* has developed out of a long held interest in food discourse in popular culture. She has published articles on the *manga*, *Oishinbo* (The Gourmet) as well as on *rakugo* and is presently writing a monograph on food discourse in culinary manga entitled *GOURMANGA: Reading food in Japanese comics*. Her recent publications include:

- Brau, Lorie “*Oishinbo*’s Adventures in Eating: What Japanese Comics Communicate about Food and Cultural Identity.” *Gastronomica: The Journal of Food and Culture*, 4/4, pp. 34-45, 2004.
- Brau, Lorie. “New Plots and Playful Schemes: *Shukō* in *Rakugo*, Japanese Comic Storytelling.” *Text and Presentation*, pp. 23-34, 2006.
- Brau, Lorie. *Rakugo: Performing Comedy and Cultural Heritage in Contemporary Tokyo*. Lanham, MD: Lexington Books, February 2008.

Pamela Cheek (Ph.D. Stanford 1994) is Associate Professor of French and teaches courses on critical theory, early modern French and British literature, and French language. Her current research examines networks of late eighteenth-century women writers and the politics of literary affinity. Earlier publications, including *Sexual Antipodes* (Stanford UP, 2003), explored the relationship between Enlightenment ideas of national sexual order and of race. She serves as departmental graduate director, College of Arts & Sciences Bilinski Fellowship Committee co-chair, and on the UNM Committee on Governance. She graduated with an A.B. *magna cum laude* from Harvard and Radcliffe Colleges in 1987. The

recipient of a Mellon Fellowship and a Lurcy Fellowship, she completed a Ph.D. in Comparative Literature at Stanford University in 1994. Her representative publications include:

- *Sexual Antipodes: Enlightenment Globalization and the Placing of Sex*. Stanford, CA: Stanford University Press, 2003. 264 pp.
- “The Space of British Exile in Frances Burney’s *The Wanderer* and Germaine de Staël’s *Corinne*,” in *Gender and Space in Britain, 1660-1820*. Eds. K. Gevirtz & M. Narain. Ashgate Press, 2014. 85-100.
- “The Festival of Incest in *Le Paysan Perversi*,” *Symposium*. (Fall 2006). 60:3. 134-45.

Monica S. Cyrino (PhD 1992, Yale University) has been at UNM since 1990 and has been Professor of Classics since 2007. Her teaching and research centers on the reception of the ancient world on screen, and the erotic in ancient Greek poetry. She is the author of *Aphrodite* (Routledge 2010), *A Journey through Greek Mythology* (Kendall-Hunt 2008), *Big Screen Rome* (Blackwell 2005), *In Pandora’s Jar: Lovesickness in Early Greek Poetry* (Rowman & Littlefield 1995); she is the editor of *Screening Love and Sex in the Ancient World* (Palgrave Macmillan 2013), *Rome, Season One: History Makes Television* (Blackwell 2008), *Rome, Season Two: Trial and Triumph* (Edinburgh, forthcoming 2015), and co-editor of *Cinemythos: Representing Classical Myth on Screen* (Palgrave Macmillan, forthcoming 2015). She has published numerous articles and book chapters and often gives lectures around the world on the representation of classical antiquity on film and television. She has served as an academic consultant on several film and television productions. Selected recent publications include:

- “Of Love and Bondage in Euripides’ *Hippolytus*.” In *Sex in Antiquity: Exploring Gender and Sexuality in the Ancient World*. Mark Masterson, Nancy Rabinowitz, and James Robson, editors. London and New York: Routledge (forthcoming September 2014).
- “Ancient Sexuality on Screen.” In the *Blackwell Companion to Greek and Roman Sexualities* (2014). Thomas K. Hubbard, editor. Oxford: Blackwell, 613-628.
- “Bows and Eros: Hunt as Seduction in the *Homeric Hymn to Aphrodite*.” *Arethusa* 46.3 (2013): 375-93.
- “This is Sparta! The Reinvention of the Epic in Zack Snyder’s *300*.” In *The Epic Film in World Culture*, AFI Film Readers series (2011). Robert Burgoyne, editor. London and New York: Routledge, 19-38.
- “Fortune Favors the Blond: Colin Farrell in *Alexander*.” In *Responses to Oliver Stone’s Alexander: Film, History and Cultural Studies* (2010). Paul Cartledge and Fiona Rose Greenland, editors. Madison: University of Wisconsin, 168-182.

Rachele Marongiu Duke (Ph.D. Classics/Mediaeval Latin, UCLA, 1988) has been a Lecturer in Italian, and the sole faculty member in Italian at UNM, for the past 24 years. She teaches courses in Elementary and Intermediate Italian, Italian Literature and Dante in Translation. Her interests reflect those of a Sardinia native raised from early childhood to love Latin and Greek, ancient literature from Homer to Dante, and Bronze Age Archaeology. She has authored articles and papers on Mediaeval Latin and Patristic Literature, and has been working on a book that tracks the migrations of the Bronze Age

Sea Peoples from Anatolia to Egypt, Italy and regions in the western Mediterranean, including Sardinia.

Lorenzo F. Garcia Jr. (Ph.D. UCLA, 2007) is Associate Professor of Classics at the University of New Mexico. His research focuses on Greek epic, early Greek poetics, Greek mythology, narratology, phenomenology, film theory, and Classical reception. He is author of *Homeric Durability: Telling Time in the Iliad* (Center for Hellenic Studies/Harvard University Press, 2013), a study of the temporal dimensions of Homer's *Iliad* and its project of memorializing its hero Achilles, as well as articles on the reception of ancient literature in film. His current research project, *Homeric Cinematography: Reading the Visual in Homeric Epic*, applies film theory and cognitive science to an analysis of "visual" elements of early Greek oral poetry. He teaches courses on ancient Greek literature, history, and culture, as well as graduate and advanced undergraduate level courses on Greek and Latin poetry and prose. His representative publications include:

- *Homeric Durability: Telling Time in the Iliad*. Washington, DC: Center for Hellenic Studies/Harvard University Press, 2013. Monograph (approx. 130,000 words). Reviews: *Classical Journal* 2014.04.05.
- *Greek Civilization in Literature: From Prehistory to Classical Greece*. San Diego: Cognella Academic Press, 2011. Textbook (my contribution, approx. 50,000 words).
- "G. W. Pabst's Hesiodic Myth of Sex in *Die Büchse der Pandora* (1929)." In M. Cyrino, ed., *Screening Love and Sex in the Ancient World*. New York: Palgrave Macmillan, 2013, pp. 11-24.

Luke Gorton (Ph.D. Ohio State University 2014) comes to UNM in 2014 as a Visiting Lecturer III with a joint appointment in FLL and Religious Studies. He teaches courses in the fields of classics and ancient religion, with topics ranging from magic in ancient times to the Catilinarian Conspiracy at Rome in 63 BCE. He wrote his dissertation on the question of the origins of wine, and his current research continues to explore the literary, linguistic, archaeological, and socioethnic issues which surround the topic. Dr. Gorton's interests more generally encompass questions of ancient religion and linguistics, focusing particularly on the Mediterranean Sea as a unique zone of contact between widely divergent cultures.

Andre Haag (Ph.D. Stanford, 2013) joined the Department of Foreign Languages and Literatures as Assistant Professor of Japanese in 2013. Haag's research focuses on the literature and culture of the Japanese colonial empire as it emerged in the early 20th century. He has contributed essays and translations to the volume *Translation in Modern Japan*, and published articles in journals in Japan, where he spent numerous years as a translator and researcher. Haag is currently working on a book manuscript titled *Fear and Loathing in Imperial Japan*, which examines the narration of fear and terrorism across media and generic boundaries at the intersection of national identity and colonial power hierarchies. His recent publications include:

- “Nakanishi Inosuke and ‘*Futei Senjin*’ in the Colonial Gaze of Taishō Japan: The Subversion of Mass Discourse and Colonial Discourse,” *Ritsumeikan Studies in Language and Culture* 22:3 (Jan 2011) (in Japanese).
- “Maruyama Masao and Katō Shūichi on *Translation and Japanese Modernity*,” in I. Levy, ed., *Translation in Modern Japan* (Routledge, 2010).
- Yanabu Akira, “*Kare & Kanojo*: The Shifting Referents of Two Translation Pronouns,” (translation) in I. Levy, ed., *Translation in Modern Japan* (Routledge, 2010).
- Mizuno Naoki, “Ethnic Hierarchy and the Potential for ‘Subversion’: The Film *Suicide Squad at the Watchtower* and Colonial Korea,” (translation) *Cross-Currents: East Asian History and Culture Review* (Feb 2013).

Xiang He (Ph.D., New York University, 2013) is Assistant Professor of Chinese at the University of New Mexico. She teaches modern and contemporary Chinese literature, film, and Chinese language. In 2013 she was one of the leading faculties in UNM’s China Study Abroad program. She has published an article on socialist novels and translated Walter Benjamin’s “Hausmannization, Barricades Fight” in *Arcades Project*. Currently she is translating Paul de Man’s “Walter Benjamin’s “The Task of the Translator””, and also working on her manuscript on literary and cinematic representations of the socialist new man in China. Against the ideological discourses from both the PRC state and Cold War narrative, her research aims to unpack a historical and intellectual genealogy of the socialist new man that reveals an aesthetic critique of China’s first phase of state-directed modernization and collectivization.

Publications:

- The Incomplete Life Story of the New Man: On Liu Qing’s *The Builders*, *Frontiers of Literary Studies in China*, Higher Education Press and Springer -Verlag GmbH, June 2012
- Review: “*Yuedu zhe: li xinling he lishi zuijin de ren*” on *The Reader*, Stephen Daldry *Shu Cheng (Book Town)*, Shanghai, May 2009
- Review: “*Huigui: Yao Huo Xiaqu*” (*To Live on*), on *Volver*, Almodovar *Shu Cheng (Book Town)*, Shanghai, April 2007

Tanya Ivanova-Sullivan (Ph.D., The Ohio State University 2005) has been an Assistant Professor of Russian at FLL since 2008. She is a psycholinguist who focuses on issues of first and second language acquisition, bilingualism, and heritage/immigrant languages in the USA. Her forthcoming monograph *Theoretical and experimental aspects of syntax-discourse interface in heritage grammars* explores grammatical and pragmatic properties of the language of the Russian heritage speakers and compares them to the language of second language learners and language attriters. She is also interested in the diachronic aspects of Slavic languages and cultures and has done research in the areas of Greek-Church Slavonic translation practices and medieval manuscript tradition in the Balkans. Her publications represent the two areas of her research interests, with the most recent ones focusing on experimental work with bilinguals.

- *Theoretical and experimental aspects of syntax-discourse interface in heritage grammars: Anaphora resolution in the language of Russian heritage speakers*. Brill (forthcoming October 2014)
- “Interpretation of anaphoric subject pronouns in heritage Russian.” In R.T. Miller, K.I. Martin, C.M. Eddington, A. Henery, N. Marcos Miguel, A. Tseng, A. Tuninetti, & D. Walter (Eds.), *Selected Proceedings of the 2012 Second Language Research Forum: Building bridges between disciplines*, pp. 145-154. Somerville, MA: Cascadilla Proceedings Project, 2014
- “Bulgarian crime fiction: From artistry to arbitrariness” (with Y. Hashamova), *Balkanistica* 25 (2012): 75-100
- “Lost in between: The case of Russian heritage speakers” (with L. Isurin), *Heritage Language Journal* 6.1 (2008): 72-104
- “Interpreting medieval literacy: Learning and education in *Slavia Orthodoxa* and Byzantium in the 9th-12th centuries,” in *Medieval Education*. Ed. by R. Begley and J. Koterski, pp. 50-68. New York: Fordham University Press, 2005.

Carmen Nocentelli (Ph.D. Stanford, 2004) is Associate Professor of English and Comparative Literature at the University of New Mexico. As an early modernist with an interest in the transformations brought about by Europe’s overseas expansion—what has come to be called “the global Renaissance”—she teaches and writes not only about European literatures and cultures, but also about the ways that these literatures and cultures were transformed by cross-cultural encounters in both Asia and America. Her book, *Empires of Love: Europe, Asia, and the Making of Early Modern Identity* (U of Pennsylvania P, 2013) argues that the encounter with Asia inflected the development of racial discourse while also shaping European ideals of marriage, erotic reciprocity, and monogamous affection. Recent publications include:

- “The Dutch Black Legend,” *Modern Language Quarterly*
- “Made in India: How Meriton Latroon Became an Englishman,” *Indography: Writing the Indian in Early Modern England* (Palgrave)
- “Spice Race: *The Island Princess* and the Politics of Transnational Appropriation,” *PMLA*
- “Discipline and Love: Linschoten and the Estado da Índia,” *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires* (U of Chicago P)

She is currently writing a book on the emergence of “Europeanness” during the sixteenth and seventeenth centuries.

Jinghua Pei graduated from University of Iowa with a Master's degree in Teaching Chinese as a Foreign Language, focusing on communicative pedagogies as well as literacy pedagogy. She seeks to help students develop Chinese listening, speaking, reading and writing skills holistically and to gain perspectives to language and civilization in today's globalized world. Jinghua Pei is interested in exploring varied and mostly implicit ways to develop students' literacy in Chinese. She also actively incorporates artistic as well as kinesthetic ideas from traditional Chinese education into the teaching of Chinese as L2.

Marina Peters-Newell (Ph.D. U of Washington, 2000), Principal Lecturer and Lower-division Language Coordinator, teaches courses on sixteenth-century and medieval French literature and philosophy, French language and culture, as well as Second Language Acquisition. Research areas lie primarily in the nature of subjectivity and semiotics, and the psycholinguistic approach to language acquisition. She supervises 30 – 40 TAs in the 10 different languages represented in the Foreign Languages & Literatures department, coordinates the annual World Language Expo, and works closely with members of the NMOLÉ (New Mexico Organization of Language Educators) (formerly President 2001-2). Recipient of UNM's Student Service Award in 2001, and the Southwest Conference on Language Teaching excellence in teaching award in 2008, she completed her B.A. at the University of Saskatchewan, and an M.A. and Ph.D. at the University of Washington on the new novel (*nouveau roman*) and Michel de Montaigne, respectively.

Walter Putnam (Ph.D. Université de Paris II – Sorbonne Nouvelle 1985) joined UNM in 1986 and is Professor of French. He has served as Chair of the Department of Foreign Languages & Literatures since 2011. His main areas of teaching and research in the early years of his career focused on French and Francophone literatures of the 19-20th centuries with a particular interest in the intersection of European and African writing. He is the author of two scholarly books: *L'Aventure littéraire de Joseph Conrad et d'André Gide* and *Paul Valéry Revisited* as well as over thirty articles on authors such as Baudelaire, Jules Verne, Marie Nimier, and JMG Le Clézio. His recent work has dealt with animals at the intersection of colonialism:

- “African Animals in the West: Can the Subaltern Growl?” in *Remembering Africa* (Heinemann Studies in African Literature)
- “Captive Audiences: A Concert for the Elephants in the Jardin des Plantes” in a thematic issue of *TDR* on “Animals and Performance”
- “Objets transculturels: Les animaux en peluche” in *Performances et objets culturels* (Presses Universitaires de Montréal)
- “Cultural Displacements in Marie Nimier’s *La Girafe*” in *Dalhousie French Studies*
- “The Colonial Animal” in *Animals and Society: An Introduction to Human-Animal Studies* (Columbia UP)

He has completed forthcoming articles on the Paris zoo as well as on Véronique Tadjo.

Katrin Schroeter (Ph.D. Brown University 1996) is Associate Professor of German and Media Arts. Her area of specialization is German cinema, and her book, *Border Crossings: National Identity and Nation Formation in German Films, 1980 – 2000* (2004) focuses on representations of national identity in the context of divided Germany. Currently, she is working on the construction of transcultural identities in recent German films. She offers a wide variety of classes in German and English including topics courses in Film and German Studies on the undergraduate and graduate level. She has served as FLL Graduate Director and is directing the German Summer School of New Mexico. Her recent publications include:

- "Between New Realism and High Modernism: Soundtrack meiner Kindheit by Jan Josef Liefers" *Jahrbuch für Internationale Germanistik*. 2011, Jahrgang XLII - Heft 2. 75-82.
- Schroeter, Katrin. *Border Crossings: National Identity and Nation Formation, 1980 - 1989*. Sioux Falls, SD: Verlag Schatzkammer, 2003.
- "So lasst mich scheinen, bis ich werde": Androgynie in Johann Wolfgang Goethes Wilhelm Meisters Lehrjahre". *Jahrbuch für Internationale Germanistik*. Reihe A: Kongreßberichte. vol.68. Bern: Peter Lang, 2002.

Heather M. Sweetser (M.A. Ohio State University 2012) is a Lecturer II in Arabic with the Department of Foreign Languages & Literatures at the University of New Mexico. A former linguist for the U.S. Army, Heather Sweetser studied Arabic in Yemen, Syria, and Egypt, and conducted research while working as a journalist in Sanaa. Heather previously taught Arabic in the military, at The Ohio State University, and at The University of Oregon, where she was also the Digital Scholarship Coordinator for Arabic Manuscripts. Her M.A. thesis was a critical edition and translation of a manuscript about the legality of coffee in Islam; current projects involve the potentials of Arabic and Arabic language learning in the digital humanities as well as the use of technology and online components in the foreign language classroom.

Emma Trentman (Ph.D. Michigan State University 2012) is an Assistant Professor of Arabic and her research is in the field of Applied Linguistics. Her research focuses on imagined communities, identity, and language acquisition during study abroad and telecollaboration projects. She also conducts research on the acquisition of Arabic diglossia. Her research has been published in the *Modern Language Journal*, *Foreign Language Annals*, and the *L2 Journal*. Emma teaches all levels of Arabic classes, and is working on developing a genre-based curriculum that incorporates Arabic linguistic variation into the language classroom in a sociolinguistically authentic fashion.

- Trentman, E. (2013). Imagined Communities and Language Learning During Study Abroad: Arabic Learners in Egypt. *Foreign Language Annals*, 46(4), 545-564. doi:10.1111/flan.v46.4
- Trentman, E. (2013). Arabic and English During Study Abroad in Cairo, Egypt: Issues of Access and Use. *Modern Language Journal*, 97(2), 457-473. doi:10.1111/modl.v97.2
- Trentman, E. (2011). L2 Arabic Dialect Comprehension: Empirical Evidence for the Transfer of Familiar Dialect Knowledge to Unfamiliar Dialects. *L2 Journal*, 3, 22-49.

Osman Umurhan (Ph.D. New York University 2008) is an Assistant Professor of Classics and his primary research focuses on verse satire and other literature of the Roman Empire, with a concentration on the shifting correspondences between geographical boundaries and those of cultural and political identity. He has published articles and books chapters on the Roman satirist Juvenal (*Arethusa* 44.2) and his engagement with traditions of the New Testament (*Brill* 2014). Currently, he is working on several projects: the Roman politics of food and consumption, the anatomical politics of Aristophanic comedy, the reception of Classics in heavy metal music, as well as a monograph on Juvenal's use of geography and the space of empire in the *Satires*.

- “Poetic Projection in Juvenal’s *Satires*.” *Arethusa* 44.2 (2011) 221-243.
- “Heavy Metal Music and the Appropriation of Greece and Rome.” *Syllecta Classica* 23 (2012) 127-152.
- Umurhan, Osman and Penner, T. “Luke and Juvenal at the Crossroads: Space, Movement, and Morality in the Roman Empire,” with Todd Penner in *Christian Origins and Greco-Roman Culture: Social and Literary Contexts for the New Testament*. 165-194. 2013. (ed. S. Porter and A. Pitts; Leiden: Brill).

Raji Vallury (Ph.D. University of Pittsburgh 2001) is Associate Professor of French at the University of New Mexico. Prior to her appointment at UNM in 2006, she taught at Kenyon College and Oberlin College. She teaches nineteenth- and twentieth-century French literature, culture, and cinema, as well as North African literature of French expression. Her research focuses on nineteenth-century French literature, critical theory, and feminist and post-colonial studies. The relationship between aesthetics and politics constitutes the common thread that links these various fields of enquiry. She is the author of *Surfacing the Politics of Desire: Literature, Feminism, and Myth* (University of Toronto Press, 2008). Her articles on the politics of fiction have appeared or are forthcoming in edited volumes with Duke University Press, Les Presses Universitaires de Rennes, Harmattan, and the journals *French Forum*, *Novel*, *SubStance*, *International Journal of Francophone Studies*, and *Dalhousie French Studies*. She is currently writing a book on the politics of national allegory in the Algerian novel. Her recent publications include:

- “Madness and the Night of the Poetic Community: The Just Desert of Malika Mokeddem’s *Le siècle des sauterelles*,” *Sub-Stance: A Journal of Theory and Literary Criticism*, Forthcoming December 2014.
- “An Incalculable Rupture? The Aesthetics and Politics of Postcolonial Fiction;” Special issue on Jacques Rancière; *Novel: A Forum on Fiction*; Forthcoming Summer 2014.
- “Entre *Homme* et *Citoyen*: L’émergence du sujet politique dans *Le métier à tisser* de Mohammed Dib;” in *Le postcolonialisme, objectivité et subjectivité*; L’Harmattan, Paris; June 2014.
- “Sacralité épique ou profanation fabuleuse? L’éducation séculière de *L’honneur de la tribu* de Rachid Mimouni;” *International Journal of Francophone Studies*; December 2013.
- “Continents Adrift? Suturing the Cultural and Political Divide in Assia Djebar’s *Femmes d’Alger dans leur appartement*, *L’amour, la fantasia*, and *Vaste est la prison*,” *French Forum*; Winter/Spring 2013.

Jason Wilby (Ph.D. University of California, Irvine, 2008), Lecturer III of German and Faculty Coordinator of the CL/CS Graduate Student Conference, teaches courses on eighteenth- and nineteenth-century German literature and philosophy, German language and culture, as well as psychoanalysis, literature and trauma. His research areas lie primarily in eighteenth- and nineteenth-century German literature, philosophy, and culture, Gender Studies, Cultural Studies, and psychoanalysis and literature:

- Review of: Boes, Tobias. *Formative Fictions: Nationalism, Cosmopolitanism, and the Bildungsroman*. Signale: Modern German Letters, Cultures, and Thought. Ithaca:

- Cornell University Press, 2012. 216 pp. In: *Seminar: A Journal for Germanic Studies*, 49.2 (May, 2013): 256-258.
- “Gottfried Keller: Ein verqueerer Realist? Über die Funktion geschlechtsspezifischer Verkleidung in Kellers Erzählungen.” In: *Das Jahrbuch für internationale Germanistik*. XLV, 1(2013): 77-93.
 - “Mirrored Subjectivities: Hofmannsthal and Lacan on Reading.” In: *Das Jahrbuch für internationale Germanistik* XLII 1 (2010): 53-64.
 - “Global Simulation at the Intersection of Theory and Practice in the Intermediate-Level German Classroom.” In: *Die Unterrichtspraxis/ Teaching German* 37.2 (2004): 99-116. With Glenn Levine, Natalie Eppelsheimer, Franz Kuzay, and Simona Moti.

He is currently writing a book review and working on an article comparing Schiller’s philosophical model of “aesthetic education” to Goethe’s literary response to that model. In addition to coordinating the annual FLL Cultural Studies conference, Wilby also collaborates with his colleagues in the German program to organize the annual German Summer School immersion program in Taos, NM. Wilby completed his MA in German and English Philology at the Georg-August-University in Göttingen, Germany in 2001, writing on gender construction in nineteenth-century German Realism.

Lisa Woodson (Ph.D. University of Wisconsin–Madison 2014) comes to UNM in 2014 as a Visiting Assistant Professor of Russian. Her main areas of teaching and research are 19th and 20th-century Russian literature, branching into interdisciplinary studies in folklore, religion, and environmental studies. Her dissertation is on the literary appropriations of the Russian legend of Kitezh, a city that supposedly disappeared when faced with enemy attack. She currently has one article under review for publication in an academic journal:

- “Treasures in Earthen Vessels in Dostoevsky's *The Idiot*”

She also has ongoing research on Venedikt Erofeev's *Moscow-Petushki*, Dostoevsky's *The Brothers Karamazov*, and religious dissenters in Russian literature and culture.

5D. FACULTY CVs

PROVIDE AN ABBREVIATED VITAE (2 PAGES OR LESS) OR SUMMARY OF EXPERIENCE FOR EACH FACULTY MEMBER (IF A PROGRAM HAS THIS INFORMATION POSTED ON-LINE, THEN PROVIDE LINKS TO THE INFORMATION)

See Appendix IV.

6A. RESOURCE ALLOCATION

DESCRIBE HOW THE UNIT ENGAGES IN RESOURCE ALLOCATION AND PLANNING. IF THE PROGRAM OR UNIT HAS AN ADVISORY BOARD, DESCRIBE THE MEMBERSHIP AND CHARGE AND HOW THE BOARD'S RECOMMENDATION ARE INCORPORATED INTO DECISION MAKING

The FLL budget is planned by the Chair in consultation with the Department Administrator and the Advisory Committee (see "FLL By-laws" in Appendix I). The Advisory Committee consists of three tenured faculty members who meet with the Chair once a month but also provide valuable feedback and ideas on an ongoing basis. The quasi-totality of FLL's I&G budget goes toward salaries over which we have little control except when raises are given by the university. In that case, the Advisory Committee serves as a salary committee and provides information to the Chair which results in the calculation of raise percentages (see "Faculty Salary Allocation" and "Annual Performance Review" in Appendix I). We also make a Part-Time Instruction request to the College every year in order to meet our teaching needs. This request is crafted and presented by the Chair and the Department Administrator.

The internal allocation and funding of TA/GA positions among programs is a complicated process. In the early years of FLL, the budget contained a specific number of graduate student FTE for each language program. We abolished this division of resources in the spirit of departmental unification resulting in the collective pool of 8 FTE that are allocated across our graduate programs. We aggressively expanded that number in the past three years by leveraging EU funds to grow programs and support qualified students. Beginning in 2015, the College increased our TA allocation to 11 FTE in order to make up for the phasing out of EU funds. The Chair regularly consults with each program about its needs. We make projections as to how many TAs we need in order to cover our language sections based on anticipated graduations, fluctuations in enrollments, faculty leaves, and continuing students to whom we have guaranteed funding. Over the course of the Spring semester, there is a regular monitoring of these projections alongside incoming applications in order to gauge how many new graduate students we can accept. This involves constant updates between the Lower-Division Coordinator, the Graduate Director, the Department Administrator, and the Chair. By early spring, we agree on how many students to accept with guaranteed funding. This number will fluctuate over the course of the semester and even into summer as students change plans, receive and accept offers, and receive news of fellowships, additional funding, etc.. The Graduate Committee makes a preliminary round of decisions in February and then follows up as necessary with subsequent meetings in an attempt to find the right balance between offers, likely acceptances, and projected needs. The parallel negotiation taking place at the same time as the I&G budget process is the Part-Time Instructor budget that usually takes shape in March. Merging these two budgets and attributing instructional costs as well as providing for educational support to graduate students is a balancing act that is part calculus, part alchemy.

**Foreign Languages and Literatures Part Time/Temporary
Instructional Budget and Sections Funded**

	Total Funding Per Year	Sections per Year – Outside Instructor	Sections per Year – Graduate Students	Total
2008-2009	\$156,269	16	31	47
2009-2010	\$173,269	23	22	45
2010-2011	\$169,409	22	27	49
2011-2012	\$139,172	23	17	40
2012-2013	\$119,257	11	25	36
2013-2014	\$129,414	8	32	40

Figure 12 FLL PTI Budget & Section Funded

The German Summer School manages its own budget with a mixture of UNM and external funding, all channeled through UNM's financial system.

6B. BUDGET

**PROVIDE INFORMATION REGARDING THE UNIT'S BUDGET
INCLUDING SUPPORT RECEIVED FROM THE INSTITUTION AS WELL
AS EXTERNAL FUNDING SOURCES**

UNM is a public institution and, as such, receives an annual budget from the state legislature; these monies then flow through the Provost's office to the Colleges and then to academic units. Our College budget for 2015 is \$1,719,997.00. FLL receives 98.3% of this amount in the form of salaries that come to the department as Instructional & General funding. Since these monies derive from state appropriations, the department has little or no control over them. Our total budget has grown significantly in recent years for three reasons: new faculty being added to our salary line, funding from the Extended University formula, and larger donations.

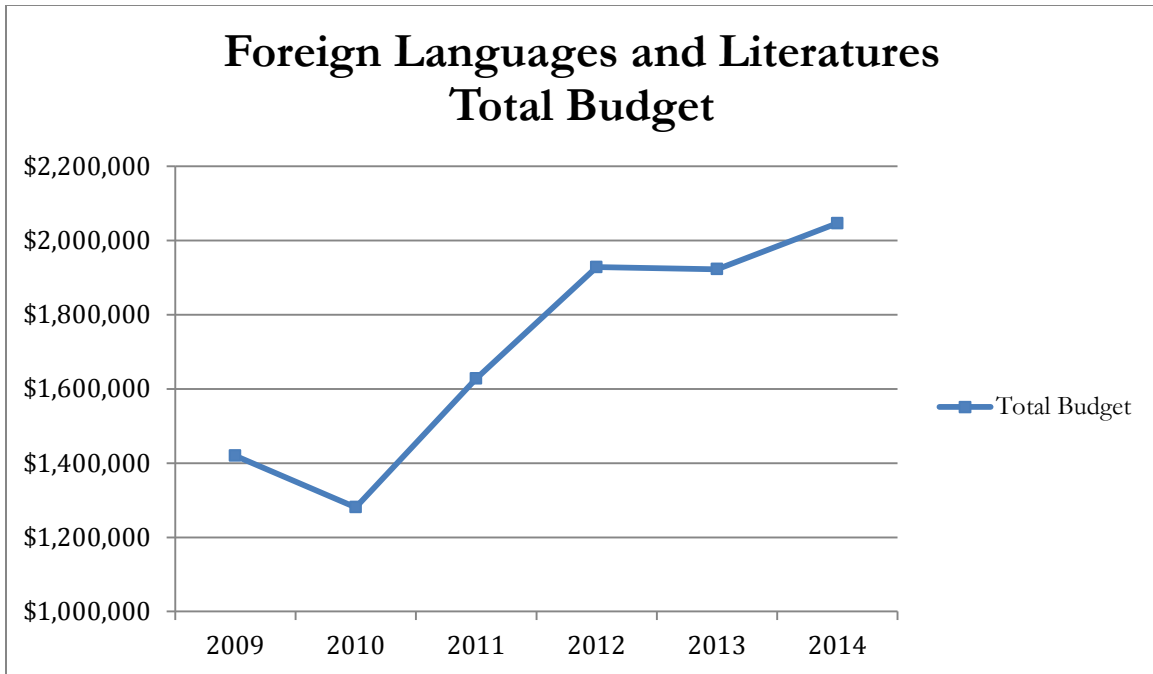


Figure 13 FLL Total Budget

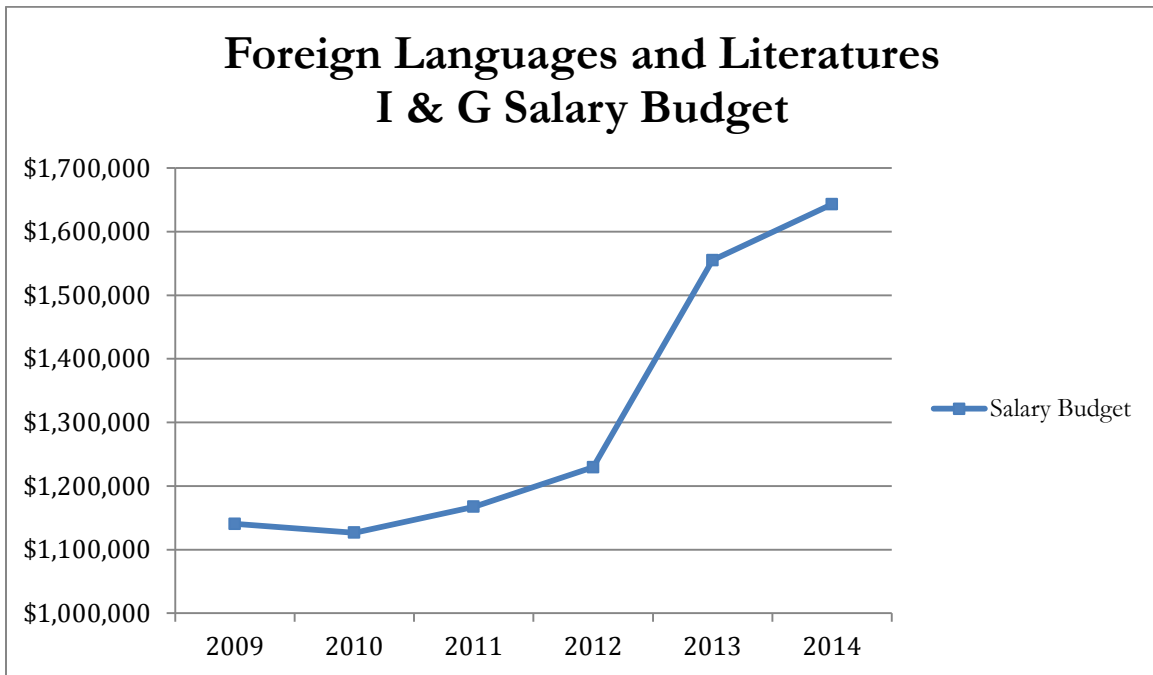


Figure 14 FLL I & G Salary Budget

The most egregious factors impacting our budgetary landscape have been the three rescissions in 2010-12 and the Extended University model of revenue sharing. It is a tale of bust and boom, boom and bust. FLL gave up \$40,876 in FY 2011 and another \$5,863 in FY 2012, all from our I&G budget, as our part of the university-wide rescissions mandated by

central administration. Some of these monies were restored almost immediately because they affected TA/GA lines but other parts of the budget were removed: most notably, \$5,326 in student employment, \$6,000 in operating. FLL receives an operating budget that has hovered around \$26-27,000 a year to cover all of its purchases and ongoing expenses: photocopier machine, office supplies, equipment purchases, postage, phones, outside printing, speakers, conferences, receptions, etc.. This amount declined by some \$3000 in the 2011-12 rescission alone when faculty voted to give up phones as a cost-cutting measure. For the current year, we will receive a total operating budget of \$28,876.00 but this total includes \$3000.00 in the Chair's fund and we earmark \$3700.00 to cover the cost of our photocopier machine. It is important to note that our operating budget has scarcely increased in real dollars over the last decade despite the increased number of faculty and students relying on those monies and despite the increased cost of all of the goods and services purchased from that budget.

Operating Budget 2009-2014

Year	Operating Funds	Travel Funds A&S	Travel-EU	Rescissions	Total
2006	\$27,067	\$5,325	\$0	\$0	\$32,392
2007	\$27,067	\$11,600	\$0	\$0	\$38,667
2008	\$27,067	\$9,400	\$0	\$0	\$36,467
2009	\$27,067	\$11,400	\$0	\$0	\$38,467
2010	\$24,067	\$5,300	\$0	\$0	\$29,367
2011	\$26,191	\$4,816	\$8,660	-\$40,876	-\$1,209
2012	\$23,393	\$0	\$35,000	-\$5,863	\$52,530
2013	\$26,191	\$0	\$35,000	\$0	\$61,191
2014	\$26,191	\$0	\$35,000	\$0	\$61,191

Figure 15 Operation Budget (2009-2014)

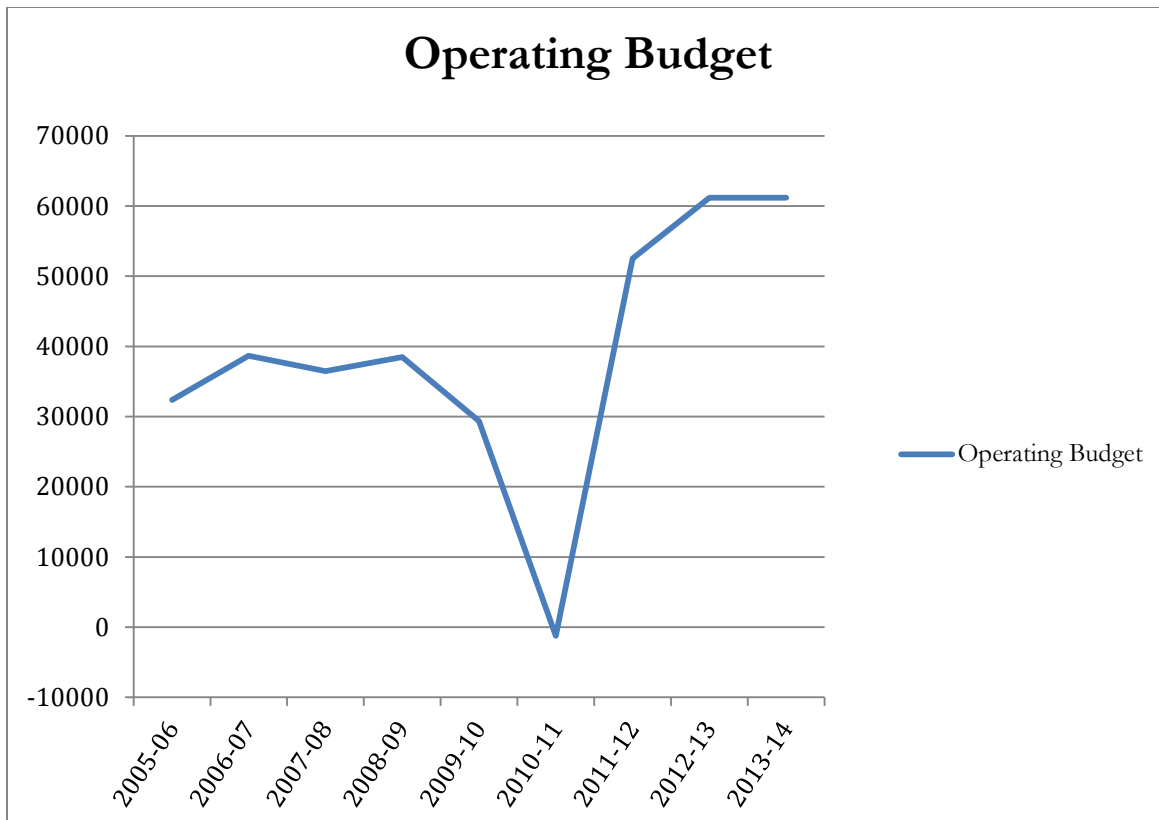


Figure 16 Operating Budget

Beginning in 2011 but rapidly increasing in 2012-2014 was the short-lived period of the Extended University model of funding. Programs were encouraged to offer courses online and allowed to keep a significant part of the tuition revenue generated thereby. After some discussion about the pedagogical and financial wisdom of this approach, FLL decided to develop a robust online presence. We opened introductory sections for several languages (Chinese, Russian, French, German, Japanese, and Latin) and aggressively began to offer sections of CLST107 - Greek Mythology. The language sections were typically capped at 25 but the Greek myth sections were offered with caps ranging from TA-taught sections of 50 to faculty-led sections of 250 involving one or more GAs serving as section heads and graders. These were all very popular with students and generated revenue for the department that we used for research support, travel, faculty hires, graduate students, and equipment (see EU budget below). At its peak, we had revenues approaching \$400,000 and held balances in excess of \$248,000. This whole model came to a screeching halt at the end of Spring 2014 and revenues, although lesser, now flow to the College instead of to the programs. The College in turn allocates funds to departments along the lines of a traditional I&G budgeting scheme. Due to pressure from the Regents in 2013, the Provost encouraged units to spend their balances down rather than run the risk of having them harvested. FLL has set aside funding for additional travel allocations for the next two years. In addition, we have committed to sharing the cost of two hires: half of the Arabic Lecturer position for two years and half of the FLL-Religious Studies Lecturer for two years. This has effectively reduced our EU balances to a nominal sum with which to begin FY 2015.

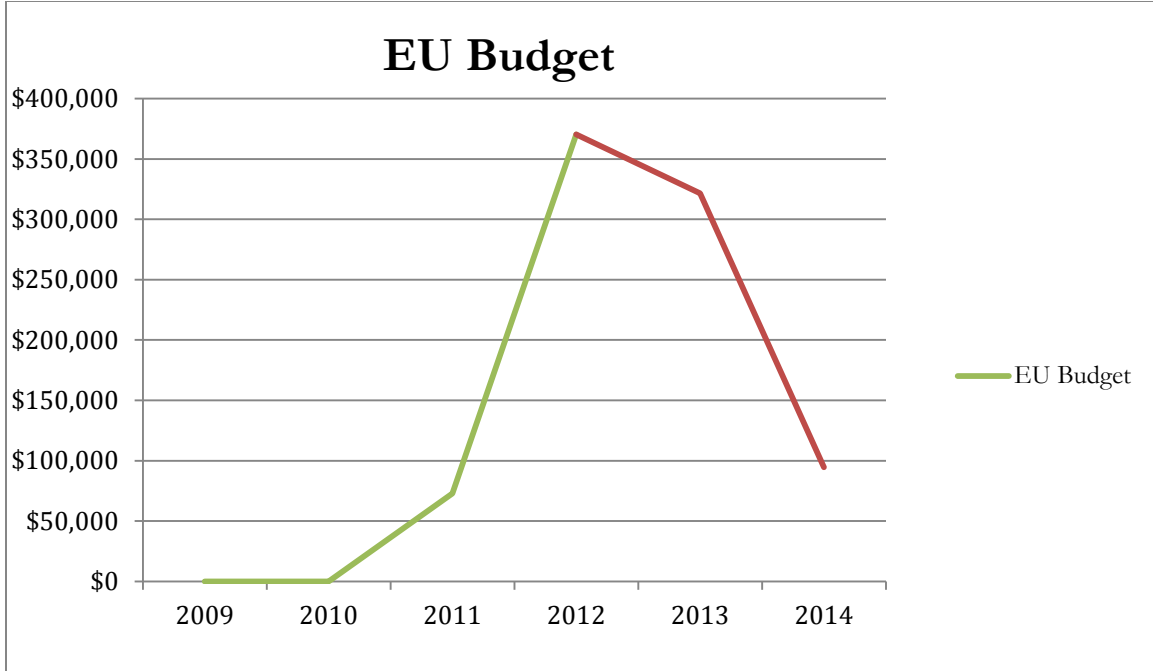


Figure 17 EU Budget

Beginning with 2014-2015 (the post-EU budget), the College generated a revised budget for each department in which certain items previously paid from EU funds will now be at least partially covered by the central budget. Our new budget beginning in Fall 2014 increases TA lines (from 8 to 11 FTE), provides new travel support (\$500 per tenure-track faculty member), restores our operating budget (see above), and adds \$3,000 to cover the part of SACs for our three directors which were being paid out of departmental EU funds.

FLL has seen its foundation and non-endowed spending balances increase dramatically in recent year. In previous years, and even today, we receive small donations, usually from alumni; these monies (currently around \$40,000) are placed in a departmental index awaiting a special project of general need or interest. The large increases in the chart below reflect two significant donations: in 2010, Carol Raymond made a gift of \$1.5M to the French program and agreed to pay \$60,000 a year during her lifetime to support the French program, mainly through scholarships for students to study abroad; in 2012, a benefactor donated \$20,000 to create a German Film and Culture Fund. The actual amount of the Carol Raymond annual donation has fluctuated between \$25-60,000 since its inception and the bulk of these monies are spent every year to support students. This chart gives some idea of the rapid growth of this revenue stream.

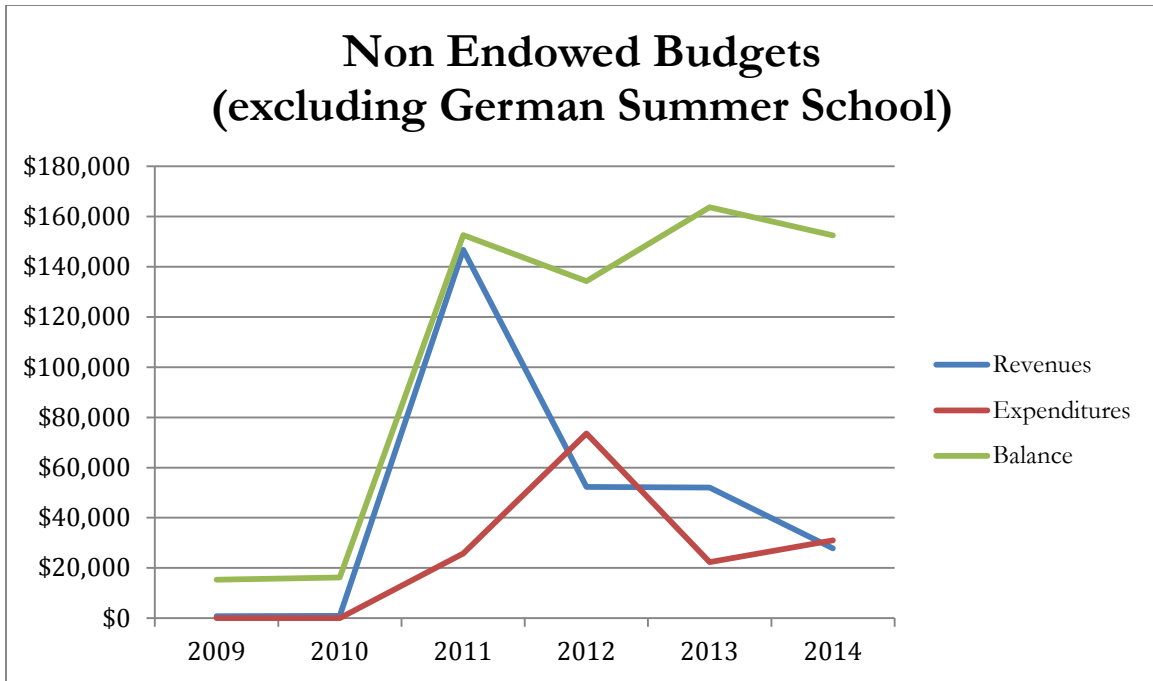


Figure 18 Non-Endowed Budgets (excluding German Summer School)

At the instigation of President Frank, UNM embarked on a new budget model called Responsibility Centered Management (RCM) which has since morphed into Results Oriented Management (ROM). All units across the university engaged in a detailed analysis of resource allocation: courses, enrollments, workloads, salaries, etc.. that culminated in a large reporting exercise in February 2014. FLL submitted its report with spreadsheets and data reflecting our productivity and use of resources. The legislative budget cycle that took place shortly afterwards led to the suspension of any concrete action resulting from the ROM exercise. It remains unclear at this point whether the university will move further in the direction of a ROM-style budget model or embark in another direction.

6C. STAFF

DESCRIBE THE COMPOSITION OF THE STAFF ASSIGNED TO THE UNIT (INCLUDING TITLES AND FTE) AND THEIR RESPONSIBILITIES

The department has three full-time administrative positions funded from our I&G budget: a Department Administrator, a Program Coordinator and a Fiscal Tech. We have hired a half or three-quarter time computer tech as well as one or two work study students for the past few years using internal funds generated by EU. The future budget model includes a student employment line and we are hopeful that it will be maintained at least at current levels.

Our Department Administrator (Evelyn Harris) works closely with the Chair and other faculty and staff. We engaged the College and Human Resources in 2012 to reclassify this position to the level of a DA 2; the request was granted on the basis of the increased size

and complexity of our operations. She handles budgets, oversees the financial operations of the department, prepares contracts, administers grants and endowments, coordinates faculty and staff searches, coordinates mid-probationary as well as tenure and promotion files, manages compliance and reporting requirements, supervises staff, and tends to the overall well-being of the department. Ms. Harris has served as the department's DA since 2007.

Our Program Coordinator (Elvine Bologna) divides her time between administrative duties for the German Summer School and FLL and works closely with the German Summer School Director and our DA. She handles all the financial, logistical, and personnel matters involved in running the German summer program in Taos. For FLL, she coordinates graduate student applications, admissions, exams, and works closely with the Office of Graduate Studies. She also handles duties such as scheduling, catalog revisions, and basic administrative processes that keep the department running smoothly. Ms. Bologna has worked in FLL since 2011.

Our Fiscal Tech position is charged with accounting, reimbursements, purchases, and assisting the DA with budgetary and fiscal matters. In addition, this person carries out general office duties as they arise. This position grew out of a reclassification of our previous Administrative Assistant II position; in 2013, the Chair and Department Administrator engaged in a reclassification process in order to obtain more capability in the fiscal and accounting areas due to the increased size and complexity of our budget and due to the increased procedures put in place by the university for most financial transactions and reporting. We have just recently hired a new person to fill this position, Eva Sanchez, who will begin work on July 21, 2014.

6D. LIBRARY

DESCRIBE THE LIBRARY RESOURCES THAT SUPPORT THE UNIT'S ACADEMIC AND RESEARCH INITIATIVES

Overview

The University of New Mexico's College of University Libraries and Learning Sciences (UL) consists of 4 campus libraries: Zimmerman Library (Social Sciences, Humanities, Education), Parish Memorial Library (Business and Economics), the Fine Arts Library (Fine Arts, Art History, Architecture), and the Centennial Science and Engineering Library (sciences, engineering). The UL is a member of the Association of Research Libraries and is ranked 83rd out of 115 based on library materials, salary and total number of professional and support staff.

Within the UL system, Zimmerman Library contains the main components in the core collection for monographs, serials, and electronic resources that support the department of Foreign Languages and Literatures. Zimmerman is the largest of the four campus libraries and is, as well, one of the largest libraries in New Mexico. Zimmerman houses the Center for Southwest Research (CSWR), a collection of materials supporting the comparative and interdisciplinary scholarship on New Mexico, the American Southwest, and Latin America. Additionally Zimmerman Library provides a broad range of support services for

undergraduates, graduates, and faculty research through subject specialists in the humanities and social sciences. The Center for Academic Program Support Services (CAPS) is located on the 3rd floor of Zimmerman Library and provides services for teaching faculty as well as academic support to students enrolled in courses numbered 100-499.

The UL contains approximately 3 million cataloged volumes, 60,000 tangible and electronic journals and over 450 online databases. While the UL continues its commitment to the development of tangible collections where appropriate, it also recognizes the availability of near universal network access and the prevalent use of tablet computers as reading devices. Electronic resources are the preferred choice of access for many materials. Library services are divided into several categories:

1. Combined Service Point: The Combined Service Points (CSP) is a blending of public services that formerly consisted of Circulation, Interlibrary Loan (ILL), Reference and Reserve.
 - A. Faculty and graduate students are permitted to hold circulation monographs for one semester, with one renewal. If the resources are required for more extended periods, arrangements can be made. The UL does not allow the circulation of bound or unbound serials. However, under certain conditions a serial may be borrowed for a brief period of time.
 - B. Interlibrary Loan services are provided to all members of the University community. The UL is a member of the RAPID program which expedites acquisition of journal articles if available electronically. ILL will purchase monographs upon request for faculty and graduate students.
 - C. Reference services are provided in-person during the majority of hours Zimmerman and other campus libraries are open and through chat, email, and text, and by appointment.
 - D. Reserve provides a central location for teaching faculty to place articles, monographs and other pertinent materials for students. The Library accommodates both print and electronic reserves as needed by the faculty. Reserve also provides a limited number of laptops, I pads, and Kindles for students to borrow and dispenses study group room keys.
2. Catalogs and Finding Aids: The UL materials are arranged according to location codes and call numbers. The library's Integrated Library System (ILS), LIBROS, is a state of the art integrated system that provides access to print and electronic materials via a unified interface with faceted searching. The system is WorldCat local, an international database of over a billion bibliographic records from libraries worldwide, with strong representation from European national and regional libraries, with direct links for ILL requests, and with integrated Electronic Knowledge Base access to the library's electronic collections. If the item is in circulation the system provides a recall capability providing a requestor access to the circulated piece within 2 weeks of the recall.
3. Public Services: Each library within the UL provides a variety of general and specific public services for undergraduates, graduate students, and faculty. Each library provides printing and scanning capabilities, as well as individual and group study rooms, many

equipped with technology for presentations. A big component of the library's public service effort is the research consultation with individual faculty and students.

4. **Library Instruction:** Individual and group instruction sessions may be scheduled at the convenience of the faculty, instructor or student. Group Library instruction sessions, arranged by the faculty or instructors, are tailored to the specific requirements of the class. These sessions include an introduction to the variety of library services available, an overview of the specific tangible and electronic resources, and other resources as requested. These sessions are conducted by the Subject Specialists within that discipline. Individual sessions are also available and can be made with the Subject Specialists via email or phone. More detailed information and assistance is available whereby the Subject Specialists will provide detailed instruction on the use of a specific database, research assistance and other needs as expressed by the student.
5. **Data Management:** A variety of research data management, publication and archiving services are available from the University of New Mexico Libraries. As federal and public interest grows with regard to the provision of and access to publically funded research data, faculty members may refer to the University Libraries for assistance with creating Data Management Plans, developing research documentation, and providing for the preservation and access of data and other research products. Faculty may also consult with Data Librarians regarding data collection, work flow development, and support or referrals for data analysis and visualization resources.
6. **Services for patrons with disabilities:** Access Services provides academic support for students who have been diagnosed as learning disabled. The UL offers specialized services to patrons with physical disabilities. For patrons with visual impairments Zimmerman Library provides specialized equipment and resources.

Coordination Between the Library and the FLL Faculty is very close. Each language area has a subject librarian assigned to it who works closely with the faculty and acquires materials in all formats on a timely basis. The library makes every effort to honor all faculty requests for purchases, in addition to a comprehensive approval plan with American and international vendors, such as Harrassowitz, Aux Amateurs de Livres, Puvill, and others. This ensures both a strong foundational collection as well as the fulfillment of specialized needs for faculty and graduate student research.

Book expenditures include materials on the approval plan and firm orders, and they fall within the "P" classification of the Library of Congress classification system, but extend broadly into other areas especially for African literature in non-English languages, in Linguistics, Classics, and Comparative Literatures. The UL does not always track allocations by subject, particularly in the electronic environment. The means that in addition to materials that can be specifically identified as purchased for the FLL disciplines, a large variety of general humanities materials, like Jstor and Project Muse, are also available. The Library is also in the final stages of negotiating an agreement with the Hathi Trust, which will greatly enhance access to a large number of digitized materials.

Expenditures	FY14	FY13	FY12	FY11	FY10
Books	\$20,867.26	\$15,969.45	\$27,280.12	\$15,236.18	\$21,677.79
Humanities spending	\$357,676.30	\$254,473.40	\$18,879.74	\$ 5,000.31	\$17,780.74
FLL journals and databases	\$33,502.88	\$41,533.93	\$3,183.83	\$622.43	\$2,264.89
TOTAL for FLL	\$ 54,370.14	\$ 57,503.38	\$ 30,463.95	\$ 15,858.61	\$ 23,942.68

Figure 19 Library Resources

Note: *The Library restructured the fund hierarchies FY13 which explains some of the variations in numbers.*

Language	Total for all formats	Books
French	46,701	29,569
German	41,934	27,035
Russian	7,101	5,624
Chinese	1,421	639
Arabic	550	298
Italian	8,839	4,095
Latin	18,727	18,717
Greek Ancient	401	401
Greek Modern	320	318
Farsi (Persian)	148	146

Figure 20 Library Resources by Language

UNM's Library system makes every effort to support the research and teaching needs of the faculty and graduate students in FLL. The faculty of FLL considers the collections at UNM's libraries to be adequate for most teaching and research goals. When items are not available on campus, faculty makes use of the efficient interlibrary loan system.

The department also houses a collection of several hundred books, primarily French, donated by Judith Chazin-Bennahum from her father's library; Professor Chazin was a French professor at Queens College, New York. The Bennahums had custom-made bookshelves built to display the collection which now is a permanent fixture of the Ortega Lounge.

7A. FACILITIES

DESCRIBE THE FACILITIES ASSOCIATED WITH THE UNIT AND ASSOCIATED PROGRAMS INCLUDING, BUT NOT LIMITED TO, CLASSROOMS, PROGRAM SPACE (OFFICES, CONFERENCE ROOMS, ETC.), LABORATORIES, EQUIPMENT, ACCESS TO TECHNOLOGY, ETC

For a detailed chart of space allocation in Ortega Hall, see Appendix X.

Administrative office space: FLL currently disposes of a small cluster of offices in Ortega 229 and one interior, i.e., windowless, office on the third floor occupied by the German Summer School program coordinator, Elvine Bologna. Since this person is also half-time in FLL, the split work site entails much time going back and forth between the third floor office and the main office. These offices were the leftovers of the split between FLL and Spanish & Portuguese. Ortega 229 is woefully inadequate, to put it mildly. The main office space (473 ft²) holds the Chair's office, the Department Administrator's office, and a central space that the Fiscal Tech, the computer tech, and one or two work-study students must share. There are regularly four to five people working in this space, not to mention passing faculty and students. This cramped space poses problems of confidentiality as well as testing the ability of well-meaning people to cohabitate in such close quarters. A plan was elaborated in Spring 2014 to palliate the space crunch (see Appendix X). We have endeavored to find a solution with the College and university authorities but none has been forthcoming at the writing of this report.

Faculty office space: FLL houses most of its faculty and TA offices on the third floor of Ortega Hall. It has been the tradition that tenure-stream faculty be placed in outside offices with windows; some Lecturers have also received windowed offices. TAs and remaining Lecturers are generally assigned to inside, windowless offices. Most of the faculty and TA offices are in the vicinity of 120 ft² in area. When American Studies moved out of Ortega Hall in 2011, we were allocated four new offices on the south end of the floor; the remaining offices were attributed to Spanish & Portuguese. With the addition of new faculty, we have outgrown the current available space and have nowhere to expand. The current Chair had to ask the Emeritus Professors in the department to relinquish their shared office in order to be able to house new instructors. With the addition of new TAs, we once again face the prospect of having to put 4-6 TAs in very small office space. We're gonna need a bigger boat. We have endeavored to find a solution with the College and university authorities but none has been forthcoming at the writing of this report.

The department disposes of two conference rooms. One is a small, windowless space (323A) that can accommodate 6-8 people and is most often used for meetings, exams, séances, and small seminars. The larger conference room (313) holds over twenty people and is used for faculty meetings, lectures, and larger seminars and courses. We regularly lend it to other departments, especially American Studies and Spanish & Portuguese.

FLL maintains a mail/copier room (Ortega 349A) accessible to all faculty and TAs. This room contains mailboxes and the department's photocopy machine. It also contains a small refrigerator and microwave that provide the only facility for storing and heating food.

FLL classes are typically scheduled in Ortega Hall, Mitchell Hall, or Dane Smith Hall although some classes have been assigned to more exotic locations (such as the bowels of Johnson Gym). Mitchell and Dane Smith Halls have comfortable, modern facilities conducive to teaching and learning (although several of the rooms have seats bolted to the floor and do not lend themselves to small group activities). All of these classrooms now have technology that allows for multimedia teaching and projecting of videos, etc.. Ortega Hall is still an antiquated building with dungeon-like classrooms that are well-suited to teaching the Gothic novel but little else. The previous external review noted that “the interior of the buildings would not do credit to a budget movie.” Not much has changed.

Most FLL classes have access to the Language Learning Center on the ground floor of Ortega Hall. The ability for students or faculty to use the facility is dependent on whether a specific course section charges a fee to the enrolled students. Some faculty are given access to the LLC, others not. For film-intensive courses, faculty also have used the facilities and collections at the Fine Arts Library.

7B. COMPUTING FACILITIES

DESCRIBE ANY COMPUTING FACILITIES MAINTAINED BY THE UNIT

FLL does not control a dedicated computer hub, nor does it have its own server. We rely on the university’s IT system. Wireless access in the FLL main office (Ortega 229) is poor at best and we have to use Ethernet cables in order to have reliable connections. FLL has hired a regular Computer Tech for the past several years who installs and repairs departmental computers. All faculty have computers that are replaced on a rotating basis as funding becomes available. Between 2009-14, the department bought twenty new computers with department money, mostly derived from EU funds, but the future of the equipment fund is unknown at this point. We have also accepted donated computers from the Language Learning Center and the library for use in TA and faculty offices.

8A. PROGRAM COMPARISONS

PROVIDE INFORMATION ON THE DISTINGUISHING CHARACTERISTICS OF THE PROGRAMS WITHIN THE UNIT. DISCUSS THE UNIT'S PROGRAMS IN COMPARISON WITH OTHER PROGRAMS SUCH AS NUMBER OF FACULTY, STUDENT CHARACTERISTICS, [AND] TYPES OF PROGRAMS

It is very difficult to draw any useful conclusions from a comparative study of FLL and other departments in peer institutions due to the different disciplinary configurations that exist at different universities. Comparing apples to apples becomes even more difficult when one weighs in university priorities and resources. We therefore are providing information gathered from department websites for ten institutions from UNM's list of peer universities (see Appendix VIII). Although we might have aspirational comparisons to other state flagship universities such as Colorado, Iowa, or Kansas, our real peers in the language fields would be the University of Tennessee or Texas Tech. Since the available information on departmental websites was not always specific, we assumed that faculty numbers included all ranks: tenure-track faculty, permanent lecturers, and visitors. One obvious fact leaps out: FLL is quite small in terms of size of faculty in each language program and this despite the recent hires. The related observation to be made is that FLL is offering a comparable array of degrees in many languages although with far fewer faculty. In other words, we can surmise that FLL faculty are offering a number of degree programs on par with our peer institutions but with proportionally fewer resources at our disposal within each language group. We are offering majors and minors in programs anchored by one, two or three faculty members. As discussed throughout this report, the margin for error is slim and the room to maneuver is very slim. A departure, a sabbatical, a swing in enrollments, or any unforeseen turn of events can have a dramatic impact on a given program. It is nigh on impossible to compare research productivity between FLL faculty and those at other institutions in the absence of any reliable metric.

For data on peer institutions, see Appendix VIII.

9A. STRENGTHS AND CHALLENGES

PROVIDE A SUMMARY OF STRENGTHS AND CHALLENGES FOR THE UNIT

The greatest strength of FLL lies in the quality of its personnel. We enjoy a very focused, hardworking, and participatory ethos in the department that extends from faculty to staff to students. One of FLL's hallmarks is its generally harmonious, collegial relations that allow for constructive dialogue across ranks and across national language areas. There has been a salutary change in FLL since our last APR and the cooperative, consensus-based culture that has arrived with new faculty members has made us a more cohesive group than at any time in our existence. The history of factionalism and fiefdoms is a thing of the past; we now discuss decisions and directions as a department and there is a shared sense of our common destiny. Success for one is success for all. We decide on all major issues as a department: governance, policies, hiring priorities, tenure and promotion, etc.. It is our sincere hope that these harmonious relations continue to be recognized and rewarded at the college and university level.

Another strength of FLL has been the mentoring system put in place to ensure that junior faculty are properly advised and nurtured as they move through the ranks. This system is labor-intensive since it involves peer visits by senior faculty, ongoing advisement between mentor and mentee, and close consultation between mentor, mentee, and Chair. The fact that we often have mentors advising junior faculty outside of their disciplinary fields presents an added challenge. The success of our recent tenure and promotion as well as mid-probationary cases speaks to the efficacy of this approach and to the high standards of research, teaching, and service in FLL.

A concurrent weakness to the successful promotion of faculty at early stages in their careers would be the stagnation of faculty at the Associate Professor level. We currently have half of our tenure-track faculty (7.5 FTE) at the Associate Professor level, some for as long as fifteen years. The two remaining Full Professors in the department have discussed this phenomenon with the Associate Professors both individually and as a group and tried to provide advice and mentoring but it is a difficult phase for a host of reasons: personal and familial responsibilities, post-tenure letdown, significant programmatic responsibilities, among the most significant. Besides the obvious impact on personal and professional morale, this state of affairs is also worrisome for the future leadership of the department. With both Full Professors having served UNM for over 25 years each, who will be in a position to assume a real leadership role going forward?

The greatest structural weakness in FLL lies in the small numbers of faculty in each language area. We have argued to ourselves and to outside entities that the breadth of our programs is a strength but therein also lies a real vulnerability. With some degree-granting programs being anchored by only one or two faculty members, we always face the possibility of a crisis when someone takes leave. The pressure to run a full-featured program with so few faculty places an undue burden on those faculty who must play all positions on the field at once: scholar, teacher, advisor, administrator, activity coordinator, cheerleader, and fan. The vast majority of FLL faculty have placed their program's well-being at the top of their priorities, a

fact which weighs adversely on their ability to pursue successful personal and professional goals.

9B. STRATEGIC PLANNING

DESCRIBE THE UNIT'S STRATEGIC PLANNING EFFORTS

FLL has engaged less in long-term strategic planning than in opportunistic and often reactive decision-making, in large part due to the unpredictable nature of the larger landscape at UNM. Our plans are often made on shifting sands or, in the words of a wise Louisiana native: "When you are up to your ass in alligators, it is difficult to remind yourself that your initial objective was to drain the swamp." We all remember the sea change in upper administration that took place in 2010-2011 when UNM had an interim President, an interim Provost, an interim Dean of Arts & Sciences as well as myriad other unfilled or temporary positions across campus. These changes led to some bold initiatives that were beneficial to FLL and UNM. Faculty lines at UNM do not belong to departments so we live in constant danger of losing a position through some sort of reallocation, whether it is called RCM, ROM, or another acronym. In times of budgetary pressure or crisis, open positions have not been filled immediately through a process called "pause and hold." Maintaining the *status quo* often feels like a victory. FLL, like many units at UNM, has adopted a defensive strategy that aims more to protect its gains than to engage in empire-building. The other related factor that makes strategic planning very difficult at UNM is the unpredictable nature of the budget cycle. The state legislature generally does not decide on the allocation for higher education until the end of its Spring session; this is followed by a series of internal negotiations resulting in a final budget decision by the Board of Regents in March or even April. Although most of our budget is attached to salaries and therefore not subject to internal decision-making, we also rely heavily on the Part-time Instruction budget to staff courses. FLL submits a five-year hiring plan every May but there is little real sense as to how realistic our chances are of being granted permission for a new search. This year-to-year, ad hoc way of running a flagship state university is hardly a process that invites strategic planning.

The three places in the department where broader planning occurs are the Advisory Committee, faculty meetings, and an annual retreat. The Chair tends to bring information and options to either or both of those bodies and faculty are always invited to raise issues at either forum. FLL holds a retreat every year during the week before classes begin in August. It is typically a long faculty meeting with some narrow issues but also some time for broader thinking before the alligators come alive. The most obvious moment where FLL engages in formal strategic planning is around the faculty hiring plan (see Appendix XI). The initial rash of hires in 2010-2011 was decided by the College rather than resulting from a faculty-wide consultation or a long-term strategic plan. We then built on the emerging strengths in Asian languages to add Lecturers and tenure-track faculty in an effort to grow those programs. The recent spate of hires has also led to the creation of new minors (Arabic and Chinese) and will eventually lead to implementation of majors (either in Japanese or Asian Studies). The coming years promise to be leaner in terms of hiring so we will continue to consolidate our gains as we await a brighter budgetary horizon.

The areas we have more control over lie on the programmatic side. As noted, we have redesigned courses and degrees in Arabic, Chinese, Japanese, and French. Most of the discussions leading to these changes originated in the units themselves, advanced through the Undergraduate Committee, and involved the Chair, especially where they required personnel and budgetary support. The implementation of six-hour language courses is under broader consideration following the model already in place in Arabic, Chinese, French, German, and Italian. It is possible that we will increase the number of intensive sections in response to a changing student body's approach to meeting core requirements. These changes would also represent good language pedagogy. A similar process of consultation and implementation will occur over the coming year or two as concerns the future of the Languages major and of the CLCS program.

9C. STRATEGIC DIRECTIONS AND PRIORITIES

DESCRIBE THE STRATEGIC DIRECTIONS AND PRIORITIES FOR THE UNIT

One of our main priorities will be the advancement of Associate Professors to the rank of Full Professor. This cannot be accomplished by willpower alone. It will require some institutional support in order to carve out research time for these faculty members who assume many duties for the department and for their programs. The College initiative to reinstate research semesters would be a real boon to those FLL faculty with ripe scholarly agendas. The more general issue we need to resolve is how to foster a continued record of high achievement in research and publication. Given that most if not all FLL faculty are spread very thin, this represents a big challenge.

Our main area of growth and consolidation on the undergraduate level has been and will continue to be in the Asian languages. The implementation of new courses and minors in Arabic and Chinese has now taken place. The next phase will be the discussions around either a Japanese or a revamped Asian Studies major. The success of any real development of the Asian fields at UNM will have to involve a broad-based consultation with the other stakeholders around campus: the International Studies Institute which currently runs the Asian Studies major as well as other departments and colleges where Asian faculty reside.

Another priority concerns the CLCS program. On the undergraduate level, we need to determine if it is feasible to promote the degree given the current faculty and their ability to devote time and energy to such an interdisciplinary, interdepartmental program. On the graduate level, CLCS has been a hub for FLL for twenty years; the number and quality of graduate students has fallen off a bit in recent years due in large part to the absence of specific funding for TAs and the lack of faculty whose first priority remains to their major programs. There is some enthusiasm for using the CLCS degree in conjunction with some of our programs without graduate offerings in order to create opportunities for those faculty to teach graduate-level courses.

The undergraduate language program will require some restructuring if it is to adapt to the change in College requirements. The prospect of FLL becoming a 101 factory is unacceptable. With a capable cadre of TAs and instructors under the able leadership of Marina Peters-Newell, we will be squandering the opportunity to craft a meaningful lower-division language program if we continue to offer throw-away introductory language courses. We might consider using available instructional staff to teach more intensive 6CH modules for students really intent on acquiring a solid foundation in a foreign language.

LIST OF FIGURES, CHARTS, AND TABLES

FIGURE 1 FLL Organizational Chart (OC).....	11
FIGURE 2 Program Goals (1A-G).....	14-39
FIGURE 3 Classical Studies Major/Minor Requirements (2A).....	43-44
FIGURE 4 Languages Major Requirements (2A).....	58-59
FIGURE 5 Assessments (3B).....	64-76
FIGURE 6 Student Credit Hours by Year (4B).....	79
FIGURE 7 Fall Enrollment by Major & Level (2004-2014) (4B).....	80
FIGURE 8 Total Number of Undergraduate Degree Recipients (4B).....	81
FIGURE 9 Total Number of Graduate Degree Recipients (4B).....	82
FIGURE 10 Faculty Breakdown (5A).....	87
FIGURE 11 Faculty Gender and Ethnic Distribution (5A).....	87
FIGURE 12 FLL PTI Budget & Sections Funded (6A).....	101
FIGURE 13 FLL Total Budget (6B).....	102
FIGURE 14 FLL I & G Salary Budget (6B).....	102
FIGURE 15 Operating Budget (2009-2014) (6B).....	103
FIGURE 16 Operating Budget (6B).....	104
FIGURE 17 EU Budget (6B).....	105
FIGURE 18 Non-Endowed Budgets (Excluding German Summer School) (6B).....	106
FIGURE 19 Library Resources (6D).....	110
FIGURE 20 Library Resources by Language (6D).....	110