



DEPARTMENT OF
LANGUAGES, CULTURES
& LITERATURES

The University of New Mexico

APR Self-Study Fall 2022

LANGUAGES, CULTURES, and LITERATURES
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LCL Chair Monica Silveira Cyrino was the lead author of this study. LCL faculty members provided information for their specific programs in Criteria #1 through #6. LCL Advisory faculty provided input for Criterion #7. LCL Department Administrator Evelyn Harris drafted Criteria #8 and #9 and contributed information for use in this study. LCL Program Coordinator Elvine Bologna collected and contributed information for use in this study. Student statistical data was provided by UNM's Office of Institutional Analytics and the College of Arts and Sciences.

Fall 2022

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Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

1A: Executive Summary provides a summary/abstract of the information contained within the Self-Study Report.

The Department of Languages, Cultures, and Literatures (LCL), formerly Foreign Languages and Literatures (FLL), is one of the most complex and multi-faceted units at UNM due to the wide array of degree programs offered, as well as the many diverse courses of study available in the areas of languages, cultural studies, and the Humanities more broadly. LCL offers **seven** distinct Bachelor of Arts (BA) degrees: Classical Studies; Comparative Literature/Cultural Studies (CL/CS); East Asian Studies; French; German; Russian; and Languages (the most popular undergraduate major where students combine at least two languages up to an advanced level). LCL offers **four** Master of Arts (MA) degrees: Classical Studies (concentration under CL/CS); Comparative Literature/Cultural Studies; French Studies; German Studies; and a doctoral degree (PhD) in French Studies. LCL offers **eleven** different minors: Arabic; Chinese; Classical Studies; Comparative Literatures/Cultural Studies; French; German; Greek; Japanese; Languages; Latin; and Russian (NB: the minor in Italian was eliminated in Spring 2021 by leadership in the College of Arts & Sciences without consulting the department: see [Curriculum, p. 51](#) below).

Students. From 2016 to 2021, the department of LCL served a total of 552 undergraduates enrolled as **first majors**, 302 undergraduates enrolled as **second majors**, and 702 undergraduates enrolled as **minors**. Many of the undergraduates served by LCL pursue a second/double major by combining their language and culture studies with another field (e.g. economics, political science, history). From 2016 to 2021, LCL served a total of 161 enrolled graduate (MA and PhD) students. LCL graduates an average of 40 to 50 BA majors and 8 to 10 MA students per year; a PhD in French Studies is awarded every 3 to 4 years. Between 2015 and 2022, LCL awarded 319 BA degrees, 49 MA degrees, and 3 PhD degrees. Since 2016, due to external forces (pandemic restrictions), national trends in humanities higher education (fewer language students), and internal challenges faced by the department (described below), LCL has seen *ca.* 35% percent decrease in the number of undergraduate majors enrolled and *ca.* 50% percent decrease in the number of BA degrees awarded; LCL has seen *ca.* 25% percent decrease in the number of graduate students enrolled and *ca.* 45% percent decrease in the number of graduate degrees awarded.

Faculty. At present, LCL has 18.5 FTE regular faculty, including 12 FTE in TT faculty (4.5 tenured Professors, 7.5 tenured Associate Professors, and 0 Assistant Professors), plus 6.5 FTE in non-tenured Lecturers (1.5 Senior Lecturers III, 3 Senior Lecturers II, and 2 Lecturers III). While these numbers have shifted in rank since the last APR with the successful promotion of several faculty, the numbers have also decreased due to unfilled separations. There are three regular faculty who hold 50% FTE joint appointments concurrently in other units (one tenured Professor in Africana Studies, one tenured Associate Professor in English, and one Senior Lecturer in Religious Studies). Many LCL faculty teach courses that are cross-listed with other units corresponding to their interdisciplinary areas of interest. The department workload policy, as mandated by the union CBA, sets faculty teaching loads at two courses per semester for TT faculty and three courses per semester for Lecturers (see **LCL Academic Workload Policy**, [Appendix 1C.a](#)). Five tenured

faculty members in LCL have reduced teaching loads (either 2-1, 1-1, or 0-0) due to administrative service agreements. LCL regularly employs 2 to 3 FTE in PTI Adjuncts during the course of the academic year to support instructional needs, based on the availability of funding.

Curriculum. LCL strives to maintain and deliver its numerous programs and courses at a high-quality level. LCL faculty generally earn strong student teaching evaluations. A number of LCL faculty have won major university and/or national teaching awards; most LCL faculty maintain active research agendas in their fields, and/or maintain pedagogical training and certifications. LCL faculty and course offerings at both the undergraduate and graduate levels are divided principally into the different language and literature programs, as outlined above. Some LCL programs offer language and literature courses at both the undergraduate and graduate levels (Classics/Greek/Latin, CL/CS, French, German); while others offer courses only at the undergraduate level (Arabic, Chinese, Japanese, Italian, and Russian). Several LCL courses satisfy UNM's General Education requirements in Communication (Area I), Humanities (Area V), and Second Language (Area VI). LCL serves thousands of students and generates several thousands of credit hours every year. LCL has a strong tradition of graduate student mentorship and individualized training, resulting in a noteworthy track record of success in placing MA students in prestigious PhD programs at research universities.

Challenges. With declining institutional resources to support Humanities programs in recent years, the department faces several internal challenges.

Faculty shortages. At the time of the last APR, the department had an optimal number of core faculty in each program. While most programs remain at viable size, two programs are experiencing **faculty shortages** that impair the department's ability to serve students towards completion of degrees.

- **East Asian Studies:** In response to the last APR recommendation to grow the popular East Asian programs, LCL created a new major in East Asian Studies, with tracks in both Chinese and Japanese. Due to unexpected faculty separations, LCL has two vacant TT lines, one in Japanese (since 2016), and one in Chinese (since 2021), that have not been authorized for replacement. The Chinese program has only 1 FTE (one Senior Lecturer), and the Japanese program has only 2 FTE (one tenured Associate Professor and one Senior Lecturer), which is insufficient to meet administrative, instructional, and degree demand in these programs.
- **French:** One of the original programs in the department, and the only one to offer a doctoral degree, the number of French program faculty has recently decreased from a high of 5 FTE to 2.5 FTE (two and a half tenured Professors), due to faculty administrative commitment, transfer to other units, and retirement, with more such shifts possible in the near future. This is insufficient to meet administrative, supervisory, and mentoring needs for the graduate degree programs in French.

Office staff shortage. Per HR classification, a unit of the size and complexity of LCL requires three office staff, so LCL hired a highly skilled Fiscal Tech in 2014. In September 2020, the department's Sr. Fiscal Tech was hired away by the College of Arts & Sciences Office, and this

position has not been replaced. The two remaining LCL office staff members have assumed all of the fiscal duties of this crucial third staff role without further compensation; however, the number of current office staff (two) remains insufficient to manage the department successfully and serve faculty and students effectively.

Decreasing enrollments in language classes and **fewer majors** in LCL degree programs. A decade ago, College of A&S leadership eliminated the group requirement of **four semesters of a second language** to streamline time to graduation. This decision means that UNM students are required to meet only the General Education requirement of **one semester of a second language**, with little institutional incentive to pursue languages further. As this shift continues to destabilize the lower-division language programs in the department, creating pressure to offer more introductory sections while reducing offerings beyond the first semester, there remains a solid core of students committed to learning a second language and majoring in LCL degree programs. The challenge lies in finding meaningful structural and pedagogical solutions to serve student needs while maintaining a set of viable programs.

Recruitment of graduate students. LCL's graduate student funding is currently insufficient to recruit the strongest applicants; in the post-pandemic world, it is becoming difficult to recruit enough applicants at all. While LCL graduate programs continue to receive good applications overall, recruitment strategies are shifting: as programs are not consistently able to recruit the most well-prepared students, it is often necessary to take risks on students who show promise but who may not have the preferred strength and/or prior training. This recruitment pattern, in combination with LCL's highly individualized approach to graduate student training, has generally been successful; it has also led to the development of a Plan II (coursework only) MA track to encourage applications, fill program courses and seminars, and help students complete their degrees. However, an inevitable cost of LCL's position in the market is that some students find that graduate school is not for them, leading to higher attrition rate in recent years (though most students finish their degrees). This is not entirely the fault of the students: the inability of LCL to serve their professional interests is exacerbated by the programs' small faculty numbers, which results in fewer available mentors, and fewer graduate course offerings.

Operating budget. Another challenge for LCL is an operating budget that is inadequate for a unit of its size and complexity, alongside nearly annual rescissions. Since 2015, the department's operating budget has been reduced from \$28,876 in FY 2015 to \$27,357 in FY 2021, a decrease of \$1519. Moreover, in the past five years there have been three substantial "one-time" rescissions to LCL's operating budget: \$7642 in FY 2017, \$5189 in FY 2018, and \$4622 in FY 2021.

Office space. LCL has 30 discrete instructor offices on the third floor of Ortega Hall: of these offices, 19 larger units are currently occupied by regular full-time faculty; as there are no offices reserved for future faculty hires, space will be an issue if/when new hires arrive. The 11 smaller TA/PTI offices are currently occupied by 25-30 graduate student TAs and adjunct instructors, where some offices have 3 individuals per office. This over-crowding presents both a safety hazard and a scheduling problem that impairs instructor ability to serve students in their classes.

1B: History *A brief description of the history of each degree offered by the unit.*

Thirty years. In **1992**, UNM's original Modern and Classical Languages department split into two comparably sized units: Spanish and Portuguese, and Foreign Languages and Literatures (FLL). At the time FLL was established, the core degree programs housed in the new unit were Classics (Greek and Latin), French, German, and Russian: these four programs have adapted and changed over the past thirty years. In its first decade, the new department developed two degree-granting programs, CL/CS (BA/MA) and Languages (BA), that span faculty and programs across LCL: Comparative Literature was renovated and expanded to encompass Cultural Studies; and the popular Languages major was revised and rearticulated. An essential development in the department in recent years is the addition, growth, and expansion of the programs in Arabic, Chinese, and Japanese. In **2021**, faculty voted to change the unit's name to Languages, Cultures, and Literatures (LCL), and the **name change** was approved by the Provost in **Spring 2022**.

1990s.

Classical Studies. The Classics program originally offered a BA in Classical Languages only, with 2 FTE tenured faculty; a third faculty member was added in **1990**. The program developed several new courses in classical civilization, culture, and literature taught in English, and a second BA track in Classical Civilization was added to the major. Three Classical Civilization courses (Greek Mythology, Greek Civilization, and Roman Civilization) pioneered UNM's General Education core curriculum in Humanities, providing broad instruction in critical thinking to prepare students for their university studies: these popular courses attract hundreds of students each year, and student interest in pursuing Classics degrees increased. From **1998** to **2002**, the Classics program offered a popular summer study abroad program in Greece.

Comparative Literature and Cultural Studies (CL/CS). The BA and MA in CL/CS are two of the longest standing degree programs offered by LCL. These degrees constitute important nexuses for interdisciplinary teaching across all the languages, research specializations, and geopolitical zones represented by LCL faculty. Every language-specific degree program offered by the department finds a common meeting ground in courses offered by the CL/CS BA and MA degrees. CL/CS is the intersection that confers intellectual coherence to a department that offers multiple programs of study with a diverse faculty.

French. In **1992** French, with between 4 and 5 FTE faculty, became the sole program in FLL offering BA, MA, and PhD degrees. In the **1990s**, the French program's focus on francophone studies was strengthened with new hires. French faculty contributed to and supported synergies with the CL/CS program, teaching common graduate courses and co-organizing a popular lecture series. The position of Lower-Division Languages Coordinator was created in **1997** to supervise language instruction by graduate teaching assistants; this position was held by a Lecturer in French who built a lower-division curriculum using the communicative approach and established a competency-based placement test. The annual Spring Language EXPO lasted over twenty years and at its height attracted 800 high school students from across the state to UNM for global language and culture events. The French summer program was shuttered in **2000** due to waning support from the French Consulate and other sources, as enrollment had become unsustainably dependent on scholarships.

German. The German program, with 3 FTE faculty, offers both the BA and MA degrees in German. The curriculum and teaching philosophy of the German program was inspired by the vision of two early faculty members who sought to broaden language instruction towards an interdisciplinary and cultural awareness approach supported by authentic interaction with German speaking cultures. Based on this approach, they founded the German Summer School (GSS) of New Mexico in **1975** as a complement to the on-campus program. The German MA program was initially established in the context of the German Summer School in **1980** and was expanded to include the on-campus program in **1985**. The pedagogical philosophy of the summer school also defines the on-campus program. The on-campus German program embraces an interdisciplinary lens with upper division courses and graduate seminars drawing on a wide range of cultural expressions and materials. On the undergraduate level, courses integrate introduction of major literary and cinematic works with relevant details expressed both in print culture and internet sources or social media. Similarly, graduate students are encouraged to engage with the texture of German literature, film, and history through multiples lenses and media representations.

Russian. In the **1990s**, the Russian program originally employed 2 FTE tenured faculty and one adjunct/teaching assistant who taught first-year language courses. The two tenured faculty taught second-year language courses as well as upper-division Russian language, literature, and culture courses. The emphasis in research and teaching was on the late-nineteenth and early-twentieth centuries, as well as some topics related to Soviet Russia. The program offered a summer course in nineteenth-century Russian film and history, which attracted a wide range of students.

East Asian Languages. Chinese and Japanese language courses were first taught in FLL by part-time instructors/adjunct faculty, many of whom lacked any formal language pedagogy training. The Japanese program received a boost in the early 1990s when the Asian Technology Information Program (affiliated with UNM and the New Mexico US-Japan Center) contributed funding to support two positions, a Visiting Assistant Professor and a Lecturer in Japanese: these two positions enabled the creation of the Japanese minor in **1997**. The Japanese program further stabilized when the VAP in Japanese was converted into a tenure-track position in **2001**.

Italian. Courses in Italian language and literature have been offered by full-time Lecturer (Rachele Duke) since the early 1990s, and supported a popular minor in Italian and other degree programs. The Italian minor was eliminated by leadership of the College of Arts & Sciences in Spring **2021** without consulting the department (see [Curriculum, p. 51](#) below).

2000s.

Classical Studies. The MA in Classical Studies was first conceived in the late **1990s** as a special concentration of the MA program in CL/CS, and it became an official track of the CL/CS MA degree in the early **2000s**. Graduate students were admitted and supported with TA and GA fellowships, offering students salary and tuition waiver credits for teaching lower-division Latin and Greek courses (thereby freeing faculty to teach more upper-level courses), and assisting the large lecture courses taught by faculty. Until **2007**, the program remained small, supporting 2 to 4 graduate students per year. Graduate students took the same advanced (300-level) Greek and Latin courses along with advanced undergraduate majors, took literary theory courses required of all tracks in the CL/CS graduate programs, and produced MA theses.

French. In **2001**, French faculty member Stephen Bishop established a summer study abroad program to Paris and Provence that averages 16 students/trip. The program inspired gifts by two anonymous donors (former trip participants), who seek to help other students realize their dream of visiting France. A longstanding study abroad program for undergraduates at Chambéry has been complemented since **2009** by a one-to-one graduate student exchange program with the Université de Rennes II, established by French faculty member Raji Vallury. Starting in **2008**, Raji Vallury applied for and received the Tournées grant disbursed under the joint aegis of the French Ministry of Education and the French Consulate in Los Angeles, to host a French Film Festival on campus. Free and open to the university and wider community, the film festival attracted an audience of 400 to 500 over the course of a five-week event.

Russian. When one of the Russian tenured professors became department Chair in **2005**, teaching power in the Russian program was reduced. In **2008**, a new tenure-track Assistant Professor (Tanya Ivanova-Sullivan) joined the Russian program: for the first time, the department now had a faculty member with a specialization in linguistics who began developing courses that focused on general linguistics and language acquisition, leading to the development of the dormant MLNG 101 course, part of UNM's General Education Curriculum. This course (now MLNG 1110) is taught exclusively online and continues to attract many students across the university; it is also the gateway to the popular Languages major. Currently, both Russian faculty members teach MLNG 1110, as do faculty from other language programs and graduate student TAs.

2010s.

Arabic. In **2012**, the first TT faculty member (Emma Trentman) was hired in Arabic followed by a full-time Lecturer (Heather Sweetser) in **2014**. In **2014**, the Arabic program began offering 6 CH courses for first and second years, and offered an Arabic minor for the first time. Over the last ten years, the Arabic program has worked successfully to develop new courses and teaching materials/modalities.

Classical Studies. Beginning in **2008**, after the hire of a new Assistant Professor (Lorenzo F. Garcia Jr), the MA program in CL/CS ~ Classics began to focus its energies in improving the quality of the training it gives graduate students and increasing the size of the program. Courses placed increased focus on research and writing, and students were encouraged to submit abstracts for professional colloquia and conferences. As the Classics program grew in size, increasing from 3 to 4 FTE faculty members, the graduate cohort expanded to 8 or 9 students per year. The growth of the graduate program was paralleled by growth in the undergraduate program and there was an increase in the number of lower-division language courses available for graduate students to teach.

Beginning in Fall **2012**, the program began to offer language seminars at the graduate level, separating the Greek 501 and Greek 301/302 courses and the Latin 503 and Latin 303/304 courses. Beginning Fall **2016**, the program piloted three new graduate level courses, one offered each year in a three-year cycle: CLST 500, a proseminar in Classical Methodologies; Greek 511, a survey of ancient Greek literature; and Latin 513, a survey of Latin literature. The program re-conceived itself as a 3-year training experience designed to give students significant experience in both Greek and Latin, including surveys of literature in both languages, significant training in literary and critical theory, teaching and research experience, as well as the opportunity to write an MA thesis under the close supervision of an advisor. The schedule works so that students' first chapter of their MA thesis is prepared in time to be included as a writing sample in their applications for PhD

level studies in Classics or related fields. Of the 42 graduate students in the program since **2008**, 35 chose to apply to PhD programs: all 35 were accepted to competitive programs upon completing their MA degrees in Classics at UNM.

East Asian Studies. In response to the growth and popularity of Japanese in the last two decades and the recent conversion of the first-year Japanese sequence into an intensive class (6 CH per semester), more instructional staff is needed to meet student demand: LCL now employs a graduate student teaching assistant as well as an adjunct part-time instructor to help regular faculty cover the well-enrolled language sections. Courses in Chinese language became more popular since the hiring of a full-time Lecturer in **2009**. In **2012** the department upgraded the position of Lecturer in Japanese and in **2013** hired a replacement for the first Lecturer in Chinese who took another position elsewhere. In addition, the department hired two new tenure-track faculty members, one in Japanese and one in Chinese, which allowed the creation of the minor in Chinese.

The major in **East Asian Studies** (with a Chinese or Japanese concentration) was approved in **2015** as a replacement for the previous Asian Studies major, which in its last years had been under the aegis of International Studies. The review team for the **2013** International Studies program APR recommended the elimination of the Asian Studies major. Due to a lack of faculty to teach the required courses, students were finding it difficult to complete the degree in a timely manner. Based on strong enrollments and student demand, in **2015** the three TT faculty members in Chinese and Japanese literature submitted a proposal for a new East Asian Studies major to be comparable to other undergraduate majors in the department such as French and German. The program formally began accepting students into the program in **2015-2016**. Regrettably, the newly hired Assistant Professor of Japanese left in **2016** to take another position; and the Assistant Professor of Chinese left UNM in **2021**. Currently, the 1.0 FTE Senior Lecturer in Chinese (Peng Yu) maintains the Chinese side of the language program with help from graduate student teaching assistants; but there is no staffing to teach Chinese literature and culture in translation courses. Since 2020, the remaining tenured faculty member in Japanese (Lorie Brau) has expanded her course offerings to include modern Japanese literature (formerly taught by her colleague in Japanese) and courses targeted to both Chinese and Japanese concentrations (a challenging task). In order to keep East Asian Studies viable, LCL needs two more faculty members, one in Japanese literature and/or culture and another in Chinese, perhaps with some knowledge of Korean culture as well. At present, sixteen students have declared East Asian Studies as either a first or second major; and ten students have registered their intention to major in East Asian Studies when they meet entry requirements.

French. In **2009-10**, a generous gift from former student Carol Raymond supported two conferences: *Littérature Monde: Imagining Global Identity* (**2011**) and *Centennial Filiations* (**2015**). Carol Raymond's gift also enabled creation of an annual graduation award for excellence to an undergraduate and graduate student, study abroad for 50 undergraduates, and graduate stipends. It provided vital support to invite film specialists to campus to structure debate and discussion around key screenings at the French Film Festival. Another generous gift from former student Mary Rowan has shored up the French Club, visiting faculty compensation, and LMS course shell design. Over the past two decades, faculty in French have served as department Chair, as directors of CL/CS and Lower-Division Language Coordinator, and have assumed other leadership roles throughout the university, such as Director of Women, Gender, and Sexuality Studies; Director of International Studies; and Associate Provost for Student Success.

Languages. The Languages BA degree program has no dedicated faculty; it utilizes courses taught in all other LCL programs, as well as the departments of Spanish & Portuguese and Linguistics. In **2015**, the program underwent an internal review and rearticulation process. Before this rearticulation of the learning outcomes and curriculum of the Languages degree, students were able to focus on three different languages for the BA degree. In addition, this previous version of the degree program allowed an inordinate number of lower division courses to count toward the major.

During the **2015** internal review and rearticulation of the Languages degree, the LCL faculty committee enacted the following changes: 1) The committee came to an agreement on the purpose/goals of the major/degree: a. the degree focuses students' attention on two languages; b. students should achieve a language proficiency level on the ACTFL scale of advanced-mid in both languages; c. students take additional coursework designed to foster reflective thought about the relationships between language and culture. 2) The faculty committee agreed to eliminate the required third language (at lower-division) in favor of increased/advanced hours of study of the main two languages. 3) The committee agreed to have MLNG 1110 as the introduction to the major, and MLNG 459 (new course specific to this major) as the capstone for the major. 4) Assessment of the major will take place during MLNG 459. These changes (which will be described in more detail in the "curriculum" section of this document) went into effect for the **2017** catalog year.

Russian. In **2010**, the Russian program was flagged by upper administration due to issues with enrollment and number of majors. A discontinuation of the Russian Studies major, part of the International Studies curriculum, was recommended to consolidate the two existing majors: Russian and Russian Studies. Faculty in Russian accepted the recommendation and the Russian Studies major was eliminated. Students who wish to pursue a major in International Studies and Russian can still choose "Europe" as an Area Studies concentration. With the retirement of a tenured faculty member in **2013**, the Russian program experienced a three-year period of transition, with two Visiting Assistant Professors hired to temporarily replace the retirement until a new TT hire was approved. In **2016**, as a result of negotiations between department leadership and the College of A&S, the department hired a full-time Lecturer III who specializes in Modern Russian culture. The research and teaching interests of the two current faculty members in the Russian program complement each other in the areas of linguistics and cultural studies, which benefits students in Russian. In **2017** the joint efforts of the Russian program faculty, the College of A&S, and the Global Education Office (GEO) led to the signing of an agreement between UNM and the Pushkin State Russian Language Institute in Moscow, one of the leading institutions in higher education and language learning in Russia. The agreement facilitates study abroad programs for UNM students as well as the establishment of cultural contacts between the two institutions.

The department of LCL maintains close ties with allied units and programs, such as Africana Studies, Film and Digital Arts, History, International Studies, Linguistics, Medieval Studies, Museum Studies, Philosophy, Religious Studies, and the Language Learning Center (LLC).

1C: Organizational Structure *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

LCL organizes and governs itself to include the diverse voices and viewpoints of faculty, staff, and students. For most decisions and processes, LCL voting faculty and staff function as a committee of the whole. While individual programs operate with a high degree of autonomy, LCL seeks to create and maintain strong ties across programs and a shared sense of identity as a department. LCL is governed by a dynamic set of **By-Laws** (see [Appendix 1C.b](#)) as well as various governance policies and procedures that have been created and approved by the faculty; several of these policies have been recently revised/amended (since 2018) to meet current needs. These policies include the following ([documents available upon request](#)):

- By-Laws (last revised November 2009)
- Academic Workload Policy (created/approved Feb 2022)
- Faculty Annual Performance Review Reporting Form (revised & approved Feb 2020)
- Guidelines for Lecturer Reviews and Promotions (created/approved Feb 2020)
- Guidelines for Tenure & Promotion to Associate Professor (revised & approved Dec 2018)
- Guidelines for Promotion to Full Professor (revised & approved February 2020)
- LCL Annual Travel Policy (approved April 2022)

[LCL has other policy documents in need of updating and revision, including the Mentoring Policy (created Fall 2005); Hiring Procedures (created Fall 2006); Allocation of Faculty Raises by Merit (last revised March 2014). In the absence of hires or merit raises in the last few years, these policy updates were not prioritized for revision. The By-Laws may also be considered for updating.]

The Chair of LCL is appointed by the Dean of the College of Arts & Sciences, typically in consultation with the LCL voting faculty. The Chair serves a four-year term, renewable at the Dean's pleasure. The LCL Chair is responsible for all matters of department budget, curriculum, and personnel. The Chair works closely with the Department Administrator and other office staff on budget, course scheduling, searches, and all issues affecting the functioning of the unit. The Chair conducts annual performance reviews and workload expectations reviews of all eligible faculty and staff. The Chair consults regularly with faculty in each program and strives 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 as necessary to discuss matters of concern to the department. The Advisory Committee also serves as a Salary Committee in those years when raises are available. The Advisory Committee is a useful sounding board for the Chair; likewise, it is a space where they can propose ideas, address problems, and identify issues that need to be brought to the faculty as a whole. LCL holds monthly faculty meetings for which an agenda is set in advance, and faculty conduct important business by consultation and consensus whenever possible.

LCL has **three faculty administrative positions**, each compensated with a SAC (Supplemental Administrative Component) from the College: Director of Graduate Studies (DGS), Director of Undergraduate Studies (DUS), and Director of Comparative Literature/Cultural Studies.

Director of Graduate Studies 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.

Director of Undergraduate Studies 1) chairs the Undergraduate (Curriculum) Committee; 2) promotes and coordinates the Department's Honor program; 3) advises and/or oversees advisement for the Languages major; and 4) coordinates undergraduate course revisions for the UNM course catalog.

Director of CL/CS 1) provides advisement to undergraduate and graduate students on meeting graduation requirements and on pursuit of academic and professional goals; and 2) coordinates collective planning of the program's curriculum in dialogue with other departments and programs across the college and university. The CL/CS Director organizes the annual CL/CS Roundtable and the Brown Bag seminar series.

These positions rotate every two years although extensions are allowed as necessary. The **Graduate Committee** sets policy for all four graduate programs in LCL and includes faculty advisors from each program. The **Undergraduate Committee** sets policy for all undergraduate programs and is active in devising/revising undergraduate curricula and degrees. Each program has an academic advisor at the undergraduate and graduate levels; these advisors are expected to sit on the respective Undergraduate and Graduate Committees. CL/CS maintains a faculty **Advisory Committee** and the Director consults them in setting policy and planning events.

LCL employs three full-time (3 FTE) **administrative staff members**:

Department Administrator (Evelyn Harris) works closely with the Chair and other faculty and staff and manages the complexity of all operations. The DA handles budgets; oversees the financial operations of the department; prepares contracts; administers grants and endowments; coordinates faculty and staff searches; coordinates mid-probationary, tenure, and promotion files; manages compliance and reporting requirements; supervises office staff; and tends to the overall well-being of the department.

Program Coordinator (Elvine Bologna) works closely with the DA and divides her time between administrative duties for LCL (75%) and clerical support for the German Summer School (25%). For LCL, she coordinates graduate students' applications, admissions, and exams; and keeps up with the Office of Graduate Studies on requirements, record keeping, and reporting. She also handles duties such as course scheduling; catalog revisions; and basic administrative processes to keep the department running smoothly. She provides front office reception for the department and oversees work-study students.

Senior Fiscal Tech (position vacant). This position is charged with accounting, reimbursements, purchases, inventories, and assisting the DA with budgetary and fiscal matters. Until this position is filled, **all of these duties are the responsibility of the Department Administrator.**

Department of Languages, Cultures, and Literatures (LCL) Organizational Chart ~ Fall 2022

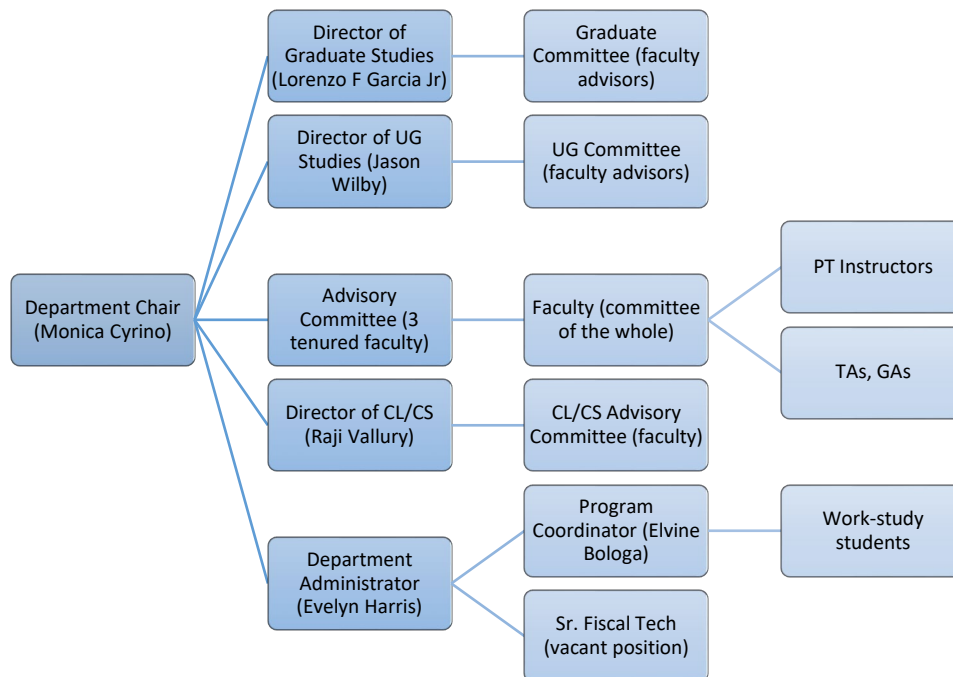


Figure 1C.1 shows the department's organizational structure.

1D: Accreditation *Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).*

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

1E: Previous APR *A brief description of the previous Academic Program Review Process for the unit. The description should:*

- *note when the last review was conducted;*
- *provide a summary of the findings from the Review Team Report;*
- *indicate how the Unit Response Report and Initial Action Plan addressed the findings; and*
- *provide a summary of actions taken in response to the previous APR.*

The Previous APR for the department was conducted **September 30 to October 2, 2014.**

The Review Team consisted of:

- Pamela Genova, University of Oklahoma
- Peter Knox, University of Colorado, Boulder
- Maggie Childs, University of Kansas
- Gary Harrison, University of New Mexico

Summary of findings. The **Review Team Report (RTR)** followed the sequence of nine criteria outlined on the APR Worksheet provided at the time; they added a tenth and final section offering some general observations on what they believed were the most critical questions the department should address.

1. Program Goals. Given the complexity of the department, offering degree programs and courses at the undergraduate and graduate level in several languages as well as literary and cultural analysis for its minors, majors, and graduate students, the Review Team found that the program goals and objectives as stated in the Self-Study offered **a clear and comprehensive vision for individual units within the department to follow.** The Review Team made the following recommendations:

- a) “The department should review and as much as possible **better coordinate the goals** across languages, and across minors, majors, and master’s programs” (RTR 2014: 2).
- b) “A key point is to **add Second Language Acquisition (SLA) to the research goals** for the department, since many of the faculty’s research programs fall under this rubric” (RTR 2014: 2).
- c) “The department’s mission, goals and objectives should be integrated better and **more prominently featured in the department’s promotional materials,** handbooks, and website so that undergraduate and graduate students can be better aware of them” (RTR 2014: 3).

2. Teaching and Learning: Curriculum. The Review Team found that **the curriculum was consistent with the mission of the department** and university, and made the following recommendations:

- a) “Changing the current Asian Studies into **the proposed East Asian Studies** and moving it from the International Studies Institute to FLL, we believe would serve students and faculty well by strengthening its language component and facilitating coordination of the curricular offerings” (RTR 2014: 3).

- b) “Stronger advisement, **more prominence to the CL/CS major** and minor in promotional materials, and perhaps even a ‘rebranding’ of the name might spur interest and enrollments in this program” (RTR 2014: 3).
- c) “The department should **review the requirements, especially among the minors, for compatibility** if not for absolute consistency” (RTR 2014: 3).
- d) “The department and administration should explore ways to ensure that especially **upper-division and graduate students** have sufficient opportunities to take **courses in the language of their discipline**” (RTR 2014: 4).
- e) The department makes **extensive service teaching contributions** to the university's core and to other units, but “We note... that the Student Credit Hours do not follow the faculty member who teaches the courses; this practice tends to make **faculty workloads less visible** and may be a disincentive for offering such courses. This is a serious issue that we believe the dean and provost should address” (RTR 2014: 4).

3. **Teaching and Learning: Continuous Improvement.** The Review Team found the department has in place **strong assessment plans** consistent with the requirements of the College and coordinated with the pedagogical objectives and student learning outcomes articulated for the department as a whole and for each program. The Review Team suggested:

- a) “The department should **close the gaps between data gathering and analysis**, so that improvements or changes can take place more quickly if needed” (RTR 2014: 5).

4. **Students.** The Review Team made the following observations and recommendations:

- a) “Policies for accepting **new and transfer students**... Additional **articulation agreements and placement exams** in additional languages should be implemented” (RTR 2014: 5).
- b) “Energetic **recruitment efforts** appear to have attracted a talented group of graduate students. Since the graduate programs depend very heavily on teaching assistantships, **TA stipends and office space should be a high priority**. Mentoring and supervision of TAs seems appropriately intense and helpful” (RTR 2014: 5).
- c) “Our primary concern is the recent change in the general education core requirements to **only one semester** of foreign language study. A **more robust foreign language requirement** is the norm at similar institutions and the absence of one at UNM will likely put its graduates at a disadvantage in the global marketplace” (RTR 2014: 6).

5. **Faculty.** The Review Team noted that the department is quite small in terms of faculty in each language program, and found that **the five-year hiring plan was modest** and should be supported by the administration. The Review Team observed that UNM’s **increased emphasis on international studies** made the faculty more visible and active in teaching, research, and service across campus. The Review Team made the following observations and recommendations:

- a) In the five-year hiring plan, the department “is more interested in **strengthening the programs they have** than in adding new ones, a decision with which we concur” (RTR 2014: 7).

- b) “Also helpful would be the implementation of a **mentoring system particularly tailored to Associate Professors**” (RTR 2014: 8).
- c) “Given the scarcity of resources, it is important that **research support** be directed towards the faculty whose career goals include **an active program of research and publication**. We note as well the financial complications related to the policy governing **sabbaticals and other research leaves** (*i.e.* the department does not receive funds to cover the costs of the instruction of courses normally assigned to the faculty member on leave); we strongly recommend that **these funds be returned to the department** in such cases” (RTR 2014: 8).
- d) “There is concern about the policies governing cross-listed courses, as the **tracking of credit-hour production** is complicated and inconsistent; we feel that **credit-hour generation should follow the instructor** of the cross-listed course and be included in his or her department’s total credit hours” (RTR 2014: 8).
- e) “Given the standard distribution of effort (40/40/20), it is evident that FLL faculty devote **substantially more than 20% of their time to the area of service...** though every effort is made to protect junior faculty from heavy service loads; again, the onus of the work tends to fall on the shoulders of the Associate and Full Professors” (RTR 2014: 9).

6. **Resources and Planning.** The Review Team found that **long-term planning was a difficult task** for the department, exacerbated by the **fiscal exigencies** imposed by the University’s funding model. The Review Team also observed that curricular developments had a severe impact on planning, “the most egregious example of which is **the recent elimination of the foreign language requirement** in the College of Arts & Sciences” (RTR 2014: 9). The Review Team noted: “Operating within these constraints, FLL has responded with **effective and responsible allocation of its resources** to meet student demand and maintain program integrity. However, **the margin for error is virtually zero** and any unplanned eventuality – a faculty retirement, resignation or other unexpected departure – could easily upset the best laid plans” (RTR 2014: 9). The Review Team made the following observations and recommendations:

- a) “It is essential that the College of Arts & Sciences and the Office of the Provost collaborate in securing replacement **funding to support essential services in instruction and research**. Seed money for development of new courses, outreach activities, and student support, combined with meaningful incentives for faculty to compete for these resources is essential if the momentum generated over the past several years is not to be lost” (RTR 2014: 9).
- b) “The opportunities for **support of scholarship must be increased** if UNM is to maintain its profile as the state’s uniquely positioned research university... the university should generate, either through incremental funding or reallocation of existing resources, the **support for faculty to advance their scholarly agendas**” (RTR 2014: 10).
- c) “The **faculty ranks** in FLL are **stretched thin**, as are the ranks of **clerical and administrative staff**. As presently constituted and at present levels of student demand, faculty composition is just **barely adequate to the teaching mission** of the unit. That said, there is little or **no room for error**, and no room at all for innovation or experimentation in pedagogical projects that might well expand student demand or enhance the scholarly profile of the unit. Several faculty members expressed their views that it was **impractical**

for them to pursue extramural funding for research support because of the inevitable cost to the unit's teaching mission – they quite literally do not feel as if they can leave for even a semester. This causes **significant harm** to the unit's effectiveness in carrying out its teaching mission. The students are deprived of the benefit of receiving instruction from faculty who are actively and creatively involved in scholarship; and the faculty members suffer intellectual impoverishment from being unable to engage with the most recent and relevant research activities in their disciplines. At a bare minimum, even if incremental resources are not forthcoming, the College of Arts & Sciences should **find the resources to replace faculty on funded leaves** or regular sabbaticals" (RTR 2014: 10).

- d) "As public support in the form of state-supplied funding becomes increasingly unreliable, it is incumbent upon the university to **adopt new strategies for generating support** from its own public, that is the **alumni and interested citizens** of the state who recognize the University as an asset to New Mexico. The university must **improve its data collection from graduates** and develop and maintain accurate contact information for former students of FLL who may wish to contribute to its support" (RTR 2014: 11).

7. **Facilities.** The Review Team noted the department was operating in **cramped quarters**: while they were pleased by the planned **expansion and redesign of the administrative offices** on the second floor of Ortega, they noted the unresolved problem of the **poor overall condition** of the building and the **crowded quarters** for faculty and teaching staff. The Review Team made the following recommendations:

- a) "In the event that resources become available to provide **additional space for faculty**, the university's facilities planning should take into account the differential needs of FLL faculty, so that each faculty office has sufficient space to accommodate shelving for books and other materials used in research and teaching. In the interim, if only incremental changes can be made, **priority should be assigned to creating additional space for the Unit's teaching fellows** who are currently stacked as many as three to five in offices designed for one person. This creates a climate that is not conducive to effective teacher /student interaction and severely inhibits the learning process" (RTR 2014: 11).
- b) "It would serve UNM's best interests in functioning at a more efficient level both in research activities and in distance learning if the unit procured the resources to implement a **routine replacement schedule for computing equipment**" (RTR 2014: 12).
- c) "We recommend that the **Language Learning Center** be included in the next APR for this unit. As presently constituted, its administrative relationship with the College of Arts & Sciences and its connection with FLL are opaque... Several faculty members in FLL expressed concern about **access to the full complement of resources** in the LLC for their students and were uncertain of its fee structure. That said, the views of those who had made use of the LLC were generally favorable, so it should be a relatively straightforward matter to develop mechanisms for FLL to **coordinate its activities with the LLC** more effectively" (RTR 2014: 12).

8. **Program Comparison.** The Review Team made the following observations:

- a) "The leadership at the department level is excellent. The recent approval of several new faculty and lecturer lines for FLL demonstrates the support of the Dean of A&S for the

department, but the repeated **emphasis on financial constraints** to the exclusion of acknowledgment of urgent departmental needs at best **undermines morale**. Only insofar as the department is blessed with talented, energetic, and dedicated faculty and staff does the quality and continuity of the program seem assured” (RTR 2014: 12).

- b) “UNM has attracted and retained a well-qualified faculty despite limited resources, but their dedication to the department’s teaching mission seems to be **constraining research productivity**, especially of assistant and associate faculty. **Strategic relief from teaching and service** would probably lead to significant scholarly accomplishments” (RTR 2014: 12).

9. **Future Direction.** The Review Team observed that the department sought to engage in **meaningful strategic planning**, in particular with hiring needs, but those endeavors proved to be very challenging, chiefly due to **the unpredictable nature of the larger landscape at UNM**: “Given the uncertain university-wide climate, it is unfortunate that the department appears generally to be in a mode **more preservative than innovative**” (RTR 2014: 13). The Review Team noted that the department leadership and faculty were very aware of the unit’s **areas of strength and weakness**, and that were working especially hard to address **curricular issues**, “such as the updating of the French BA program and future developments in the areas of Asian Studies and Comparative Literature” (RTR 2014: 13). The Review Team listed the following **notable challenges** faced by the department:

- a) “Because of the **elimination of the four-semester language requirement**, the future of the lower-division language programs is uncertain; students in A&S can now satisfy the requirement with a single semester of foreign language. This move has engendered great pressure on the department to **increase the number of first-semester language courses** and to reduce offerings beyond this preliminary level” (RTR 2014: 14).
- b) “Another important area of analysis has been the question of how to establish a **sustainable growth model for the Asian components** of the unit... it is likely that Asian Studies, currently housed in the International Studies Institute, will be brought into the department as a viable degree program” (RTR 2014: 14).
- c) “The department also aims to explore ways in which to **expand contact hours** in the less-commonly taught languages; they have begun offering intensive six-hour sections in of Arabic and Chinese, and plan to start a similar pilot program in Japanese in 2015” (RTR 2014: 14).
- d) “An additional area under discussion concerns the future of the **Comparative Literature and Cultural Studies (CL/CS) undergraduate** degree, which has been largely dormant in recent years. The **graduate-level degree program in CL/CS** is also under review, as the unit rethinks the program’s most effective curricular focus and overall identity” (RTR 2014: 14).
- e) “As for the **Classics section**, enrollments have grown dramatically, while the number of faculty has remained quite small, at three, and there has been discussion of **creating a separate MA program** in Classics” (RTR 2014: 14).
- f) “**Salary compression problems** continue to plague the department, particularly at the Associate Professor level, and will need to be addressed in the near future, with an eye to the retention of the department’s valuable faculty” (RTR 2014: 14).

10. Conclusions & Recommendations. The Review Team listed the following points:

- a) “FLL is **highly cohesive and collegial** department. Current chair has been highly effective” (RTR 2014: 14).
- b) “FLL, the College of Arts & Sciences, and the university should emphasize the **vital and essential role of second language acquisition and cross-cultural awareness in promoting the kind of global citizenship a flagship university should promote**. This might entail another look at the scaling back of the foreign language requirement, or an acceleration of the dean’s plan to promote at least a four-semester language requirement in A&S departments” (RTR 2014: 14).
- c) “FLL’s **hiring plan is modest** within its needs and UNM’s priorities. Should be a **high priority** for any incremental funding or internal reallocation” (RTR 2014: 14).
- d) “**Space issues** cannot be deferred to the next APR. Current stress must be alleviated. If only incremental changes can be made, priority should be assigned to creating additional space for the Unit’s teaching fellows, who are currently stacked as many as three to five in offices designed for one person” (RTR 2014: 14).
- e) “FLL should add **Second Language Acquisition (SLA)** to the research goals for the department, since many of the faculty’s research programs fall under this rubric” (RTR 2014: 15).
- f) “FLL, the college and university should review the current policy for **allocating Student Credit Hours** in cross-listed courses and in Study Abroad programs” (RTR 2014: 15).
- g) “FLL should close the gaps between data gathering and analysis, in part by providing more support for, and with the guidance of, the outcomes assessment coordinator” (RTR 2014: 15).
- h) “To spur the research activity of Associate Professors we support the plan of the A&S dean to **reinstate research semesters for tenured faculty**, and we recommend FLL implement a **mentoring system** particularly tailored to Associate Professors. At a bare minimum, even if incremental resources are not forthcoming, the College of Arts and Sciences should find the **resources to replace faculty on funded leaves or regular sabbaticals**. Replacement of temporary faculty staffing vacancies due to leaves, etc. is an urgent priority” (RTR 2014: 15).
- i) “As state-supplied funding diminishes, the university must adopt **new strategies for generating support** from its own public – the alumni and interested citizens of the state who recognize UNM as an asset to New Mexico. To this end, the university must **improve its data collection from graduates** and develop and maintain accurate contact information for former students of FLL who may wish to contribute to its support” (RTR 2014: 15).
- j) “We recommend that the **Language Learning Center** be included in the next APR for this unit. As presently constituted, its administrative relationship with the College of Arts & Sciences and its connection with FLL are opaque” (RTR 2014: 15).
- k) “UNM has an **excellent** Dept. of Foreign Languages and Literatures, with faculty who are active in research and dedicated to teaching, and students who are being well prepared to serve New Mexico as global citizens” (RTR 2014: 15).

The Unit Response Report (URR) for FLL was prepared on **September 16, 2016** by Pamela Cheek, Chair of FLL, in consultation with the FLL Advisory Committee and with departmental faculty and staff. The Unit Response Report responded to the recommendations for strategic improvement made in the 2014 APR Review Team Report, provided an **Initial Action Plan** to address their findings, and noted changes in the department's academic programs that occurred during the three semesters following the 2014 APR recommendations.

The following is a summary of actions in response to 2014 APR, including actions taken since the URR in 2016:

1. Program Goals ~ Response:

- The successful creation of the BA in East Asian Studies streamlined requirements in Japanese and Chinese to create a coherent major
- The department conducted a thorough review and revision of the BA in Languages
- The department reviewed credit-hour requirements for majors and minors and initiated regular meetings across language areas focused on creating greater parallelism in assessment strategies
- To add SLA to department research mission, the mission statement was revised in Fall 2015 to incorporate the following information: "We conduct, present, and publish research in the fields of literary and cultural criticism, translation and literary history, as well as in the fields of theoretical and applied aspects of language learning."
- To raise student awareness: new promotional materials for degree programs were created and are regularly updated; and a complete overhaul of the departmental website was performed in 2016-17

2. Teaching & Learning: Curriculum ~ Response:

- BA in East Asian Studies major created
- BA in Languages revised
- Review of the BA and MA in CL/CS in process
- Promotion of East Asian Studies, Languages and CL/CS prioritized in website redesign

3. Teaching & Learning: Continuous Improvement ~ Response:

- Upgrade of office staff allowed department to add clerical tasks related to assessment to the job description
- Since UNM revised/simplified degree program and General Education assessment, these processes are more integrated into department culture, and faculty are less resistant to the process and more likely to take ownership over the reports
- Almost all of the programs in the department are compliant with assessment processes and reporting

4. Students ~ Response:

- The department agrees that the reduction in the second language requirement is out of alignment with requirements at other flagship institutions and most four-year institutions
- The department seeks to collect, maintain, and analyze more useful data on enrollments by program

5. Faculty ~ Response:

- Hires in FY 2017 included senior Professor in French, Lecturer III in Russian, and Lecturer II in Chinese; upgrade in FY 2018 of Visiting Lecturer position to Lecturer III in Classics (shared appointment 50% FTE with Religious Studies)
- Faculty shortages remain a challenge, with the separation of three faculty who have not been replaced: Assistant Professor of Japanese (vacant since 2016), Assistant Professor of Chinese (resignation in 2021), and Lecturer III in French (retirement in 2022)
- Promotions: since last APR, one Assistant Professor tenured and promoted to Associate Professor: Emma Trentman; three Associate Professors promoted to Full Professor: Raji Vallury, Pamela Cheek, and Steve Bishop; three Lecturers promoted to Senior Lecturer: Luke Gorton, Peng Yu, and Heather Sweetser.
- Some department faculty were able to take advantage of College of A&S Career Advancement Semesters (teaching release for research), before the program was suspended by the College for lack of funding.
- Mentoring process for Associate Professors still needs to be formalized

HIRES since FY 2015	SEPARATIONS since FY 2015
2017-18 ~ GORTON, Luke Lecturer III ~ Classics & Religious Studies	2022 ~ PETERS-NEWELL, Marina Lecturer III ~ French (retirement)
2016-17 ~ HIGGINSON, Francis Professor ~ French	2021 ~ HE, XIANG Assistant Prof ~ Chinese (resignation)
2016-17 ~ MEIER, Irina Lecturer III ~ Russian	2016 ~ HAAG, Andre Assistant Prof ~ Japanese (resignation)
2016-17 ~ YU, Peng Lecturer II ~ Chinese	2016 ~ PEI, Jinghua Lecturer II ~ Chinese (resignation)
2014-15 ~ SWEETSER, Heather Lecturer II ~ Arabic	2015 ~ PUTNAM, Walter Professor ~ French (retirement)

Figure 1E.1 shows the department's hires and separations since FY 2015

6. Resources and Planning ~ Response:

- Department faculty continue to apply for internal and external funding
- Provost's office and OVPR adding new sources of research funding and support that department faculty are applying for successfully
- The department would like to be able to incentivize faculty to pursue funding for research leaves, but this is nearly impossible without support for instructional replacement: the department TA budget has also recently been cut, making it even more difficult to use these funds as temporary stop-gaps for faculty leaves
- The department does not have the internal resources to manage large-scale data collection related to graduates/alumni, while time scarcity makes it difficult to develop sustained outreach programs

7. Facilities ~ Response:

- Since the last APR, the department administrative offices on the second floor were redesigned, enhanced and expanded: this represents a measurable improvement in climate and in work flow, while also contributing to productivity.
- Office space for graduate students and faculty remains cramped and simple things like bookshelves affixed to walls are a much-needed resource
- **Language Learning Center (LLC):** the department has improved communication with LLC administration with the appointment of Dr. Emma Trentman as the Director of the LLC. Issues related to course fees, scheduling of rooms, and accessibility of language software are being expertly resolved under her management. (see below at 4E).

8. Program Comparison ~ Response:

- Rare and infrequent equity adjustments have not fully alleviated salary compression. Salary disparities among faculty at the same ranks are exacerbated by mandated across-the-board raises that neither reward merit nor address inequities of race and gender.
- While the department takes advantage of recruitment funds offered by the Office of Graduate Studies (OGS), low TA stipends make competitive recruitment of graduate students challenging.
- The department is committed to encouraging and supporting faculty at all ranks in seeking funding and to take research and sabbatical leaves; however, research leaves without skilled replacement in the classroom inevitably threatens programs: faculty remain heavily tied to their teaching missions.

9. Future Direction/ Conclusions ~ Response:

- The department continues to strive to meet the challenges and uncertainties posed by the reduction of the four-semester language requirement with more outreach, rigorous advising, an exceptional teaching effort, innovative curriculum design, and strengthened ties with other departments.
- The department seeks to fulfill the charge to enhance its visibility. Rebranding the department with a new name and identity is a crucial step in communicating the department's role as a portal to global languages and cultures more effectively.
- The department prioritizes faculty research and to seek means to support faculty in their research and in their promotion bids. The department requests resources to replace faculty who are on funded leaves or regular sabbaticals so that programs will not be jeopardized by research leaves.
- The department must meet the needs of the popular and growing BA in East Asian Studies. The department requests authorization to address two faculty resignations (2016 and 2021) by hiring an Assistant Professor of Japanese and an Assistant Professor of Chinese in AY 2022-23.
- The department must meet the instructional needs of the lower-division programs in Russian, Arabic, Japanese and Chinese (not counting the two tenure line vacancies). The department seeks to regularize funding for covering lower-division needs in Russian, Arabic, Japanese and Chinese through regular support, for example through dedicated TAs.
- The department continues to explore consistency and viability of programs, and seeks to plan curricular review of several degree programs.

1F: Vision & Mission *Provide a brief overview of the vision and mission of the unit and how each degree offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree programs on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?*

LCL's vision/mission is to maintain viable degree programs and deliver high-quality instruction for UNM students while carrying out innovative research in faculty members' respective fields. LCL provides the UNM community with an opportunity to acquire in-depth knowledge of individual languages, cultures, and literatures, while promoting intercultural awareness and analysis. Key goals for the study of languages, cultures, and literatures include the acquisition of:

- communication skills
- interpretation skills
- intercultural awareness
- critical thinking skills

LCL teaches modern and classical languages to students at UNM emphasizing communicative skills, cultural knowledge, and the exploration of literatures and other media for cultural expression, including film. LCL programs provide intercultural awareness and critical skills necessary for students to understand their own place within global society. LCL programs train students in languages as well as in literary and cultural criticism to prepare them for careers as educators and more generally as professionals adept in intercultural communication. LCL faculty conduct, present, and publish research in the fields of literary and cultural criticism, translation, and linguistics. LCL encourages and coordinates interdisciplinary teaching and research across departments. LCL enriches and promotes the multilingual environment of UNM and the State of New Mexico.

LCL actively promotes all applicable elements of **UNM's mission and vision** statements. The research productivity of core faculty is appropriate to an R1 flagship university, as are the competitive graduate and undergraduate programs. LCL graduate programs offer opportunities for student collaboration, as well as venues to share thesis research. LCL provides high-quality instruction, upholding high standards for student achievement. LCL maintains a diverse and inclusive faculty who explicitly support student understanding of diverse populations and cultures.

Classics. The **BA in Classical Studies** fits into LCL's vision and mission. The program strives for students to achieve proficiency in reading, understanding, and interpreting ancient Greek and Latin literature; they become familiar with ancient Greek and Roman cultures within their historical context; they 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 media). Overall, the 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 locally, regionally, or nationally.

The **MA in CL/CS ~ Classics Concentration** fits into LCL's vision and mission. The program strives to prepare students for successful application to PhD granting institutions in Archaeology, Classics, History, Philosophy, and/or Religious Studies, or 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, students take 3 years of coursework in both Greek and Latin beyond the BA level; they gain a solid background in literary/critical theory and the history/culture of the ancient world; they conduct graduate-level research and write an MA thesis; and they gain pedagogical experience working as a teaching assistant and grading assistant. Program faculty encourage and support MA 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. Overall, the 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 locally, regionally, or nationally.

Comparative Literature/Cultural Studies. The **BA in CL/CS** fits into LCL's vision and mission by familiarizing students with multiple languages, world literatures and cultures, and by preparing them for active use of language, cultural, and critical thinking skills as they move into graduate programs or approach the job market.

The **MA in CL/CS** fits into the larger vision and mission of LCL by offering pedagogical training and professional development in Classical Studies, Comparative Literature, and Cultural Studies. Depending on their chosen area of concentration, MA graduates acquire training in critical and cultural theory, classical languages and cultural productions, modern languages and cultural productions, 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.

East Asian Studies. The **BA in East Asian Studies** aims to produce students who are equipped with an in-depth knowledge of China and Japan as well as the cultural and linguistic skills to bridge East and West, whether they intend to continue their education in history, literature, language pedagogy, or cultural studies; or work as translators, as teachers, in business, or in government service. East Asian Studies boasts a diverse student body, many of whom identify as Asian-American. For decades, the university has been stressing the importance of promoting global awareness of and sensitivity to multicultural issues. As evidence of its continuing commitment to these goals, UNM has funded an Asian-American and Pacific Islander Resource Center, which officially opened on April 28, 2022. The Center was created in response to student demand in the wake of pandemic-related anti-Asian-American violence. The latest census reveals that 1.56% of the population of Albuquerque is Asian-American, not counting people of mixed race. Although this percentage is small, Albuquerque supports numerous organizations with a link to East Asia.

French. The program in French, at both the undergraduate and graduate levels, shares and contributes to UNM's mission by developing the values, habits of mind, knowledge, and skills that students need to be enlightened citizens. Equally, it contributes to the state and national economies by preparing a workforce of high school teachers, professors and researchers, and professionals in communications and outreach.

The **BA in French** improves cognitive and critical abilities and exposes students to complex cultural situations. Through intercultural experience and analysis, French represents New Mexico through study abroad programs and related international studies, and discovers and disseminates new knowledge and creative endeavors. It also adheres to UNM's principle that there is strength in diversity (studying the nature of diversity in language populations), a vital academic climate (rigorous courses on culture, literature, film), excellence through relevance (understanding the world today), and in its larger international engagement. Many students return to UNM after study abroad programs 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 and departmental initiatives likewise help to advocate for a larger international perspective and engagement.

The **MA in French** has multiple purposes and constituents. Among the two most prominent groups are the students who become teachers of French, usually at the secondary school level; and students who proceed to prestigious PhD programs throughout the country. The program has prepared a significant majority of the secondary teachers of French currently working in New Mexico. The program has made it a mission to ensure that future teachers will be equipped not only to instruct the language (through extensive training in foreign language acquisition pedagogy) but to communicate the global context of French as a language of culture, business, medicine, and diplomacy. Students who aspire to a doctoral degree are likewise prepared for language instruction, which they will most often be required to do as they pursue their degrees and beyond, once hired into the academy; as well as trained in a rigorous coverage of literary and cultural fields and their critical assessment. The French program also delivers a small number of doctoral degrees (one every 3-4 years).

The **PhD in French Studies** is highly selective and is appropriate for a particular kind of student; it is also the backbone of the graduate sequence and contributes significantly to the undergraduate program. Students entering the PhD program most often have local ties or personal reasons which make completing the degree in Albuquerque beneficial. In all cases, the French doctoral program offers one of the best Francophone Studies curricula in the country, with four professors dedicated to the field; and a level of mentorship students generally do not find at institutions with higher name recognition. It should be added that because PhD students stay in the program for five or more years, they also become important contributing members of the department, as instructors, as institutional memory within the graduate cohort, and as inspiration for faculty research. French, it should be noted, is generously funded by a number of donors who recognize the value that UNM's French program brings to the Albuquerque community, the state of New Mexico, and the world at large.

German. The **BA in German** fits into LCL's vision and mission. The 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 the German Summer School immersion program and to pursue study abroad at one of the partner universities in Germany or Austria. The 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 LCL 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.

Languages. The **BA in Languages** fits into LCL's vision and mission. The 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. 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.

Russian. The **BA in Russian** at UNM provides students with the unique opportunity for studying a less commonly taught language and a language designated as a "critical-need" language by the US Department of State. It is the only Russian BA program in the state of New Mexico; as such it serves as an incubator for Russian specialists for the needs of the state in the governmental, private, and non-profit sector. Graduates of the Russian program are also employed by the military, federal organizations, healthcare sector, non-profit organizations in the US and abroad, and many others. Employers inside and outside of New Mexico appreciate the versatile experience and training of students not only in the Russian language but also in history, culture, and international relations. Through a balanced approach to Russian language and culture, students get exposed to various models of intercultural communication, social norms, and political formations in Russia.

The Russian program's mission aligns with UNM's critical objective of **internationalization in college education**. The program emphasizes the development of the following essential skills: critical thinking, communication, and personal and social responsibility. Students and faculty in the Russian program engage in outreach and volunteer work locally and nationally, providing translating, interpreting, and editing services for local hospitals, law enforcement, immigration organizations, cultural event planning and participation, school initiatives, and others. Members of local New Mexican communities turn to Russian students and faculty if they need assistance with Russian or are looking for resources. The Russian program has a strong presence on social media with a Facebook group serving the academic and professional needs of current students and alumni and putting them in touch with Russian-speaking populations locally, nationally, and internationally. The best evidence for the program's insightful vision and its successful implementation in teaching and mentoring practices can be seen in the post-graduate careers of Russian program alumni and in their placement in various graduate programs within the country and abroad.

Criterion 2. Teaching & Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each degree program. (Differentiate for each undergraduate and graduate degree program offered by the unit.)

Languages, Cultures, and Literatures (LCL) offers **seven** undergraduate degrees (BAs) and **five** graduate degrees (four MAs and one PhD):

Undergraduate Degrees

- BA in Classical Studies
- BA in Comparative Literature/Cultural Studies
- BA in East Asian Studies
- BA in French
- BA in German
- BA in Languages
- BA in Russian

Undergraduate programs in LCL offer a world of possibilities to the student who wishes to explore **languages, literatures, and cultures**. With numerous majors, minors, and languages available, every student interested in pursuing careers in business, government, teaching or travel can find a home in LCL. While many of the programs in LCL emphasize the development of **language proficiency** in a communicative and cultural context, students who wish to gain a broader appreciation of **culture and literature** will find other fields of study in LCL attractive. The program in Comparative Literature/Cultural Studies provides students with an interdisciplinary approach to literature and culture, utilizing critical tools and theories from diverse perspectives.

Graduate Degrees

- MA in Comparative Literatures/Cultural Studies
- MA in Comparative Literatures/Cultural Studies with Classics Concentration
- MA in French
- MA in German Studies
- PhD in French Studies

The MA and PhD programs in LCL offer a transition into advanced literary and cultural study. LCL graduate programs foster innovative critical approaches to **literature and culture**, and help students build from their existing intellectual strengths and diverse backgrounds. Students benefit from both individualized faculty attention and involvement in an **interdisciplinary research community**. In their courses, they encounter the paradigms, major movements, and emerging areas of study key to their own disciplines – French and Francophone Studies, German Studies, and within CL/CS, the concentrations in Classics, Comparative Literature, and Cultural Studies. They receive professional training focused on developing their own research profiles, compiling a portfolio of teaching techniques, and strengthening their writing and communication skills, including proficiency in foreign languages.

All graduate programs are administered by a **Graduate Committee** composed of three members of the LCL graduate faculty, the Director of Graduate Studies, and the Chairperson of LCL. All graduate students must demonstrate **proficiency in another language** either through a four-semester sequence of course work, a proficiency exam, or proof of equivalent knowledge acquired elsewhere. All graduate students are eligible to apply for financial support. LCL offers graduate students the opportunity to teach courses in French, German, Latin, Ancient Greek, Russian and other languages, as well as to assist faculty in large Humanities courses taught in English. Students are also eligible for Teaching Assistantships in other units.

2A: Curricula *Provide a detailed description of the curricula for each degree program, undergraduate and graduate, within the unit.*

- *Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.*
- *Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*

CLASSICAL STUDIES

College of A&S and Classical Studies 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 2.00 transfer GPA
- Continuing UNM students must have a 2.00 institutional GPA

Demonstrated academic achievement by satisfying the following:

- Completion of General Education Curriculum: Communication
- Completion of General Education Curriculum: Mathematics and Statistics
- Completion of General Education Curriculum: Second Language

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

- GREK 1120 or LATN 1120

Bachelor of Arts in Classical Studies (BA) Concentrations: Civilization; Languages

Major Study Requirements. The student majoring in Classical Studies chooses one of two concentrations, depending on the wish to take a broader spectrum of courses relating to the ancient world (Civilization concentration) or focus on Greek and Latin (Languages concentration). Those students wishing to pursue graduate study in the Classics are advised to choose the Languages concentration. Course substitutions must be approved in advance by the major advisor.

Concentration in Civilization

1. GREK or LATN above 200 (6 CH)
2. CLST 2110 or 2120 (3 CH)
3. CLST *333 or *334 (3 CH)
4. ARTH above 200 in a course which includes the ancient world (3 CH)
5. CLST above 200 (6 CH)
6. Nine credit hours from the following: CLST 1110; ARTH 2110, 315, 323; PHIL 2220, 2225; RELG 1126, 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 (9 CH)

Total 30 CH

Concentration in Languages

1. **A. Latin Emphasis**
 - i. LATN above 200 (12 CH)
 - ii. GREK above 200 (9 CH)

-or-

1. **B. Greek Emphasis**
 - i. GREK above 200 (12 CH)
 - ii. LATN above 200 (9 CH)
2. CLST above 200 (6 CH)
3. Three credit hours from the courses named in number 6 of the **Civilization** concentration above. (3 CH)

Total 30 CH

Master of Arts in the Classics Concentration of CL/CS (MA)

The MA program in Classics ~ CL/CS (Plan I) requires 30 hours divided as follows: 24 hours coursework plus 6 hours thesis writing (COMP 599); or 33 hours of coursework (Plan II).

Required courses:

- COMP 500: Introduction to Comparative Literature/Cultural Studies (3 CH)
- MLNG 501: Professional Development Colloquium (1 CH)
- Remaining hours to be taken in Greek/Latin seminars or courses on theory, methodology, or of special value to student's research project.

The majority of courses taken by Classics MA students are **seminars in Greek and Latin**. Those seminars are organized as follows:

- GREK 501: a seminar on a specific author, work, genre, or topic in Greek literature (3 CH)
- LATN 503: a seminar on a specific author, work, genre, or topic in Latin literature (3 CH)
- GREK 511: a survey of Greek literature from Homer to the Hellenistic period (3 CH)
- LATN 513: a survey of Latin literature from the Republican period to the Late Empire (3 CH)

- CLST 500: The program also offers a graduate level course on Methodologies of Classical Studies required by all Classics MA students. This course is designed to teach standard research skills, research methods, and tools of the discipline, as well as introduce the various subdisciplines and related fields in the study of the ancient world (3 CH)

The MA program in Classics can be completed within two years, though the program encourages students to take three years to complete the program for a few reasons. First, an additional year of study of the ancient languages is beneficial to students who did not begin study of Greek and Latin as first-year undergraduates. Second, it is very difficult for students to devise a thesis project during their first year in order to complete it by the end of the second year, and have made enough progress on it to serve as a writing sample for doctoral program applications due by November. Third, Classics program faculty have developed three courses, one offered one each of a three-year cycle: GREK 511, a survey in ancient Greek literature; LATN 513, a survey in Latin literature; and CLST 500, a proseminar on the theories and methodologies for Classical Studies.

Courses Offered: Classical Studies

CLST 1110. Greek Mythology. (3)

CLST 2110. Greek Civilization. (3)

CLST 2120. Roman Civilization. (3)

CLST 314. The Classical Tradition I. (3)

CLST 315. The Classical Tradition II. (3)

CLST 319. Sex and Gender in Ancient Religion. (3)

CLST 320. Magic in Ancient Religion. (3)

CLST 321. Apocalypse in the Ancient World. (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)

CLST 500. Theory and Methodology of Classical Studies. (3)

Courses Offered: Greek

GREK 1110. Greek I. (3)

GREK 1120. Greek II. (3)

GREK 2110. Greek III. (3)

GREK 2120. Greek IV. (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, no limit Δ)

GREK 511. Survey of Ancient Greek Literature. (3)

GREK 551. Graduate Problems. (1-9 to a maximum of 9 Δ)

Courses Offered: Latin

LATN 1110. Latin I. (3)

LATN 1120. Latin II. (3)

LATN 2110. Latin III. (3)

LATN 2120. Latin IV. (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 513. Survey of Ancient Latin Literature. (3)

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

General Education Contribution. The Classical Studies program contributes several service courses to UNM's General Education Curriculum. The CLST 1110 course was originally designed as a large-enrollment lecture course and is still taught as such; but in 2017 it was redesigned by Classics Senior Lecturer Luke Gorton as a fully online 8-week course (4-weeks in summer).

- Area 5: Humanities: CLST 1110: Greek Mythology; CLST 2110: Greek Civilization; CLST 2120: Roman Civilization
- Area 6: Second Language: any language course with the prefix LATN or GREK

Collaboration with other units. Courses in Classical Studies are regularly cross-listed with Comparative Literature (COMP) and Religious Studies (RELG), and are sometimes cross-listed with English (ENGL) and Philosophy (PHIL). The only official tie between Classical Studies and another academic unit is with the program in Religious Studies because of shared affiliation of faculty. Senior Lecturer Luke Gorton has a shared appointment between LCL and Religious Studies, and so offers many of his courses for both programs. In addition, Classical Studies has supported students in Medieval Studies, Philosophy, and History both at the undergraduate and graduate levels, mostly for student centered collaborations: including service on Honors thesis, MA thesis, and graduate exam committees.

COMPARATIVE LITERATURE/CULTURAL STUDIES

College of A&S and Comparative Literature and Cultural Studies 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 2.00 transfer GPA
- Continuing UNM students must have a 2.00 institutional GPA

Demonstrated academic achievement by satisfying the following:

- Completion of General Education Curriculum: Communication
- Completion of General Education Curriculum: Mathematics and Statistics
- Completion of General Education Curriculum: Second Language

Completion of CL/CS major admission coursework with grades of “C” or better:

- COMP 2222 or COMP 2240
- ENGL 2510

Bachelor of Arts in Comparative Literature and Cultural Studies (BA)

Concentrations: Comparative Literature; Cultural Studies.

Major Study Requirements. Comparative Literature/Cultural Studies is an interdisciplinary major with concentrations in Comparative Literature and Cultural Studies. Students complete 30 credit hours of coursework. The **Introduction to World Cultures and Critical Theory** component 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** component broadens a student’s awareness of the diversity of cultural productions around the world. The **Concentration** component offers the opportunity to pursue an individualized interdisciplinary program of study by taking courses chosen in consultation with the CL/CS Program Director. 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 LCL in conjunction with affiliated departments, students must work closely with the Director in order to construct an appropriate program of study. Courses not listed below may sometimes be taken, subject to approval of the Director.

I. Introduction to World Cultures and Critical Theory (9 CH)

ENGL 2510 and 6 credit hours from the following courses: COMP 2240; ENGL 2650, 2660.

II. Cultures and Literatures (9 CH)

Literature, culture, and theory courses at the 300-level or above offered by LCL and programs and units affiliated with CL/CS. 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 CH)

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

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. **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.

Second Major Study Requirements. Students complete 27 credit hours of coursework, as described below. For specific courses in categories II and III, see corresponding categories in the major.

- 9 CH of COMP 2240; ENGL 2650, 2660
- 6 CH in literature, culture and theory courses
- 12 CH in cultural studies or comparative literature

Master of Arts in Comparative Literature and Cultural Studies (MA)

Concentrations: Classics (see under Classical Studies); Comparative Literature; Cultural Studies.

Comparative Literature/Cultural Studies is an interdisciplinary Master of Arts (MA) program administered by the Program Director and the Advisory Committee. The MA program may be completed by fulfilling the requirements under Plan I or Plan II. Students following Plan I take 25 CH of graduate coursework plus an additional 6 CH of thesis work (COMP 599). Students following Plan II take 34 CH of graduate coursework. Regardless of the plan they follow, all students complete the 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, MA candidates must demonstrate **proficiency in a third language** through a four-semester sequence of coursework, a proficiency examination, or proof of equivalent knowledge acquired elsewhere.

Because this is an interdisciplinary program offered by LCL in conjunction with affiliated departments and programs, students must work closely with the CL/CS Director to construct an appropriate plan of study. The Director determines which courses outside of LCL may be applied to the MA degree in consultation with the LCL Graduate Committee. Only 3 CH of problems courses may be counted toward the MA under Plan I and only 6 CH under Plan II.

I. The Core (7 CH)

COMP 500; MLNG 501 (1 CH); 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 Classics. Plan I (18 CH, plus 6 CH of COMP 599 Thesis); Plan II (27 CH)

Students under Plan I take 12 CH in a combination of both Greek and Latin courses above the 300 level. They take 6 CH in courses about the classical world and its legacy or 6 CH in theory and criticism. Students under Plan II take 15 CH in a combination of both Greek and Latin above the 300 level and 12 CH in courses about the classical world and its legacy or 12 CH in courses on theory and criticism. For Greek and Latin above the 300 level: GREK 301, 302, 501; 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.

Concentration in Comparative Literature. Plan I (18 CH, plus 6 CH of COMP 599 Thesis); Plan II (27 CH)

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, 501; 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 CH, plus 6 CH of COMP 599 Thesis); Plan II (27 CH)

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; Languages, Cultures, and Literatures; Spanish and Portuguese; English; and Media Arts.

Courses Offered

COMP 2222. Fairy and Folk Tales. (3)

COMP 2225. Health, Illness and Culture. (3)

COMP 2240 [224]. Cultures, Texts, Worlds. (3)

COMP 330. Topics in Comparative and World Literature. (3, may be repeated once Δ)

COMP 331. Topics in Asian Literature & Culture in Translation. (3 to a maximum of 6 Δ)

COMP 332. Topics in African Literature & Culture in Translation. (3, may be repeated once Δ)

COMP *333. Topics in Latin Literature & Culture in Translation. (3, no limit Δ)

COMP *334. Topics in Greek Literature & Culture in Translation. (3, no limit Δ)

COMP 335. Topics in French Literature & Culture in Translation. (3 to maximum 6 Δ)

COMP 336. Topics in German Literature & Culture in Translation. (3, may be repeated once Δ)

COMP 337. Topics in Italian Literature & Culture in Translation. (3 to maximum 6 Δ)

COMP 338. Topics in Russian Literature & Culture in Translation. (3, may be repeated once Δ)

COMP 339. Topics in Japanese Literature & Culture in Translation. (3, no limit Δ)

COMP 340. Topics in Continuity & Change in Russian Culture. (3-6, no limit Δ)

COMP 341. Intro to Premodern Japanese Literature & Culture in Translation. (3)

COMP 342. Intro to Modern Japanese Literature & Culture in Translation. (3)

COMP 343. Topics in Chinese Literature & Culture in Translation. (3, may be repeated twice Δ)

COMP 345. The Supernatural in Japanese Fiction, Folklore and Drama. (3)

COMP 432. Topics in Literature and Culture. (3, may be repeated twice Δ)

COMP 453. Asian Studies Thesis. (3)

COMP *480. Seminar in Comparative Literature. (1-3 to a maximum of 6 Δ)

COMP 497. Undergraduate Problems. (1-6 to a maximum of 6 Δ)

COMP 498. Research for Honors. (3)

COMP 499. Honors Thesis. (3)

COMP 500. Introduction to Graduate Study in Comparative Literature. (3)

COMP 505. Introduction to Critical Theory. (3)

COMP 551. Problems. (1-6 to a maximum of 6 Δ)

COMP 580. Seminar in Modern Languages and Literatures. (1-6, no limit Δ)

COMP 599. Master's Thesis. (1-6, no limit Δ)

General Education Contribution. The CL/CS program in LCL contributes three service courses to UNM's General Education Curriculum: COMP 2222, COMP 2225, and COMP 2240.

- Area 1: Communication: COMP 2225
- Area 5: Humanities: COMP 2222, COMP 2240

Collaboration with other units. The CL/CS program collaborates with almost every Humanities, Social Sciences, and Area Studies department or program at UNM in the construction of its curricula at the graduate and undergraduate levels. CL/CS courses are regularly cross-listed with the following units: Africana Studies; English; Fine Arts; Latin American Studies; Law; Philosophy; Digital and Media Arts; and Women, Gender, and Sexuality Studies.

EAST ASIAN STUDIES

College of A&S and East Asian Studies 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 General Education Curriculum: Communication.
- Completion of General Education Curriculum: Mathematics and Statistics
- Completion of General Education Curriculum: Second Language, preferably with either CHIN 1130 or JAPN 1130

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

- CHIN 1140 or JAPN 1135 or the equivalent. It is advised that students also complete CHIN 2110, CHIN 2120, JAPN 2110, JAPN 2120, or the equivalent

Bachelor of Arts in East Asian Studies (BA)

The East Asian Studies major was conceived as interdisciplinary, with an emphasis on acquiring a strong foundation in language and cultural proficiency. In addition to language, the curriculum includes courses in literature, folklore, and performing arts (including film) in socio-historical context. The major also requires students in each concentration to take one course in the history of either Japan or China (depending on the student's concentration); as well as one course treating either East Asia as a whole (for example, RELG 263, "Eastern Religion"), or a course about Japan for Chinese concentrators and China for Japanese concentrators. At the time that the major was created, the history department had just hired a dedicated East Asian historian, but that person left after one year and has not been replaced. Consequently, students are encouraged to take HIST 2256 (Modern Eastern Civilization) or, for those who study abroad in Asia, to enroll in a history class there if possible. LCL faculty have increased the historical content of the survey courses to make up for the loss of a regular Japanese history course on campus.

Major Study Requirements. Students majoring in **East Asian Studies** choose one of two options, Chinese or Japanese. The interdepartmental major requires 30 CH from the approved East Asian Studies course list:

Chinese Option

1. 12 CH in language: CHIN 301, 302, 305, and 401
2. 3 CH of CHIN 343
3. 3 CH in History selected from the following courses: HIST 2255, 2256, 382
4. 3 CH in East Asian or **Japanese** culture courses selected from the following: HIST 2255, 2256, 384; JAPN 339, 341, 342, 345, 370, 411; RELG 2110
5. 9 CH of electives selected from the following courses: CHIN 320, 343, 370; HIST 382; PHIL 336, 431; or any other China-related courses offered on campus, based on pre-approval with the East Asian Studies Advisor

Japanese Option

1. 12 CH in language: JAPN 301, 302, 401, and 402
2. 3 CH in literature: JAPN 341 or 342
3. 3 CH in History selected from the following courses: HIST 2255, 2256, 384
4. 3 CH in East Asian or **Chinese** culture or history selected from the following courses: CHIN 320, 343, 370; HIST 2255, 2256, 382; RELG 2110; PHIL 336
5. 9 CH of electives selected from the following courses: JAPN 320, 339, 341, 342, 345, 370, 411; or any other Japan-related courses offered on campus, based on pre-approval with the East Asian Studies advisor

Second Major Requirements. Because a number of students choose **East Asian Studies** as a second major, the program offers a slightly abbreviated form of the curriculum: this entails one fewer elective course, for 27 CH total.

Courses Offered: Chinese

CHIN 1110. Mandarin Chinese I. (3)

CHIN 1120. Mandarin Chinese II. (3)

CHIN 1130. Mandarin Chinese I Intensive. (6)

CHIN 1140. Mandarin Chinese II Intensive. (6)

CHIN 2110. Mandarin Chinese III. (3)

CHIN 2120. Mandarin Chinese IV. (3)

CHIN 2150. Chinese Calligraphy. (3, may be repeated twice Δ)

CHIN 301. Third Year Chinese I. (3)

CHIN 302. Third Year Chinese II. (3)

CHIN 305. Intermediate Chinese Conversation. (3, no limit Δ)

CHIN 320. Study Abroad. (3-6)

CHIN 343. Topics in Chinese Literature & Culture in Translation. (3 to a maximum of 9 Δ)

CHIN 370. Topics in Chinese Film. (3 to a maximum of 6)

CHIN 401. China Today: Advanced Readings in Chinese. (3 to a maximum of 6 Δ)

CHIN 497. Undergraduate Problems. (1-6, may be repeated once Δ)

Courses Offered: Japanese

JAPN 1130. Japanese Intensive I. (6)

JAPN 1135. Japanese Intensive II. (6)

JAPN 2110. Japanese III. (3)

JAPN 2120. Japanese IV. (3)

JAPN 301. Advanced Japanese I. (3)

JAPN 302. Advanced Japanese II. (3)

JAPN 320. Japanese Society. (3, may be repeated once Δ)

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

JAPN 341. Introduction to Premodern Japanese Literature and Culture in Translation. (3)

JAPN 342. Introduction to Modern Japanese Literature and Culture in Translation. (3)

JAPN 345. The Supernatural in Japanese Fiction, Folklore and Drama. (3)

JAPN 370. Topics in Japanese Culture through Film. (3, may be repeated twice Δ)

JAPN 401. Advanced Reading and Discussion in Japanese I. (3)

JAPN 402. Advanced Reading and Discussion in Japanese II. (3)

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

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

General Education Contribution. The East Asian Studies program in LCL contributes service courses to UNM's General Education Curriculum.

- Area 6: Second Language: any language course with the prefix CHIN or JAPN.

Collaboration with other units. The EAS program collaborates with several departments and program at UNM, including History, English, religious Studies, and Philosophy.

FRENCH

College of A&S 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 2.00 transfer GPA
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of General Education Curriculum: Communication
- Completion of General Education Curriculum: Mathematics and Statistics
- Completion of General Education Curriculum: Second Language

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

- FREN 1120

Bachelor of Arts in French (BA)

The undergraduate program in French develops students’ language proficiency within a cultural and communicative context. This range of learning objectives is inscribed from the first semester of French (FREN1110) through the advanced courses in the major (300 and 400). The major in French encourages a range of geographical areas of study, and a number of critical approaches, emphasizing gender and sexuality, postcolonial studies, economic and social theory, among others. The French and Francophone Studies curriculum provides a comprehensive approach to studying the French-speaking world as well as critical tools applicable in a broad range of endeavors outside of the narrower French and Francophone context. In addition, numerous departmental activities such as the French Club, summer trips to France, film screenings, lectureships and field trips, bring together faculty and students in rich intellectual and social environments. The program also encourages various programs of study abroad that will enhance students’ awareness of French and Francophone cultures.

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 may opt for French as a second major, which requires 24 CH 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.

Courses Offered: Undergraduate

FREN 1110. French I. (3)

FREN 1120. French II. (3)

FREN 1150. Accelerated Elementary French. (6)

FREN 2110. French III. (3)

FREN 2120. French IV. (3)

FREN 2140. Intensive Intermediate French. (6)

FREN 2145. Intermediate French Conversation. (3)

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 320. French Study Abroad. (1-6 to a maximum of 12 Δ)

FREN 335. Topics in French Literature & Culture in Translation. (3, may be repeated once Δ)

FREN 365. Topics in French Cinema. (3, may be repeated once Δ)

FREN 385. Seminars in French Studies. (1-4, no limit Δ)

FREN 415. French Culture. (3, may be repeated once Δ)

FREN 432. Topics in Literature and Culture. (3, may be repeated twice Δ)

FREN 465. Topics in French Film. (3, may be repeated twice Δ)

FREN 485. Advanced Seminar in French Studies. (3, may be repeated twice 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)

Master of Arts in French (MA)

The **MA 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. MA candidates choose between two plans: under Plan I, they complete 24 CH of coursework plus 6 CH of thesis; under Plan II, they complete 32 CH of coursework without writing a thesis. The comprehensive exams add a more extensive written component to Plan II. Core requirements are a theory course (3 CH) and a professional development colloquium (1 CH). Students must demonstrate proficiency in another language through a four-semester sequence of coursework, a proficiency examination, or proof of equivalent knowledge acquired elsewhere. The expectation is that students receiving the MA will have developed fluency in French (both written and spoken); will have shown (through a reading list of 50 works) their diachronic knowledge of French and Francophone literatures and cultures; and will show advanced competency in a particular area of French and/or Francophone Studies. Some students receiving the MA will also focus on pedagogical training in Second Language Acquisition while others may see the MA as preparation for further studies at the doctoral level.

Doctor of Philosophy in French Studies (PhD)

The program offers a **PhD 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. Students receiving the PhD in French will have shown extensive knowledge of a particular field demonstrated through coursework and through comprehensive exams (both oral and written), a dissertation proposal defense, and finally an extensive thesis (usually 80,000+ words). In the dissertation, the PhD candidate will show an advanced and already professional knowledge of a particular area of study as defined by the student with the approval of their committee.

Courses Offered: Graduate (MA & PhD)

FREN 500. Teaching Practicum. (1-3)

FREN 502. Topics in Medieval French Studies. (3, may be repeated twice Δ)

FREN 508. Reading French for Graduate Students I. (3)

FREN 512. Topics in Sixteenth Century French Studies. (3, may be repeated twice Δ)

FREN 522. Topics in Seventeenth Century French Studies. (3, may be repeated twice 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 to a maximum of 9 Δ)

FREN 552. Topics in Twentieth Century French Studies. (3, may be repeated twice Δ)

FREN 570. Seminar in French Studies. (3, may be repeated twice Δ)

FREN 575. Graduate Problems. (1-6, no limit Δ)

FREN 580. Topics in Cultural Studies. (3, may be repeated twice Δ)

FREN 582. Topics in Colonial and Postcolonial Studies. (3, may be repeated twice Δ)

FREN 584. Special Topics in Women Writers. (3, may be repeated twice Δ)

FREN 585. Graduate Seminars in French Studies. (1-4, no limit 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)

General Education Contribution. The French program in LCL contributes service courses to UNM's General Education Curriculum:

- Area 6: Second Language: any language course with the prefix FREN, including the immersion courses FREN 1110, 1120, 2110, 2120 with proficiency-based levels in reading, writing, speaking, and listening.

Collaboration with other units. The French program offers courses that support students in other units, such as International Studies; Women, Gender and Sexuality Studies; English; Philosophy; Africana Studies; and Law. The French program provides significant course contributions and graduate supervision to the CL/CS program in LCL. FREN 508 is a graduate course on French reading and translation, designed to fulfill the language requirement for graduate degrees at UNM. FREN 335 and FREN 432 are cross-listed with English and CL/CS.

GERMAN

College of A&S 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 2.00 transfer GPA
- Continuing UNM students must have a 2.00 institutional GPA

Demonstrated academic achievement by satisfying the following:

- Completion of General Education Curriculum: Communication
- Completion of General Education Curriculum: Mathematics and Statistics
- Completion of General Education Curriculum: Second Language

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

- GRMN 1120

Bachelor of Arts in German (BA)

The **German undergraduate** degrees begin with lower-division language courses that are generally taught by graduate student teaching assistants. After reaching the 300 level, students begin to focus more on courses dealing with contemporary society and culture, German literature, translation, and film courses.

Major Study Requirements. 30 CH of coursework, to include the following: GRMN 301, 302, 307, 405 and two of the following: 305, 308, 401. GRMN 380, *410, *470, or 481 taken at the German Summer School may substitute for either 301 or 302, but not both. The remaining credit hours may be selected from GRMN courses above 300. Six of these credit hours may consist of approved German Studies courses in other programs. No more than 18 CH 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 CH of coursework, 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 GRMN courses above 300. Three of these credit hours may consist of approved German Studies courses in other programs. No more than 15 CH 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 CH of coursework in German, to include the following: GRMN 301, 302, 307, 405 and two of the following: 305, 308, 401. GRMN 380, *410, *470, or 481 taken at the German Summer School may substitute for either 301 or 302, but not both. The remaining credit hours may be selected from GRMN courses above 300. Three of these credit hours may consist of approved German Studies courses in other programs. No more than 12 CH may be earned in courses offered at the German Summer School.

Master of Arts in German Studies (MA)

The **MA 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. The program offers students an overview of German literary and cultural history via a two-semester series on Literary History. This overview is complemented by a departmental course on theory, additional survey courses and topics courses on specific historical periods (Enlightenment, Classicism, Romanticism, Weimar Republic, Modernity, Postmodernity), Media (Literature and Film), Genres (Drama, Prose, Fairy Tales) Theories (Gender, Memory and Play Theories). MA candidates may choose between two plans: under **Plan I**, they are required to complete 24 CH of coursework plus 6 thesis credit hours; under **Plan II**, they are required to complete 32 CH of coursework without thesis. The comprehensive exams involve a more extensive written component for Plan II. Core requirements include a theory course (3 CH) and a Professional Development Colloquium (MLNG 501) (1 CH). Teaching assistants are also required to enroll in a Teaching Practicum (MLNG 500) during their first semester of teaching. MA candidates must demonstrate proficiency in a language other than English or German through a four-semester sequence of coursework, a proficiency examination, or proof of equivalent knowledge acquired elsewhere.

German Summer School. A central part of the undergraduate and graduate programs in German is the German Summer School which gives students the opportunity to immerse themselves in German and greatly improves their spoken German, comprehension, and confidence. The GSS is a total-immersion four-week program that allows 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 MA in teaching) for teachers of German. Language proficiency certification administered by the *Goethe-Institut* is also available. GSS courses count toward the undergraduate German major and the MA in German Studies. For the undergraduate major, at least 12 CH of the required coursework must be completed on the UNM main campus.

Courses Offered

GRMN 1110. German I. (3)

GRMN 1120. German II. (3)

GRMN 2110. German III. (3)

GRMN 2120. German IV. (3)

GRMN 2140. Intermediate German Conversation. (1-3)

GRMN 2227. Sickness, Insanity and Transgression in German Literature and Film. (3)

GRMN 301–302. Advanced German I–Advanced German II. (3; 3)

GRMN 303. Advanced German Conversation. (1 to a maximum of 3 Δ)

GRMN 305. Topics: Germany Today. (3)

GRMN 306. German Drama and Theater. (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 max of 6 Δ)

GRMN 370. Intermediate Language Instruction. (1-4, may be repeated three 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 447. German-English Translation. (3)

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)

General Education Contribution. The German program in LCL contributes service courses to UNM's General Education Curriculum:

- Area 6: Second Language: any language course with the prefix GRMN

LANGUAGES

College of A&S and Languages 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 2.00 transfer GPA
- Continuing UNM students must have a 2.00 institutional GPA

Demonstrated academic achievement by satisfying the following:

- Completion of General Education Curriculum: Communication
- Completion of General Education Curriculum: Mathematics and Statistics
- Completion of General Education Curriculum: Second Language

Completion of Languages program admission coursework with a grade of “C” or better:

- MLNG 1110
- 6 CH of introductory (100-level) language study from one of these languages: Arabic, Chinese, French, Greek, German, Italian, Japanese, Latin, Portuguese, Russian, Spanish

Bachelor of Arts in Languages (BA)

The **Languages** program offers two BA degree options. In both degree options, students begin the program with the prerequisite gateway course (MLNG 1110), which is also a general education course, then they focus on two languages and take coursework which will foster reflective thought about the relationships between language and culture.

Major Study Requirements. This interdisciplinary major offered through the Department of LCL in conjunction with the Department of Spanish and Portuguese can be taken through one of two options. **Option A** requires 42 CH of coursework; students electing to take Option A do not need a minor or a second major. **Option B** requires 27 CH of coursework; students electing to take Option B are required to complete a minor or a second major.

Option A. Requirements: 42 CH of coursework, to be distributed as follows:

1. 15 CH of intermediate and advanced coursework in each of two languages chosen from:
 - Arabic (200-level or above)
 - Chinese (200-level or above)
 - French (300-level or above)
 - German (300-level or above)
 - Greek (300-level or above)
 - Italian (300-level or above)
 - Japanese (200-level or above)
 - Latin (300-level or above)
 - Portuguese (300-level or above)
 - Russian (300-level or above)
 - Spanish (300-level or above)
 - Other: American Sign Language (ASL) or Navajo (200-level or above), subject to approval for the Languages major by the LCL advisor.

Note: all courses must be conducted in their target language (except Greek, Italian, Latin, and Russian). One language of study must be offered by the Department of LCL. (30 CH)

2. MLNG 459 (3 CH)

3. 9 additional CH of coursework selected from any of these three areas:
 - LING 301, 331, 367, and/or
 - additional upper-division coursework in one or both of the languages chosen under Option A, section 1, and/or
 - upper-division topics courses offered by the Department of LCL in translation. (9 CH)

Total 42 CH

Option B. Requirements: 27 CH of coursework, to be distributed as follows:

1. 12 CH of intermediate and advanced coursework in each of two languages chosen from:
 - Arabic (200-level or above)
 - Chinese (200-level or above)
 - French (300-level or above)
 - German (300-level or above)
 - Greek (300-level or above)
 - Italian (300-level or above)
 - Japanese (200-level or above)
 - Latin (300-level or above)
 - Portuguese (300-level or above)
 - Russian (300-level or above)
 - Spanish (300-level or above)
 - Other: American Sign Language (ASL) or Navajo (200-level or above), subject to approval for the Languages major by the LCL advisor.

Note: all courses must be conducted in their target language (except Greek, Italian, Latin, and Russian). One language of study must be offered by the Department of LCL. (24 CH)

2. MLNG 459 (3 CH)

Total 27 CH

Courses Offered: MLNG

MLNG 1110. Approaches to Languages and Cultures. (3)

MLNG 1996. Topics. (1-6, no limit Δ)

MLNG 2996. Topics. (1-6, no limit Δ)

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

MLNG 459. Languages Capstone. (3)

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

MLNG 500. Teaching Practicum. (1-3)

MLNG 501. Professional Development Colloquium. (1)

MLNG 551. Graduate Problems. (1-6, no limit Δ)

MLNG 580. Seminar in Modern Languages and Literatures. (1-6, no limit Δ)

General Education Contribution. The Languages program in LCL contributes an online course, MLNG 1110, to UNM's General Education Curriculum. This course was designed by Tanya Ivanova-Sullivan, LCL faculty member in Russian, as a large enrollment lecture course, but in 2017 it was redesigned as a fully online 8-week course (4-weeks in summer session).

- Area 5: Humanities: MLNG 1110

Collaboration with other units. As a degree program that utilizes pre-existing courses from LCL programs, the Linguistics department, and the Spanish & Portuguese department, the Languages program increases enrollment in all of these other programs and departments.

RUSSIAN

College of A&S 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 2.00 transfer GPA
- Continuing UNM students must have a 2.00 institutional GPA

Demonstrated academic achievement by satisfying the following:

- Completion of General Education Curriculum: Communication
- Completion of General Education Curriculum: Mathematics and Statistics
- Completion of General Education Curriculum: Second Language

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

- RUSS 1120

Bachelor of Arts in Russian (BA)

The **Russian** BA degree emphasizes the language proficiency and sophisticated understanding of Russian-speaking people and their cultures in Russia and other countries. The program offers first and second major options in Russian. Students pursuing these options complete the full language sequence (RUSS 1110 through RUSS 401), which typically takes three and a half years. In addition, students take literature and culture courses in translation. Previously, the program required one more language course, RUSS 402 (the most advanced language course) but due to the shortage of faculty and the impact on students' time to graduation, the course was eliminated in 2015. The consequences of this curricular change were two-fold: the time to graduation was

shortened but students now receive fewer hours of language instruction. To remedy this, in the near future the program is planning to offer RUSS 2993, a content-based language course that will offer hands-on learning and training specifically for Russian majors and minors who wish to pursue professional opportunities with Russian. The course will require a completion of RUSS IV and will provide students with the ability to operate successfully in various Russian professional environments in the US and abroad. In addition to RUSS 2993, the program plans to offer a senior seminar in Russian linguistics for Russian majors and minors in their third and fourth year of study.

Major Study Requirements

Option A: Regular Option. Requirements: 27 CH of courses in Russian language and literature/culture including the following:

- 15 CH RUSS 2110, 2120, 301, 302, *401
- 12 CH literature/culture courses in translation

Option B: Second Major Option. Requirements: 21 CH of courses in Russian language and literature/culture including the following:

- 15 CH RUSS 2110, 2120, 301, 302, *401
- 6 CH of literature/culture courses in translation

Courses Offered

RUSS 1110. Russian I. (3)

RUSS 1120. Russian II. (3)

RUSS 2110. Russian III. (3)

RUSS 2120. Russian IV. (3)

RUSS 2993. Workshop on Russian Language and Culture. (1-6 to a maximum of 6 Δ)

RUSS 301. Advanced Russian I. (3)

RUSS 302. Advanced Russian II. (3)

RUSS 338. Topics in Russian Literature & Culture in Translation. (3, may be repeated once 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)

General Education Contribution. The Russian program in LCL contributes service courses to UNM's General Education Curriculum:

- Area 6: Second Language: any language course with the prefix RUSS.

Collaboration with other units. The Russian program offers upper-division culture and literature courses in translation, regularly taught by Lecturer III Irina Meier and cross-listed with other units, such as English; History; and Film, Digital, and Media Arts. These courses offer students required upper-level elective courses not only during the academic year but also in the summer session.

LCL Programs that do not offer Degrees:

ARABIC

The **Arabic program** is the newest program in LCL. While an undergraduate degree is not offered, courses in the Arabic curriculum may be used for the following:

- Arabic minor (18 CH of language and culture courses)
- BA or minor in Languages (language courses)
- BA or minor in CL/CS (culture courses)
- UNM's General Education Curriculum, Area 6: Second Language: any language course with the prefix ARBC

Courses Offered

ARBC 1130. Arabic I Intensive. (6)

ARBC 2130. Arabic II Intensive. (6)

ARBC 2140. Intermediate Arabic I Intensive. (6)

ARBC 2150. Intermediate Arabic II Intensive. (6)

ARBC 301. Advanced Arabic I. (3)

ARBC 302. Advanced Arabic II. (3)

ARBC 320. Arabic Study Abroad. (1-6 to a maximum of 6 Δ)

ARBC 375. Topics in Arabic Literature & Culture in Translation. (3, may be repeated once Δ)

ARBC 475. Topics in Literature and Culture in Arabic. (3, may be repeated once Δ)

ARBC 497. Undergraduate Problems. (1-6, may be repeated once Δ)

ITALIAN

The **Italian program** has been active in the department for over thirty years, and during that time the program offered students a popular minor. However, last year in Spring 2021, the Italian minor was eliminated by leadership in the College of Arts & Sciences without consulting the department; no reason was provided for the elimination of the minor before or after the fact. This unilateral and unexplained action on the part of College leadership is not only an infringement of the faculty shared governance model, but the elimination of the popular Italian minor program continues to have a significant negative impact on the department in terms of both personnel and curriculum.

While an undergraduate degree in Italian has never been offered, and the minor is no longer offered, courses in the Italian curriculum may still be used for the following:

- BA or minor in Languages (language courses)
- BA or minor in CL/CS (culture courses)
- UNM's General Education Curriculum, Area 6: Second Language: any language course with the prefix ITAL

Courses Offered

ITAL 1130. Accelerated Elementary Italian. (6)

ITAL 2130. Accelerated Intermediate Italian. (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)

Minors Offered in LCL

LCL currently offers **eleven** different minors: Arabic; Chinese; Classical Studies; Comparative Literatures/Cultural Studies; French; German; Greek; Japanese; Languages; Latin; and Russian

Figure 2A.1 ~ Number of Required Credits for Program Majors, Second Majors, & Minors

Program	1st Major/2nd Major Credit Hours	Minor Credit Hours	Minor coursework
Arabic	No major	18	Above 2140 Lang + Lit/Cult
Chinese	No major: see EAS	18	Above 200 Lang + 1 Lit/Cult
Classical Studies	30 CH / 24 CH	18	Above 200 (+CLST1110) Lang + Lit/Cult
CL/CS	30 CH	21	Above 200 Lit/Cult
East Asian Studies	30 CH / 27 CH	No minor	N/A
French	30 CH / 24 CH	15	Above 300 Lang + Lit/Cult
German	30 CH / 24 CH	15	Above 300 Lang + Lit/Cult
Greek	No major: see CLST	12	Above 200 All language
Japanese	No major: see EAS	18	Above 200 Lang + Lit/Cult
Languages	42 CH / 27 CH	18	Above 200 All language (2)
Latin	No major: see CLST	12	Above 200 All language
Russian	27 CH / 21 CH	18	Above 300 Lang + 1 Lit/Cult

Figure 2A.1 shows the department's minors, majors, and second majors with number of credit hours required

2B: Mode of Delivery *Discuss the unit's mode(s) of delivery for teaching courses.*

Arabic. Courses in Arabic language are taught face-to-face, although the program used online and hybrid approaches from Spring 2020 to Spring 2021 due to pandemic restrictions. Some culture courses are taught fully online.

Classics: Courses are taught face-to-face, with the exception of the online Greek Mythology sections. During the pandemic, courses shifted online to remote synchronous or remote asynchronous as directed by UNM administration. During Fall 2021 and Spring 2022, both the Latin and Greek lower-division courses were offered face-to-face on Mondays and Wednesdays, with Fridays offered remote-scheduled, in an effort to reduce contact between graduate student TAs and their students during the pandemic. In AY 2022-23, the Classical Studies program plans to return classes to a face-to-face format.

CL/CS. Courses in CL/CS are offered both online and face-to-face. CL/CS courses draw on intellectual expertise grounded in specific regions of the globe, while intersecting across the diversity of disciplinary fields included within the department and across the humanities and social sciences at UNM. LCL faculty offer a large number of the core and elective courses for the undergraduate program. COMP 2222 and 2225, both of which are part of UNM's General Education curriculum, are respectively team-taught or taught on rotation by LCL faculty representing several languages and cultural zones. COMP 2240, also part of the General Education Curriculum, is regularly taught by LCL faculty. Courses at the 300 and 400 levels are cross-listed internally among the various language programs in LCL or across appropriate units at UNM. These include 300-level national literature or cinema courses or thematic, interdisciplinary courses such as *Paris; Magic, Witchcraft and Science; Immigration; Inventing America; Islam and Gender*. Graduate faculty in LCL, with appointments in Classics, Comparative Literature, French, and German, offer the overwhelming majority of courses for the MA in CL/CS. The core required course for the MA, COMP 500: *Introduction to Critical Theory*, rotates among faculty in French and Comparative Literature. Graduate seminars taught by LCL faculty are cross-listed between language programs within the department, and with sister disciplines at UNM such as English, Law, and Philosophy. Recent examples include seminars on *Early Globalization; Gilles Deleuze; Film Theory; Law and Literature; and Trauma and Memory Studies*. This means that all LCL graduate students have the opportunity to take courses from faculty outside of their national language homes, generating both an internal cohesion among a student cohort, and intellectual partnerships and collaborations across language zones. Finally, graduate students can choose from an array of graduate courses from the Humanities, Social Sciences, and Film, Digital and Media Arts to supplement the interdisciplinary dimensions of their training.

East Asian Studies. The EAS program, with courses in Chinese and Japanese, offers language courses featuring activity-based small-group instruction; and culture courses, taught in English, consisting of lecture and discussion.

French. Courses in French are principally taught in small face-to-face seminars that emphasize improving student language proficiency, both written and spoken, as well as their ability to assess cultural materials and situations critically. French seminars encourage and facilitate student engagement, whether in class discussions, through outside projects, or in written analyses. The

active learning approach focuses on expanding students' critical acumen and proficiency in French and awareness of the different ways French is used and experienced in the world. The program is heavily invested in the principle of French as a global language and thus promotes a transnational perspective of cross-cultural learning, an open and enthusiastic embrace of human differences, and a critical regard for the relationship between history, space, and identity. These multi-cultural, theoretically rich approaches are enhanced by students' experiences traveling and living abroad through affiliations with various exchange programs and the summer trip to Provence.

German. The curriculum for the German program was designed with in-person face-to-face instruction in mind. The program also offers upper-division topics classes in the online format.

Italian. Courses are taught face-to-face, although the program used hybrid approaches from Spring 2020 to Spring 2021 due to pandemic restrictions.

Languages. The curriculum for the Languages program was designed with in-person face-to-face instruction in mind. However, there will certainly be individual courses offered in the online format, either synchronously or asynchronously. Students can apply courses to the Languages major from many programs and from external departments, and these courses may utilize different instructional modes of delivery.

Russian. The Russian program's traditional mode of delivery is face-to-face, but that underwent substantial changes with the start of the pandemic. In 2020-2021 the program delivered all courses remotely following the general guidelines of the university. The program transitioned to hybrid mode in Fall 2021 and Spring 2022: this mode allowed a more gradual transition to the pre-pandemic teaching mode, with instruction that was part face-to-face and part remote. The program also developed a fully online 300-level culture course on *Russian Immigration*, which has become a popular part of the regular curriculum. In the near future the program plans to develop a fully online version of the first semester Russian language course, which will complement face-to-face sections and provide students with busy schedules or residence outside of Albuquerque with the opportunity to take this course.

Criterion 3. Teaching & Learning: Assessment

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree program and concentration offered by the unit.)

UNM's College of Arts & Sciences requires a **current Assessment Plan** and an **annual Assessment Report** for every BA, MA, or PhD program. Departments must provide Assessment Plans to be kept on file and must submit Assessment Reports annually for **every degree program** offered by the unit. A separate Assessment Report is due to the College **for each program every year** in December. Assessment documents are posted on the LCL department website.

3A: Assessment Plans *Provide current Assessment Plan for each degree program in the unit.*

Each **undergraduate degree program** in LCL maintains a current Academic Degree Assessment Plan, and prepares and submits an annual (December) Academic Degree Program Combined Assessment Plan/Report to the College of Arts & Sciences Assessment Review Committee (CARC). Reports (Section III) include any program changes that were implemented. The CARC then responds to each program with feedback in a College Assessment Review Committee Program Assessment Rubric.

Please see [Appendix 3A](#) for the following current **Assessment Plans/Reports**, together with each individual CARC Program Assessment Rubric, for all **seven LCL BA degrees**:

- Classics BA, December 2021
- CL/CS BA, December 2021
- EAS BA, December 2021
- French BA, December 2021
- German BA, December 2021
- Languages BA, December 2021
- Russian BA, December 2021

Each **graduate degree program** in LCL maintains a current Academic Degree Assessment Plan, and prepares and submits an annual (December) Academic Degree Program Combined Assessment Plan/Report to the College of Arts & Sciences Assessment Review Committee (CARC). Reports (Section III) include any program changes that were implemented. The CARC then responds to each program with feedback in a College Assessment Review Committee Program Assessment Rubric.

Please see [Appendix 3B](#) for the following current **Assessment Plans/Reports**, together with each individual CARC Program Assessment Rubric, for all **five LCL graduate degrees**:

- Classics MA, December 2021
- CL/CS MA, December 2021
- French MA, December 2021

- French PhD, December 2021
- German MA, December 2018**

**Note: The German MA program has not conducted a Degree Program Assessment since 2018; thus the materials included in the appendix do not follow current UNM assessment protocols.

3B: Assessment Reports *Provide current Assessment Report for each degree program in the unit. Expand on any initiatives/changes that have resulted from these reports.*

Assessment Plans and Reports for all twelve LCL graduate and undergraduate degree programs are combined in **Appendices 3A and 3B** as noted above. Submitted Assessment Reports include any **program initiatives and changes** that were implemented (in Section III).

Summary of LCL Assessment Impacts. The benefits of assessment practices within LCL are robust. Faculty are reflective practitioners who are utilizing their assessment processes and benchmarks to inform decisions for student learning and program success as evidenced below.

Undergraduate assessment data impact:

- 40% of programs made assessment revisions (changed measures, new SLOs/program goals)
- 33% of programs made program revisions (adjusted pedagogy, addressed curriculum)
- 27% of programs did not make changes this last academic year

Graduate assessment data impact:

- 50% made changes to their assessment process
- 50% of programs did not make changes this last academic year

3C: Primary Constituents *Describe the unit's primary constituents and stakeholders. Include and explanation of how the student learning outcomes for each degree are communicated to students, constituents, and other stakeholders.*

Classics. The primary constituents for the BA in Classical Studies are: Classical Studies majors and minors; and undergraduate students taking courses in Classical Studies, Latin, and Greek at all levels. The primary stakeholders for the BA in Classical Studies are: LCL faculty, affiliated faculty, LCL department administration, College of A&S administration, UNM administration, and the state of New Mexico at large. The primary constituents for the MA in the Classics Concentration of CL/CS are: MA candidates; graduate students in Humanities fields (History, English, Philosophy, Medieval Studies, etc.). The primary stakeholders for the MA in the Classics Concentration of CL/CS are: LCL faculty, affiliated faculty, LCL department administration, College of A&S administration, UNM administration, and the state of New Mexico at large.

CL/CS. The primary constituents and stakeholders for the undergraduate and graduate programs in CL/CS are undergraduate majors and minors, graduate students, and LCL faculty. The latter are represented by the CL/CS Director (who serves as the Graduate and Undergraduate Program Advisor), the CL/CS Advisory Committee, and the Undergraduate and Graduate Committees of

LCL. The Assessment Plans for the BA and the MA in CL/CS were updated and revised by the CL/CS Director in November 2021, and then reviewed and approved at the Department and College levels on January 4, 2021. Per the plans, data will be analyzed and reported on a three-year cycle, to ensure statistical validity and reliability. Given the comparatively small number of undergraduate majors and minors, the report will be filed in AY 2023-24. Given the comparatively larger number of graduates at the MA level, a report is filed annually. Per the assessment plan, initiatives and changes will only be implemented at the end of a three-year assessment cycle, to ensure that decisions are made on statistically significant data to safeguard programmatic coherence and stability.

East Asian Studies. The primary constituents and stakeholders for the undergraduate and graduate programs in EAS are undergraduate majors, students taking courses in Chinese and Japanese at all levels, and LCL faculty. The program produced its initial Assessment Plan and Report, and received its recent evaluation by the CARC office. Once replacements for Chinese and Japanese faculty lines have been hired, the program plans to improve the assessment system. The program incorporates student learning outcomes in both language and culture classes incorporate.

French. The primary constituents and stakeholders in the French program are undergraduate students (minors and majors), MA students (Plan I and II), and PhD students. **Undergraduate student** learning outcomes are spelled out on each syllabus throughout the French curriculum and are communicated orally at the beginning of each class and repeated in various ways throughout the semester. Students pursuing a major in French will be able to read and write non-specialist texts with clear identification and expression of key ideas; to communicate effectively (orally and aurally) in common situations in French; to distinguish the salient features of the cultures associated with French in historical and contemporary contexts; and to identify the role played by several significant forms of representation in the cultures associated with French. The understanding of the language and the multiple contexts in which it is spoken, along with the critical skills instilled in students as they move through the program, will produce students who are culturally nimble, linguistically competent, and critically astute. Some students choose to go on to graduate studies in French and Francophone Studies or related fields. These students will have been amply prepared for the rigors of graduate study through extensive exposure to the various materials that constitute the field, the acquisition of linguistic competency, and exposure to the most up-to-date critical discourses that are widely considered applicable to the broad field of Francophone Studies.

Graduate student (MA) goals are communicated to students on course syllabi and discussed individually with students as they work their way through the curriculum. Students will provide nuanced discussions of literary and cultural works in French and in English; will conduct independent research in their field; will be knowledgeable about the literary and cultural productions of French-speaking communities in the past and present; will be familiar with several major tendencies in critical and theoretical analysis; will find and evaluate career and postgraduate opportunities that their degree makes possible. **The French PhD program** is small and highly selective, with one (and at most two) PhD students working in the program at any given moment. Students entering the PhD program do so because of the quality of the French and Francophone Studies faculty. Because UNM has one of the most robust Francophone concentrations in the country, the PhD program is of particular interest to those wishing to do their work in Interdisciplinary French and Francophone Studies or a related field. Due to the highly competitive

nature of the current job market for French, UNM's French PhD program will only be appropriate for a small number of students. Those enrolling will understand that UNM's program, despite its unique qualities, may be less well-known than others. Most students therefore choose to attend because the pursuit of a PhD is a personal (not professional) goal.

German. The primary constituents and stakeholders for the German program include the students who have declared German as their major or minor, the instructors in the German program (faculty and TAs), the department of LCL, and the University. In order to declare German as a major or minor, students must seek advisement from the program adviser (currently German faculty member Susanne Baackmann), at which time the programmatic SLOs are presented to the incoming student and discussed. Additionally, students engage with the programmatic SLOs during each of their courses, as the course-level SLOs stem from the programmatic goals and learning outcomes.

Languages. The primary constituents and stakeholders for the Languages program include the students who have declared Languages as their major or minor; the instructors in the departments of LCL, Spanish and Portuguese, and Linguistics who teach courses that apply to the Languages degrees; the departments themselves; and UNM. Because this degree is decentralized and coursework from many programs and departments contributes to student progress to graduation, the students primarily focus on course-level learning outcomes throughout the program. In order to declare Languages as a major or minor, students must seek advisement from the program advisor (currently German faculty member Jason Wilby), at which time the programmatic SLOs are presented to the incoming student and discussed. Students also engage with the programmatic SLOs again when they are enrolled in the MLNG 459 capstone course.

Russian. The primary constituents for the Russian program are undergraduate students from New Mexico and occasionally from other states. They represent various ethnic groups, including Navajo, Hispanic, and African-American students. Many of them are first-generation college students. Their objectives for enrolling in the Russian program fall into three main categories: 1) working for the government: State Department, FBI and CIA, local police force; 2) the private sector: business, healthcare, freelancing (translation, editing, and tutoring) 3) application to graduate school: International Relations, Slavic Studies, Comparative Literature, Law, History, and Business Administration, among others. Most students enroll in the Russian program as a second major, as a way to maximize the benefits of their undergraduate studies, in particular: 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 languages; students who major in other areas (History, Political Science, Anthropology, Psychology, Criminology, Art, Media, and others) and take Russian as a second major; ROTC students with strategic focus on Russia. The primary stakeholders for the Russian program are the Russian faculty and instructors, LCL, UNM, and the state of New Mexico. *Note on changes in Russian program assessment:* Starting this academic year (2021-2022), the Russian program will be also assessing the Russian peer tutor project, either in RUSS 302 or in RUSS 401. Given the current situation in Russia and the war with Ukraine, it is likely that students in the Russian program will not be able to study abroad in either of those countries in the near future. Thus, the peer learning component will be essential for providing students with a virtual form of a study abroad experience.

Criterion 4. Students (Undergraduate & Graduate)

The unit should have appropriate structures in place to recruit and retain undergraduate and graduate students. If applicable, differentiate for each degree program offered by the unit. Include specific measures and activities aimed at increasing equity and inclusion.

LCL Undergraduate students. The department of LCL attracts undergraduate students seeking enrollment in language, culture, and literature courses: for the specific kinds of students attracted to each degree program, see the separate sections below. Most undergraduates initially come to LCL looking to satisfy UNM's General Education Curriculum requirement for 3 CH of Humanities (Area 5), or 3 CH of Second Language (Area 6), and some continue on to major, second major, and/or minor studies. A new student (first-year or transfer) may take a culture or language course in order to satisfy a requirement at an early stage of their university experience, even though many are unlikely to know their long-term plans. While the French and German programs administer online language placement tests, other language programs in LCL evaluate the level of incoming students by interviews with faculty and TA instructors. LCL faculty advisors also contribute to evaluating transcripts of transfer students in order to make appropriate recommendations for credit hours, course equivalencies, and placement; the introduction of the statewide Common Course Numbering project in 2019 facilitated the acceptance of transfer students at UNM. Some students stay on and take further coursework in LCL programs, but others move on to the next requirements.

The challenge for LCL programs is to capture student interest during that window of opportunity when students enroll in those initial classes. Students interested in more detail about LCL programs can gain useful information about courses, requirements, and personnel from the LCL website (fll.unm.edu); from the UNM Degree Roadmaps interactive website (degrees.unm.edu); and from the College of A&S Center for Academic Success (Advisement) website for LCL (ascas.unm.edu/academics/department/languages-cultures-literatures); most students obtain advice directly from LCL faculty advisors for individual programs. Because of the small size of LCL programs at the upper level, prospective and declared majors, second majors, and minors receive a great deal of personalized attention and guidance directly from faculty advisors. LCL faculty are deeply committed to undergraduate students as they to direct Independent Studies and Honors theses, offering an experience more like that of a liberal arts college within the structures of a large state institution. LCL program faculty also regularly staff tables at UNM's annual undergraduate recruitment fair; give presentations at Freshman Orientation sessions throughout the summer; and visit local high schools to talk about the various programs and courses in LCL.

LCL Graduate students. Recruitment for LCL graduate programs relies heavily on the department website, word-of-mouth from former students, and targeted outreach campaigns to other departments across the country. Each graduate program recruits in its own discipline, utilizing a variety of outreach methods: at conferences and meetings (virtual and in-person), in direct communication with colleagues, and on social media and discipline-specific listservs: for the specific kinds of students attracted to each degree program, see the separate sections below. The most common themes emphasized in these recruitment efforts are: LCL's small programs and the ability to work closely with dedicated faculty; a fully-funded graduate program; excellent post-graduate placement; and the natural beauty of New Mexico.

A major obstacle to recruitment of top-notch applicants is the relatively low level of graduate student stipends and support LCL is able to offer as compared to peer institutions. TA fellowship stipends in LCL are unable to compete with other programs around the country, even those to which LCL's programs compare favorably in terms of size and quality. The other factor hurting LCL in graduate recruitment is the heavy teaching load of 6 CH per semester for TAs and GAs. UNM has few specific fellowship opportunities that allow graduate students to have a semester or a year without teaching in order to complete their MA theses or their doctoral dissertations: in LCL, the only exception to this situation is made possible in the French program due to the generosity of a donor, Carol Raymond, who provides funding used to award semester-long or year-long fellowships to one or two graduate students at crucial moments in their programs. But with such low stipends, LCL graduate students are often compelled to take on outside tutoring or translation jobs to make ends meet. This economic pressure, coupled with lower-than-expected numbers of graduate student admissions, results in some cases in graduate students being allowed to teach three courses a semester. Under these challenging circumstances, only the most driven students manage to complete an LCL MA program in two years.

4A: Recruitment *Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.*

Arabic: Undergraduate. In coordination with UNM's Language Learning Center (LLC), Arabic is represented at tabling events such as New Student Orientation and Preview events. The LLC is also producing a video to promote language study in conjunction with the language departments. The Arabic program at UNM is getting national recognition via various awards, such as the Innovation in Language Program Direction Award: Online Teaching from the AAUSC (American Association of University Supervisors, Coordinators, and Directors of Language Programs) for making Arabic resources open access and available to all. Students in Arabic routinely win competitive scholarships, such as the Critical Languages Scholarship (CLS), and are given assistance in their applications by the Arabic faculty.

Classics: Undergraduate. To attract more student majors, the Classics program recently developed and added the Classical Studies second major, which is approved beginning Fall 2022. For outreach and recruitment purposes, Classics program faculty maintain connections with several secondary school organizations, such as the New Mexico Junior Classical League, and the American Classical League. Classics faculty work closely with UNM programs for support of underserved students, including the Mellon Mays Undergraduate Fellowship Program, the McNair Scholarship and Research Opportunity Program, and the SSS-TRIO program.

Classics: Graduate. The Classics program often encourages its top undergraduate students to consider pursuing an MA degree at UNM. Additionally, for the past several years, the Classics program has encouraged its graduate – and well-prepared undergraduate – students to submit abstracts for professional academic conferences, particularly the Classical Association of the Middle West and South (CAMWS). At the conference, the Classics program's strong presence and the outstanding work of its graduate and undergraduate students serve as excellent advertisement for the program; several students have been successfully recruited from interactions at CAMWS.

A significant obstacle to recruitment is the level of graduate student stipends and support offered as compared to peer institutions. The Classics program pre-Masters 2022 stipends of \$6,874.56 per semester (for a 25% FTE TA Assistantship + a 25% FTE GA Assistantship, the basic support package offered to all graduate students in the Classics MA program) is inadequate to be able to compete with other programs around the country, even those to which the program compares favorably in terms of size and quality. On occasion the program has been able to make use of additional funds from the Office of Graduate Studies (OGS) to recruit highly desirable students – with the Diversity and Distinction Award, for instance, which offers an additional \$5,000 per year for two years to recruit outstanding students from underrepresented backgrounds; but the availability of such additional funds is never guaranteed, nor have such offers of additional funds always been successful in recruiting students to the program.

CL/CS: Undergraduate. LCL holds a table at UNM’s annual recruitment fair, where prospective students can meet with faculty and obtain bookmarks that encapsulate the program in a nutshell. CL/CS would benefit from the creation of a recruitment brochure that could be distributed to advisors in the College of A&S. Plans are underway for the creation of this brochure this summer. The CL/CS Director currently serves as a faculty mentor for a CL/CS major and McNair Scholar.

CL/CS: Graduate: The interdisciplinary and open structure of the CL/CS degree attracts a great deal of interest at the graduate level. Applications in CL/CS sometimes outnumber applications for language-specific graduate programs. What keeps the final number of admissions, acceptances, and matriculations down each year is the absence of dedicated TAs or GAs to CL/CS. Graduate funding in LCL is tied to the capacity to teach lower-division languages such as French, German, Greek, and Latin. Since each graduate program first recruits in its subfield, funding is only offered to CL/CS students under two specific conditions: 1) When each language-specific program does not receive enough graduate applications in a given admissions cycle, and 2) when CL/CS applicants demonstrate a level of proficiency that allows them to teach lower-division courses in the languages with graduate programs. This means that CL/CS students, no matter how bright, interesting, and promising, are placed on the lowest priority rung for graduate funding. Since GAs for large enrollment courses are disbursed on the basis of enrollment numbers, LCL can only offer these funding opportunities towards the end of the summer, when most graduate students have already accepted contractual offers at other institutions. CL/CS is usually obliged to identify other institutional sources of funding for its strong applicants, most of which do not seem to appeal to them. Last year, CL/CS sought and obtained incentive funds from the Office of Graduate Studies (OGS) at UNM, intended to recruit applicants from under-represented groups, but the candidate received a more substantial offer from another institution, which they accepted. The funding structure represents the greatest disservice to a graduate program that, for all of its long history at UNM, captures and reflects seismic intellectual shifts in contemporary, present-day knowledge productions towards interdisciplinarity and intersectionality.

Given these challenges, it is remarkable that CL/CS has rarely lacked for student interest, generated for the most part through the department website. Last year, CL/CS applications outnumbered those in French, German, and Classics. Recently, CL/CS attracted the best undergraduates from French and German. Last summer, the Director of CL/CS designed a joint recruitment poster and flyer for French and CL/CS, intended for distribution to departments across the country and abroad. Special copyright permission was obtained to use an image of the celebrated artist, Georgia O’Keefe, for this document. It allowed CL/CS to recruit two highly

qualified graduate students from the Université de Paris 3, La Sorbonne Nouvelle, France, who serve as French Teaching Assistants. French has a graduate exchange program with the University of Rennes 2, France, providing French graduate students the opportunity to spend a year as an English language assistant in France. Students from Rennes 2 stay two years to obtain a graduate degree in French or CL/CS at UNM. The overwhelming majority of students from France choose the CL/CS degree.

East Asian Studies: Undergraduate. Faculty in East Asian Studies advertise the degree in individual classes on China and Japan, as well as at various departmental and university-wide events. East Asian Studies faculty attend Students' Day in the Spring and Freshmen Day shortly before the start of Fall semester. Senior Lecturer of Japanese Machiko Bomberger has recruited some students through her classes at UNM-Continuing Education.

French: Undergraduate. Recruitment of undergraduate students happens in the lower-division language sequence, in culture courses taught in English, and among students testing into or having arrived at higher-level courses. In addition, various academic fairs and other events where language tables are set up have proven useful.

French: Graduate. Recruitment of graduate students happens through a significant network with African universities (most notably in Cameroon but also extending to Nigeria and Ghana), where Steve Bishop has conducted significant research while teaching at the University of Yaoundé II, yielding two to five applicants annually. Raji Vallury has recruited students successfully from the Université de Rennes and from the Université de Paris 3, Sorbonne Nouvelle. Students from the Caribbean, India, and Madagascar have brought additional diversity to the French and Francophone Studies program. The faculty actively engage in recruitment locally, nationally, and internationally and the effectiveness of this is evident in the French and Francophone Studies program's impressively diverse student community. French also recruits among its best undergraduates but relies also on applicants from feeder programs, smaller colleges, or peer institutions.

German: Undergraduate. Along with LCL departmental recruitment, including tabling events for incoming students and presence at language-related university events, the German program also networks with New Mexico high school instructors of German. Recruitment initiatives stemming from this collaboration include the annual German Saturday event, a one-day immersion event. The program is also exploring an AATG-sponsored program called SPARK, which creates teams of teachers/students who then go to schools that do not offer German and provide introductions to German language and culture during extra-curricular periods. Currently, two Albuquerque high school teachers will be going to Albuquerque middle schools to advertise for German, which will hopefully entice those students to take German when they go to high school. This is also possible for the German program, to create groups of German students who then go to area high schools without German to demonstrate that studying German is fun and interesting.

Languages: Undergraduate. There are no extra efforts to advertise or recruit for this program above what the LCL department does for all of its programs, including tabling events for incoming students, presence at language-related university events and outreach to local high schools through language-specific professional associations.

Russian: Undergraduate. The Russian program starts recruitment efforts in first-semester Russian (RUSS 1110), which fulfills UNM's one-semester General Education Second Language requirement. Russian faculty approach students with interest in Russian and encourage them to pursue a Russian major. During individual meetings with the Russian program advisor and faculty, students receive a detailed explanation of what their academic studies of Russian would involve as well as the academic and professional opportunities after graduation. In order to get a better idea about students' motivation to pursue a Russian major and their satisfaction with language courses, the Russian program polls students at the end of each academic year. Russian faculty also recruit students for the program through teaching General Education courses (such as MLNG 1110) as well as 300-level Russian and non-Russian culture courses. Previously, Russian faculty did more targeted outreach in some of the local high schools that offered Russian but this type of outreach has not proven very effective. Russian faculty also held presentations about Russia at the various events organized by the department but it is difficult to estimate the number of new students attracted through university-sponsored activities for incoming students.

Recently UNM received a large Mellon grant to facilitate the transfer of CNM Humanities students to UNM. The Russian program took part in some of the recruitment efforts funded by the grant, including writing recruitment letters to potential students, but success attracting students was minimal. During the pandemic when courses were taught virtually, the Russian program advertised their courses nationally and received several inquiries from students from other universities who wanted to take Russian in LCL. Unfortunately, due to logistic and administrative obstacles, they were unable to do so. The Russian program plans to leave this avenue open for the future and work towards accommodating non-UNM students who are not necessarily pursuing a BA degree in Russian. Now with Zoom and other virtual meeting methods (Microsoft Teams, Google Classroom, etc.), such students will be able to join classes virtually.

The Russian program continues to focus on recruiting students through a targeted approach in the first-semester Russian language course. Thus, the instructor of that course plays a crucial role in identifying and communicating with potential majors. This past academic year (2021-22), the program experienced some difficulties with enrollment and recruitment in first-year Russian language courses due to the departure of a popular long-time TA/instructor; but this is a temporary setback until the new TA/instructor gets into a routine. In addition, the Russian program is working towards strengthening recruitment activities among students of color and first-generation students. Traditionally, there have been few such students in Russian classes, but more can be done in this regard, especially, if students are provided with academic and professional resources.

4B: Admissions *Discuss the unit's admissions criteria and decision-making processes (including transfer articulations) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.*

Classics: Undergraduate. The College of A&S admits undergraduate students into the declared major in Classical Studies with specific requirements: these are listed above in Criterion 2A.

Classics: Graduate. Admissions for the MA in the Classics concentration of the CL/CS program start with program faculty. All Classics program faculty read application materials (a letter of intent, fifteen-page writing sample, transcripts of all undergraduate institutions attended, the applicant's *curriculum vitae*, and three letters of recommendation from current or former faculty),

and vote on the viability of the candidate within the program, and the ability of program faculty to support them with TA/GA assignments. The Classics faculty relay their opinion to the Director of Graduate Studies, who convenes a meeting of the LCL Graduate Committee to discuss applications. All members of the LCL Graduate Committee read the application/s and take the recommendation of the Classics faculty into consideration. All final decisions are made by the LCL Graduate Committee under the guidance of the Director of Graduate Studies.

CL/CS: Undergraduate. The College of A&S admits undergraduate students into the declared major in CL/CS with specific requirements: these are listed above in Criterion 2A. CL/CS courses that form part of UNM's General Education curriculum are also available to students from neighboring institutions. Advisors from the College of A&S, in conjunction with the CL/CS advisor, evaluate transcripts in order to make recommendations.

CL/CS: Graduate. Applications are evaluated by the LCL Graduate Committee, composed of the graduate advisors for each degree program. The LCL Graduate Committee is chaired by the Director of Graduate Studies, who also serves as the graduate advisor for their program. Applications are reviewed and evaluated by the committee as a whole. Files of CL/CS applicants with strong links to specific language programs are additionally reviewed by faculty from those programs.

East Asian Studies: Undergraduate. The College of A&S admits undergraduate students into the declared major in EAS with specific requirements: these are listed above in Criterion 2A.

French: Undergraduate. The College of A&S admits undergraduate students into the declared major in French with specific requirements: these are listed above in Criterion 2A.

French: Graduate. Graduate students apply to the program and are accepted by the LCL Graduate Committee with the recommendation of French and Francophone Studies faculty. Only students showing the requisite preparation and competencies are admitted. The principal factor determining whether admitted graduate students will enroll is the availability of funding. Because of LCL's limited resources, the number of TAs is low, the compensation provided is not adequate, and the workload for those accepting TAs is extremely high (two sections per semester). Not surprisingly, students not receiving assistantships rarely enroll. The result is that while demand for admission remains good (despite a nationwide drop in enrollments in French), the MA program in French still struggles to retain its graduate enrollments at the level that will assure its seminars are effectively filled and its undergraduate language courses fully staffed.

German: Undergraduate. The College of A&S admits undergraduate students into the declared major in German with specific requirements: these are listed above in Criterion 2A. While enrollment of majors and minors in the German program has remained relatively stable since 2016, the program did experience a dramatic drop from 2008-2013, as did most language programs across the US. This demonstrates a strength of the program, although the program struggles to maintain this stability as overall enrollment at UNM is decreasing.

German: Graduate. Starting in Fall 2022, the German program will begin providing pedagogical training and supervision for its graduate student Teaching Assistants. Although this adds an extra

burden to faculty, the program will be able to help TAs provide excellent learning experiences to their students, in the hope that retention will improve from first semester German to second semester and beyond.

Languages: Undergraduate. The College of A&S admits undergraduate students into the declared major in Languages with specific requirements: these are listed above in Criterion 2A. Enrollment in the Languages degree (first and second major) has been decreasing since 2016: from 67 majors in 2016 to 19 in 2020. Overall, enrollment in the Languages degree has decreased by 40% from 2016-2020 (see section 4C below). This decrease must be seen within the context of decreasing enrollment at the university as a whole, and within the context of the pandemic. In addition, three very important LCL programs were created around the time enrollments began decreasing for the Languages degree: the Chinese minor, created in Fall of 2013; the Arabic minor, created in AY 2014-2015; and the East Asian Studies major, with both Japanese and Chinese language concentrations, created in AY 2015-2016. These new programs attract many students, but it is possible that this popularity has contributed to the decrease in enrollment in the Languages degree program, as many of the students enrolling in these programs had previously, before these programs existed, enrolled in Languages as a way of studying Chinese or Arabic for a degree.

Russian: Undergraduate. The College of A&S admits undergraduate students into the declared major in Russian with specific requirements: these are listed above in Criterion 2A. Students are considered admitted to the Russian program after they officially declare a Russian major or a minor. This typically happens after their first or second semester of taking a Russian language course; in many cases, the instructor of first-year Russian language courses talk to students and encourage them to declare a Russian major/minor. Those students who are interested are asked to meet with the Russian program advisor to go over the admission criteria, program of study, study abroad options, and academic and professional opportunities with a Russian major after graduation. Since not all students follow up with a meeting with the program advisor, they cannot be identified as potential majors or minors early in their studies. Russian program faculty are aware of this challenge and are planning to make this process more formal, possibly requiring paperwork submission and/or instituting holds on students' records until they clear them out with the program advisor. In Fall 2020 there were 16 Russian majors (5 first and 11 second majors), and there were 18 this past academic year (2021-22). While these numbers are better than the program's pre-pandemic numbers, it is difficult to identify the cause of this increase. Russian program faculty anticipate a drop in first-year enrollments in Fall 2022 as a reaction to the war in Ukraine. The same event might affect student retention in second- and third-year Russian, but to a lesser degree because these students have already completed two semesters of Russian. The replacement of the popular long-time Russian TA/instructor who taught first-year Russian with another instructor may also impact second year retention in Fall 2022.

4C: Data *Provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide data and analysis on enrollment, retention, and graduation rates for students by race/ethnicity and gender, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports or OIA. The APR office will assist with identifying appropriate data sources.*

LCL Data. Information and data presented in the following tables were obtained from UNM's Office of Institutional Analytics (OIA) in a data packet provided to the department of LCL on April 4, 2022. Note that OIA data provided for undergraduate students in LCL count enrollments by first major only, and do not take into account second majors, which is a significant student constituency for undergraduate degree programs in LCL. Thus, the numerical and trend analyses offered below are supplemented with data and information provided by the College of Arts & Sciences Associate Dean for Curriculum, and by LCL's own data collection and records, where both first and second major enrollment are counted as student majors served by the department.

Student Credit Hour (SCH) Production. One way to analyze the enrollment picture is by looking at trends in student credit hour (SCH) production. LCL course enrollments and SCH production remain generally steady, with noteworthy variations by degree program, course level, and instructional modality. While cuts to the College's Second Language requirement have adversely (as expected) impacted language course enrollment, with students often enrolling for only the one semester (3 CH) required by the General Education curriculum, LCL's contribution of several service courses to the General Education curriculum in the Humanities (in particular, popular courses in CLST, COMP, and MLNG) continues to produce thousands of SCH every year. In general, SCH production has declined in the College of Arts & Sciences and among cognate Humanities departments in the last few years, and LCL has also experienced a decline. One bright spot is that **fully online courses** offered by LCL in all programs and at every level continue to attract very strong student enrollment, and several LCL faculty members continue to develop engaging new online courses to draw undergraduate students in to explore programs and degree opportunities offered by the department. LCL maintains strong SCH production in all online courses, where there has been a marked enrollment increase in the past five years.

Undergraduate Enrollment by Major

LCL student headcount by major has decreased in recent years, in parallel with UNM's overall decrease in enrollment. The comparison with UNM is offered throughout this section in order to highlight enrollment trends in recent years relative to campus overall. As LCL faculty are well aware of these trends, both at UNM and in their respective disciplines nationally, they continue to strive to innovate, develop, and maintain an engaging curriculum to work against these trends.

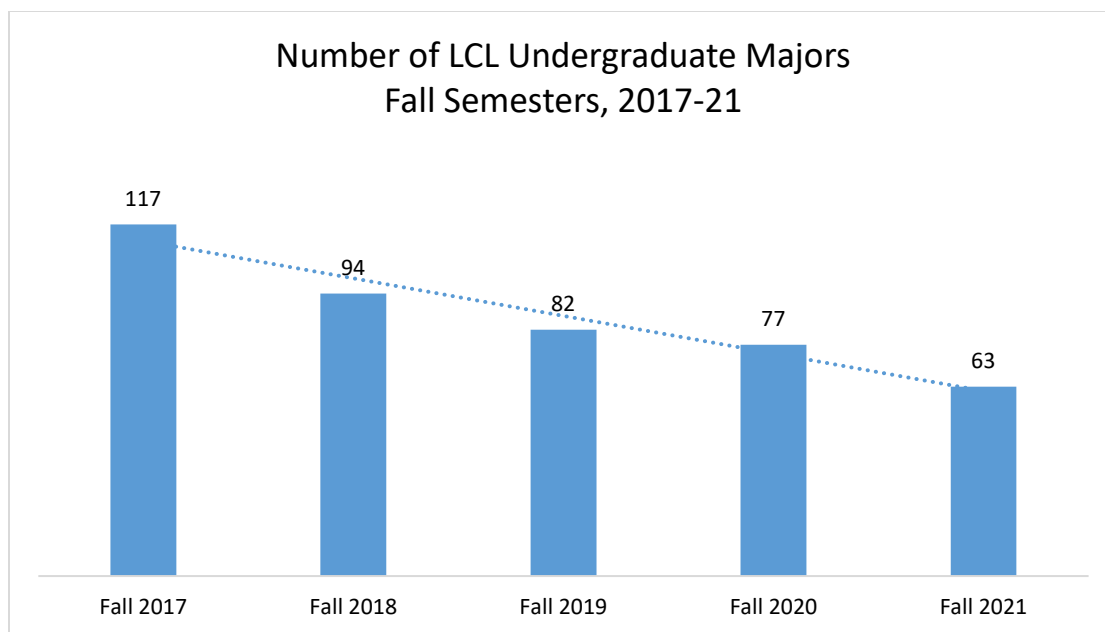


Figure 4C.1 shows data for the number of LCL undergraduate majors for Fall Semesters from 2017-2021. This includes first majors and pre-majors combined for Classical Studies, CL/CS, East Asian Studies, French, German, Languages and Russian.

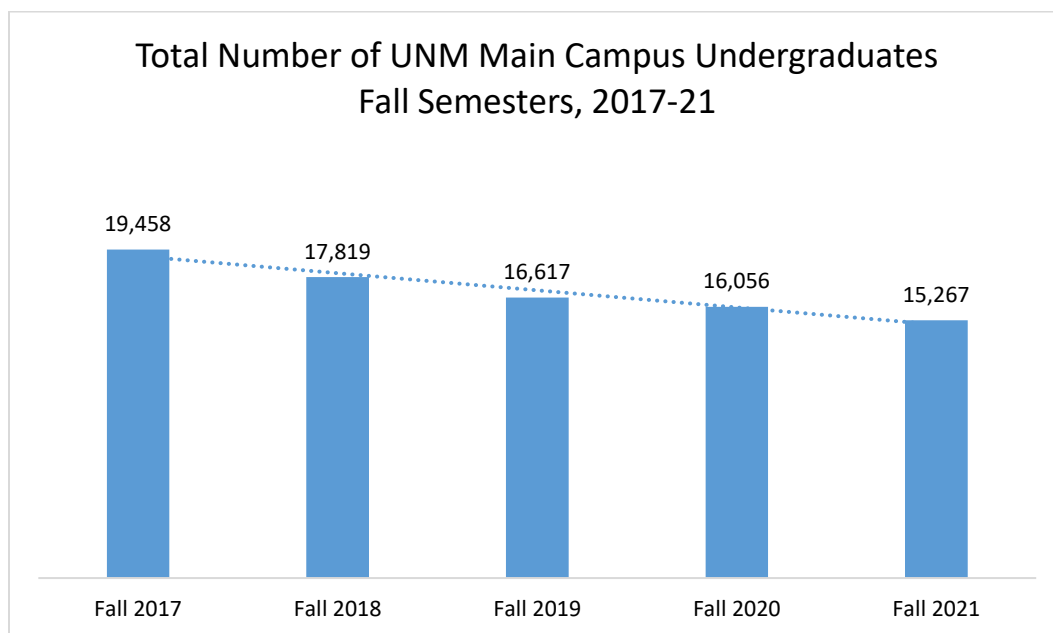


Figure 4C.2 shows data for the total number of UNM Main Campus undergraduates for Fall Semesters from 2017-2021.

The figures above show that the number of **LCL's undergraduates by first major** was down over the period from 2017 to 2021, and when second majors are taken into account, the decrease is in tandem with UNM's overall decline in undergraduate headcount.

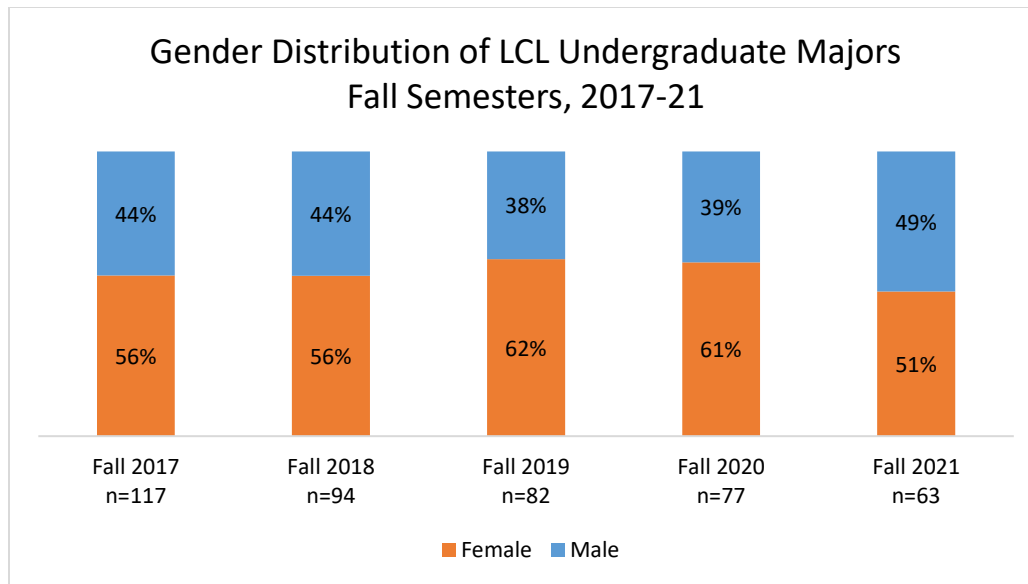


Figure 4C.3 shows data for the gender distribution of LCL undergraduate majors for Fall Semesters from 2017-2021. This includes first majors and pre-majors for Classical Studies, CL/CS, East Asian Studies, French, German, Languages and Russian.

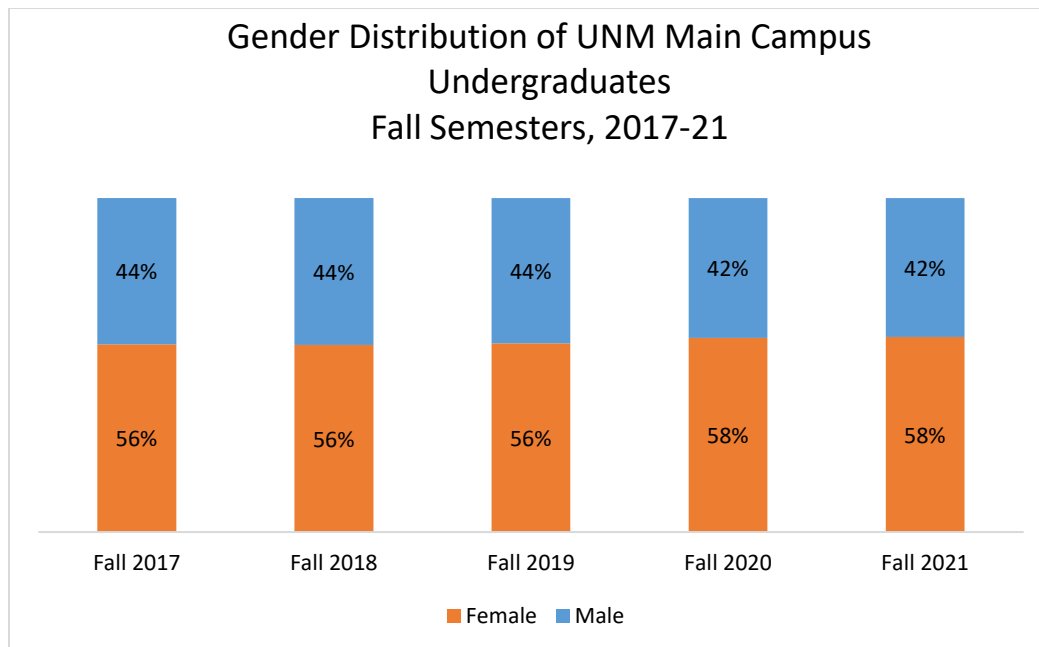


Figure 4C.4 shows data for the gender distribution of all UNM Main Campus undergraduates for Fall Semesters from 2017-2021.

The figures show that the gender distribution of **LCL's majors** experienced an increase in female student enrollment in Fall 2019 and Fall 2020, with a steep decrease in female student enrollment in Fall 2021, no doubt due to the effects of the pandemic; while UNM's enrollment by gender percentage remained steady over the five-year period.

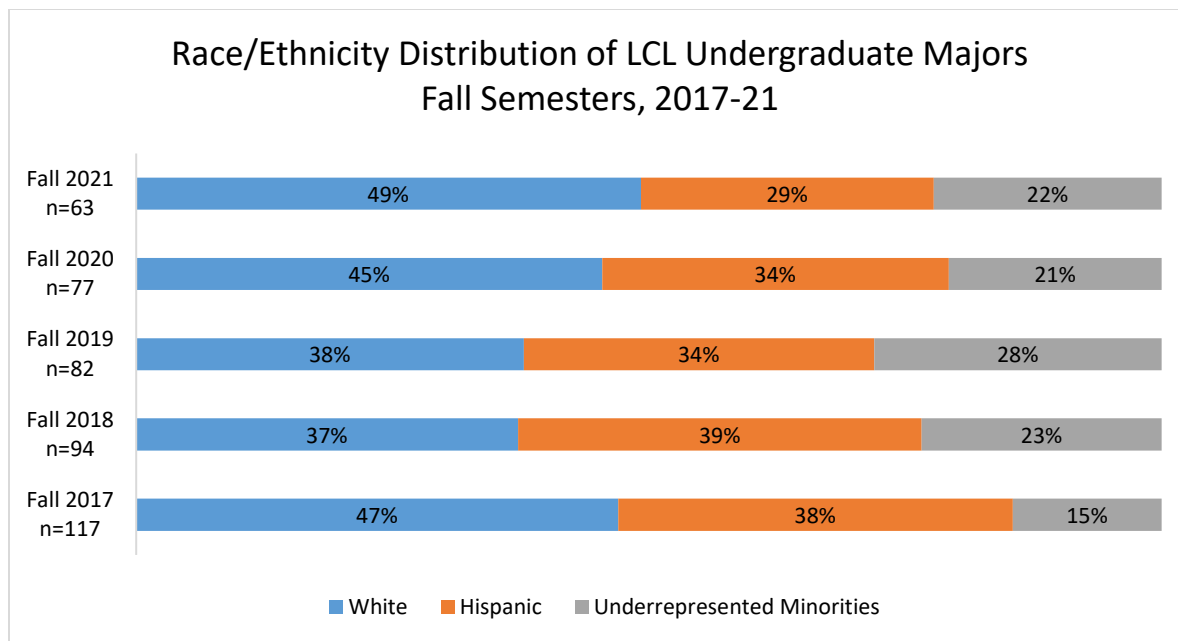


Figure 4C.5 shows data for race/ethnicity distribution of LCL undergraduate majors for Fall Semesters from 2017-2021. This includes first majors and pre-majors for Classical Studies, CL/CS, East Asian Studies, French, German, Languages and Russian.

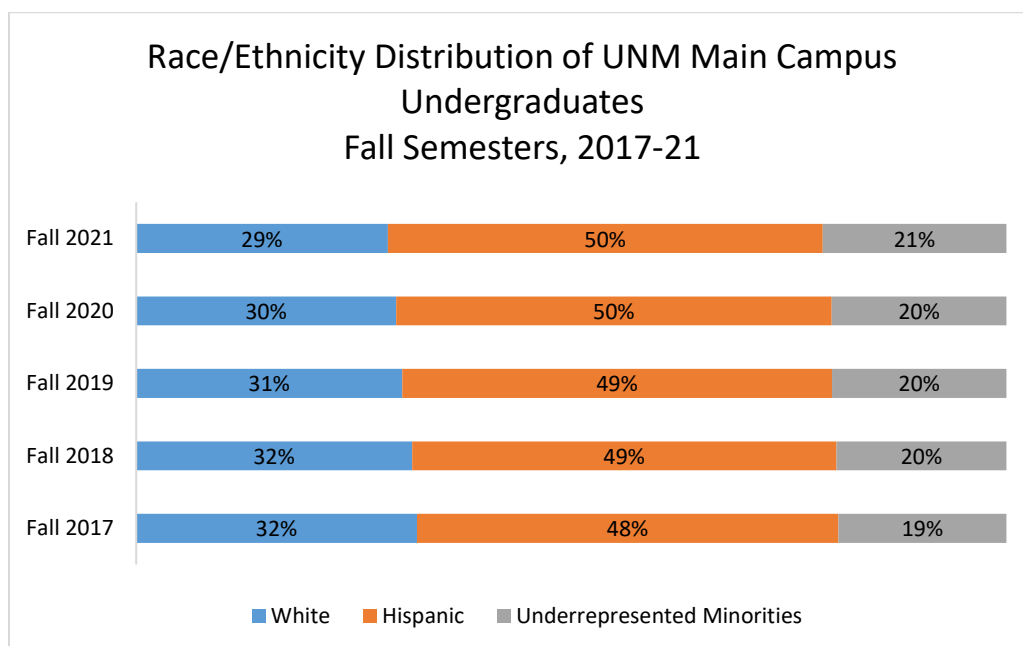


Figure 4C.6 shows data for race/ethnicity distribution of UNM Main Campus undergraduates for Fall Semesters from 2017-2021.

The figures show that the race/ethnicity distribution **LCL's undergraduate majors** maintains a higher percentage of White students, a lower percentage of Hispanic students, and a higher percentage of underrepresented minorities in comparison with UNM overall over the five-year period.

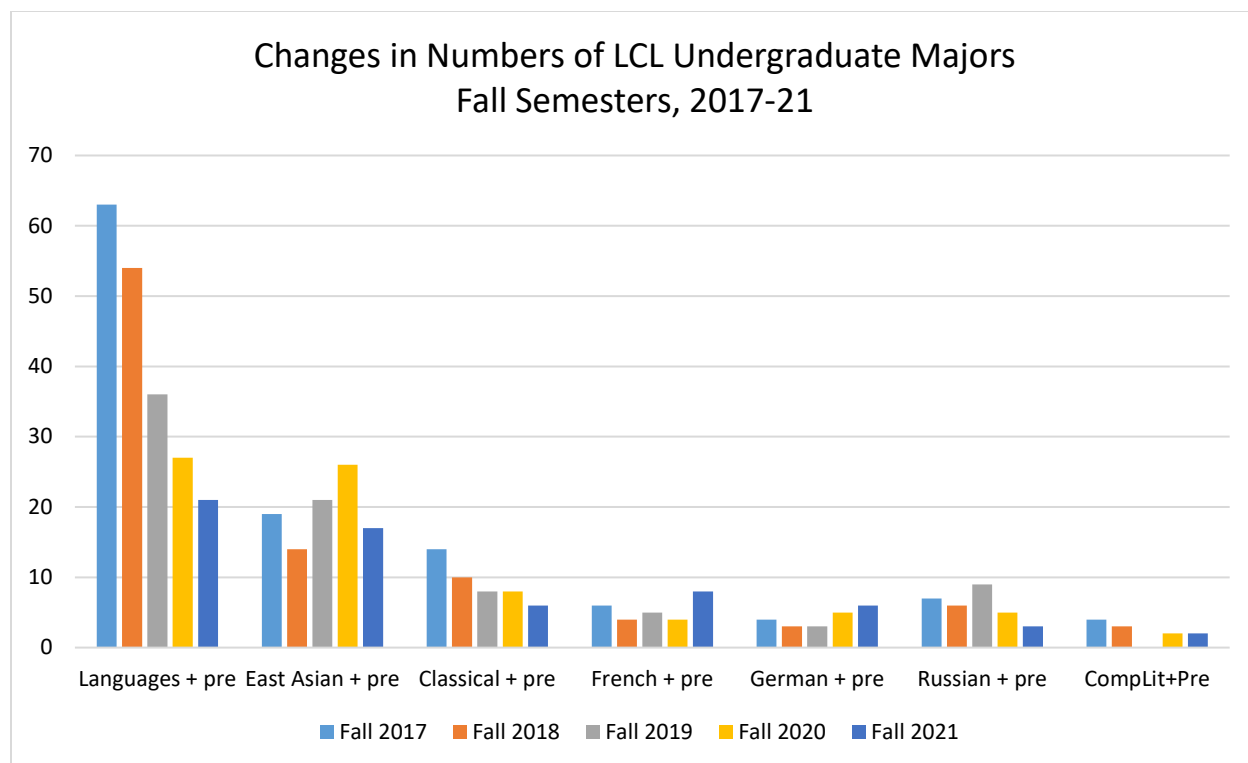


Figure 4C.7 shows data for changes in numbers of LCL undergraduate majors by Degree Program for Fall Semesters from 2017-2021.

The figures show that the number of **LCL’s majors** has declined over the five-year period, with the decrease in raw numbers mainly driven by the decline in students choosing LCL’s most popular major in Languages.

Undergraduate Retention

Retention rates in the table below refer to the percentage of entry cohort undergraduates who remain enrolled in a third semester of an LCL course of study in comparison to UNM overall. Third semester retention is the benchmark most commonly used by UNM and higher education institutions because there is a significant difference in the probability that a student will graduate if they finish first year, relative to other semesters. Also worth mentioning is that beginning in 2016 pre-majors are included in the totals of majors in the data reported by UNM and upon which these figures are constructed, which substantially increased the number of majors included in the denominator.

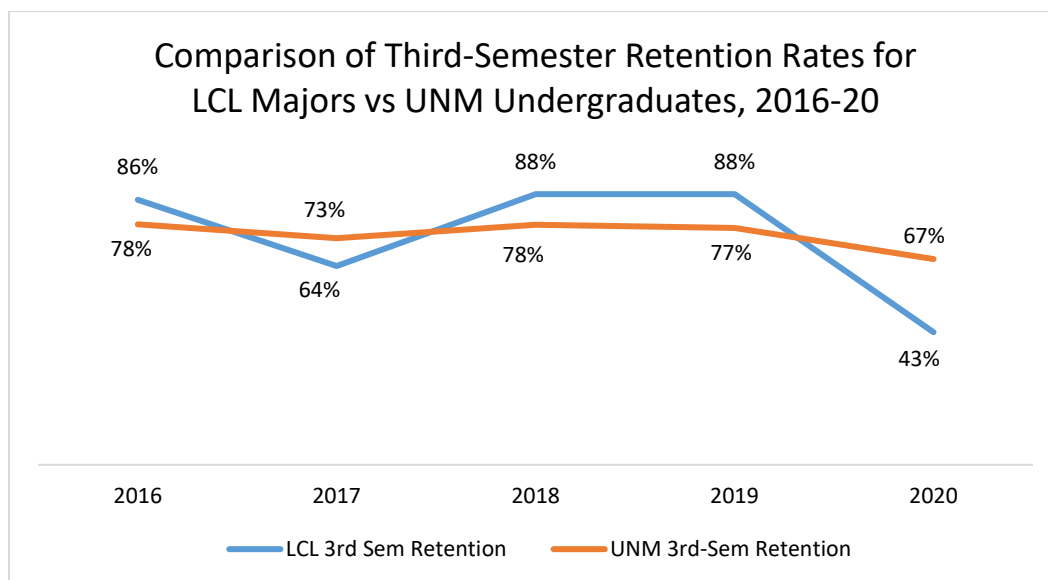


Figure 4C.8 shows a comparison of third-semester Retention Rates for LCL majors vs all UNM undergraduates from 2016-2020.

The third-semester retention rates in LCL for students who entered in 2016, 2018, and 2019 are substantially higher (in the high 80s% range) than UNM overall, but in 2020 LCL's third-semester retention rate dropped significantly, even as UNM's also dropped somewhat. A possible explanation for this decrease in retention is that students were unable to continue courses due to pandemic-related circumstances.

Data provided by OIA for undergraduate student retention by gender and undergraduate student retention by ethnicity over the five-year period were marked as unreliable due to the small sample and are therefore not reproduced here. As a rule, LCL encourages promising/interested students to pursue one of the seven majors offered by the department. This is achieved mainly by individual faculty/student interactions to encourage students to continue in an LCL degree program, and program advisors are aware that enhancing diversity by both gender and ethnicity is a priority. While the specific data provided by OIA is insufficient to indicate unit progress on that front, overall retention rates offer an important source of information that can be used to guide future efforts to diversify the student body.

Summary. From 2016 to 2019, LCL was doing well, and better than UNM overall, in retaining students who are either declared majors or pre-majors in one of LCL's seven undergraduate degree programs. The pandemic-inflected decline in 2020 is to be addressed and remedied, even as the numbers improve in the next two years.

Undergraduate Graduation Rates

Another way to measure LCL's performance as a unit is by looking at undergraduate graduation rates. The tables below were provided by OIA, and take into account graduation rates for first majors only; second majors are not included in calculations. Percentages reflect graduation rates for first majors only, and as such provide an incomplete picture.

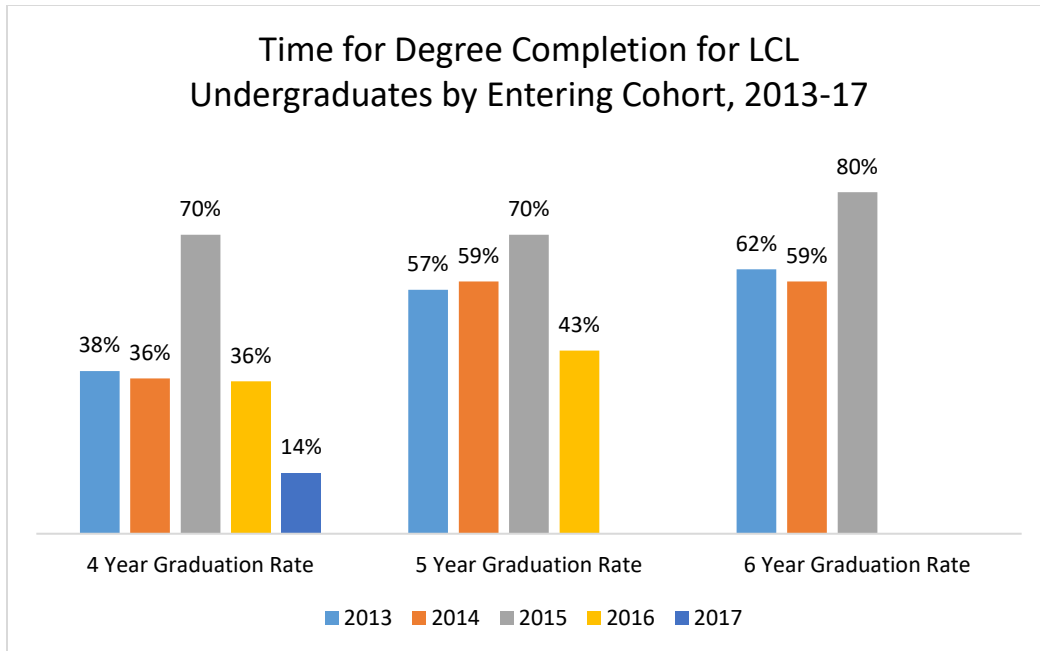


Figure 4C.9 shows data for time for Degree Completion for LCL undergraduates by Entering Cohort from 2013-2017.

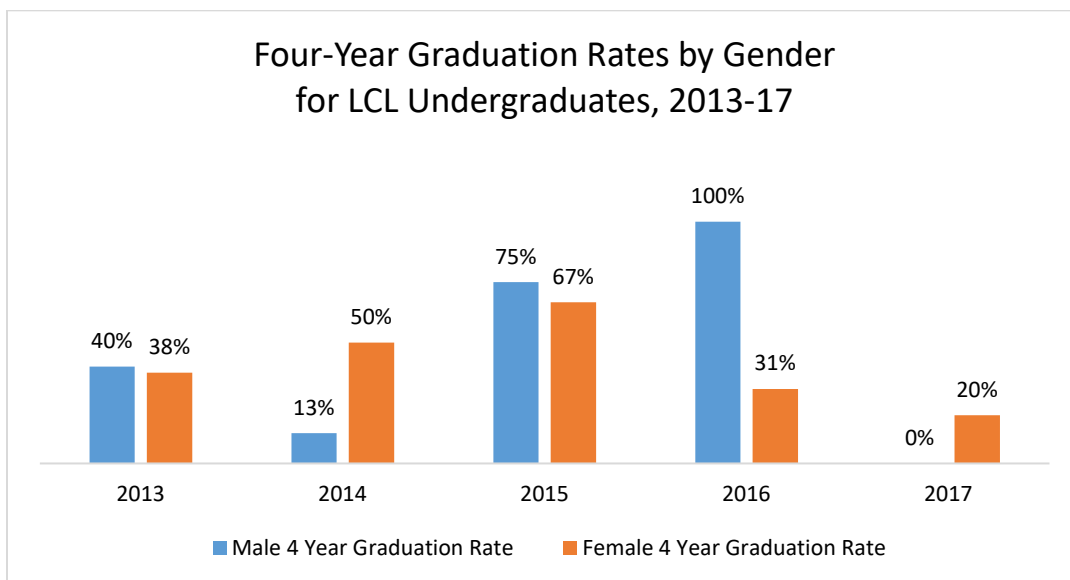


Figure 4C.10 shows data for four-year Graduation Rates for LCL undergraduates by gender from 2013-2017.

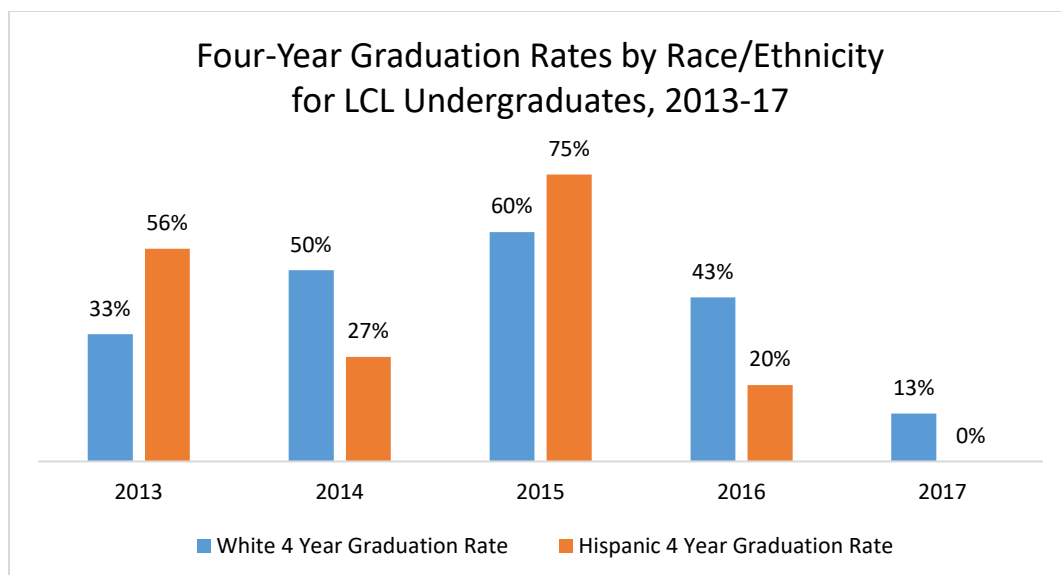


Figure 4C.11 shows data for four-year Graduation Rates for LCL undergraduates by race/ethnicity from 2013-2017. This includes White and Hispanic students only, as other ethnicities were removed due to low n-values.

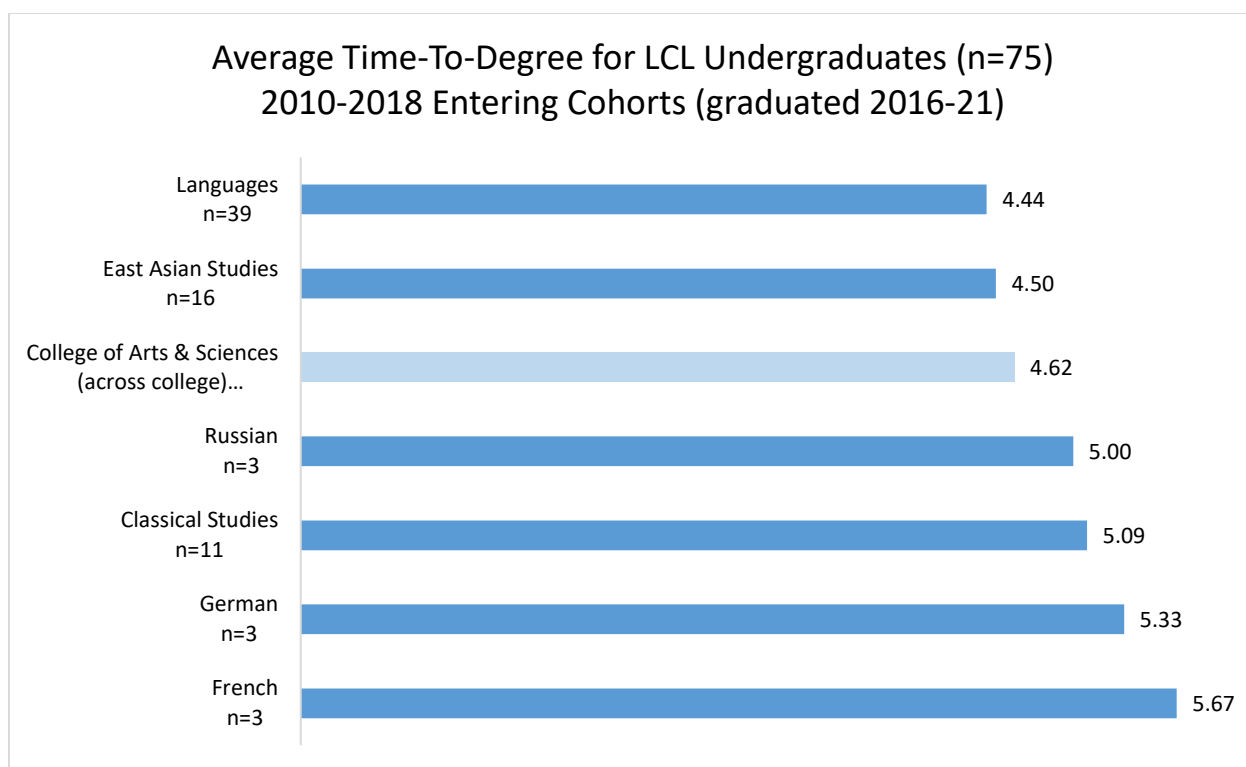


Figure 4C.12 shows data for average Time-to-Degree for LCL undergraduates for 2010-2018 entering cohorts who graduated from 2016-2021. This includes data for six LCL degrees (n=75), and College of A&S (across college) as comparison; CL/CS was removed due to low n-value (n=1).

Summary. Graduation rates and average times to degrees for first majors in LCL trend on the longer side than at UNM overall due to the sequential nature of advanced language study. If second major data were included, the values might show that second majors take a little less time to degree.

Undergraduate (BA) Degrees Awarded

LCL maintains its own records of undergraduate degrees awarded, and data for LCL BA degrees awarded from 2016-2022 are produced in the table below. These numbers include **both first and second majors** for each degree program by year as listed.

Academic Year	Number of BAs Awarded by UG Degree Program							Total Number of BAs Awarded
	CLST	CLCS	EAS	FREN	GRMN	LANG	RUSS	
2015-2016	1	0	6	8	8	24	7	54
2016-2017	7	3	6	13	7	25	4	65
2017-2018	7	0	10	6	5	24	4	56
2018-2019	4	2	9	8	4	17	4	48
2019-2020	6	1	4	6	5	14	4	40
2020-2021	1	1	8	4	1	10	7	32
2021-2022	2	0	4	6	5	4	3	24
total	28	7	47	51	35	118	33	
Grand Total BAs:								319

Figure 4C.13 shows data for the number of LCL BA degrees awarded from 2016-2022.

The figures show that between 2016 and 2022, the number of students earning BA degrees in LCL went from a high of 65 in 2017, to a low of 24 this year in 2022. While degrees granted in the College have also decreased overall during these years, LCL has seen a significant drop over the time frame.

Graduate Enrollment

LCL graduate student headcount has decreased and then increased slightly in recent years, in parallel with UNM's overall trends in graduate student enrollment. The comparison with UNM is offered throughout this section in order to highlight enrollment trends in recent years relative to campus overall. LCL faculty are well aware of these trends, both at UNM and in their respective disciplines nationally, and they continue to refine recruitment strategies and develop engaging curriculum to work against these trends.

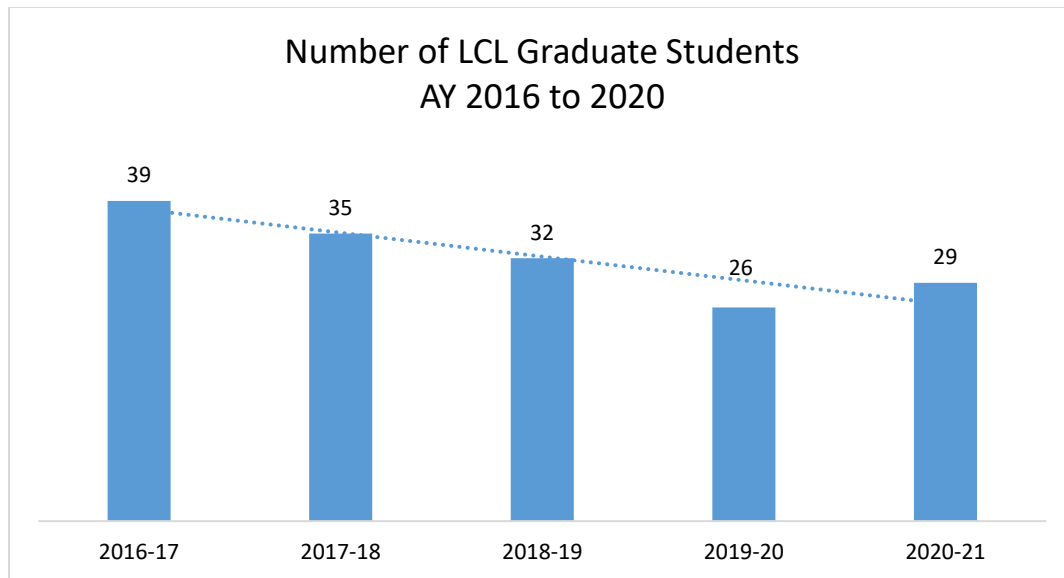


Figure 4C.14 shows data for the number of LCL graduate students for AY 2016 to 2020. This includes MA in CL/CS (all concentrations including Classics), MA in German Studies, MA in French, and PhD in French.

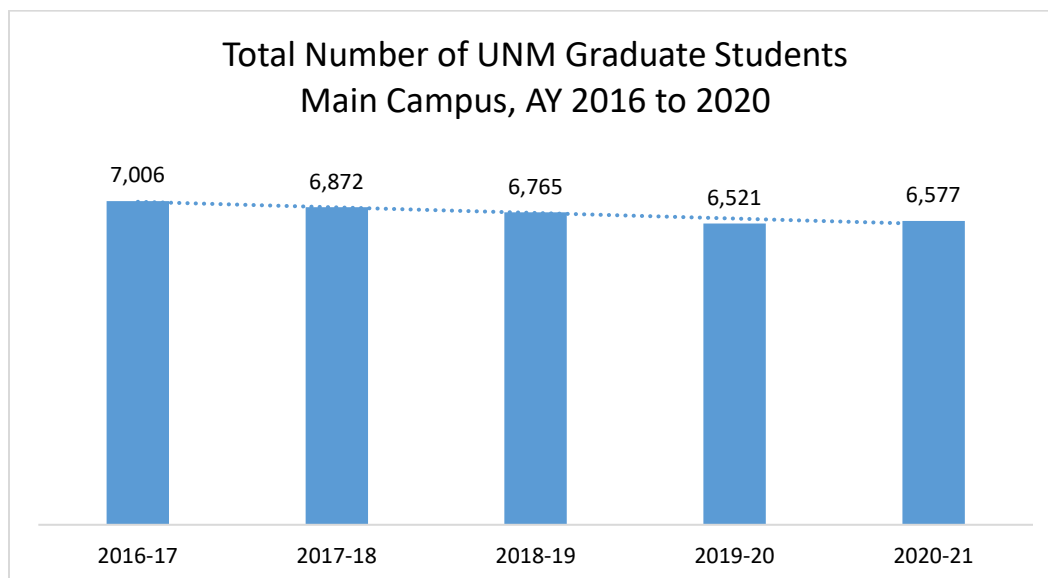


Figure 4C.15 shows data for the total number of UNM main campus graduate students for AY 2016 to 2020.

The figures show that **LCL's graduate headcount** decreased over the period from 2016 to 2020, and increased slightly in 2021, in tandem with UNM trends in graduate headcount.

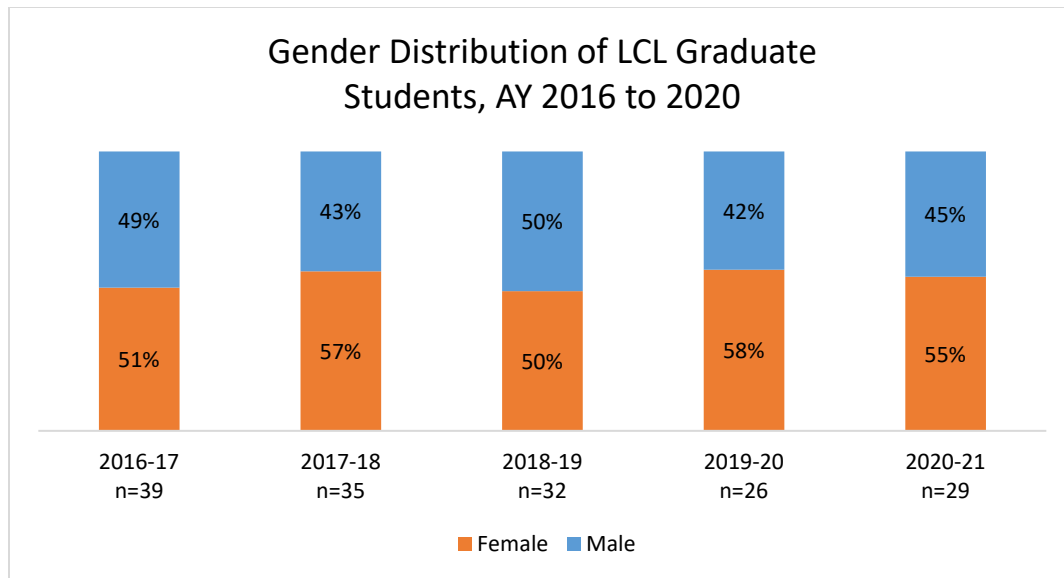


Figure 4C.16 shows data for the gender distribution of LCL graduate students for AY 2016 to 2020. This includes MA in CL/CS (all concentrations including Classics), MA in German Studies, MA in French, and PhD in French.

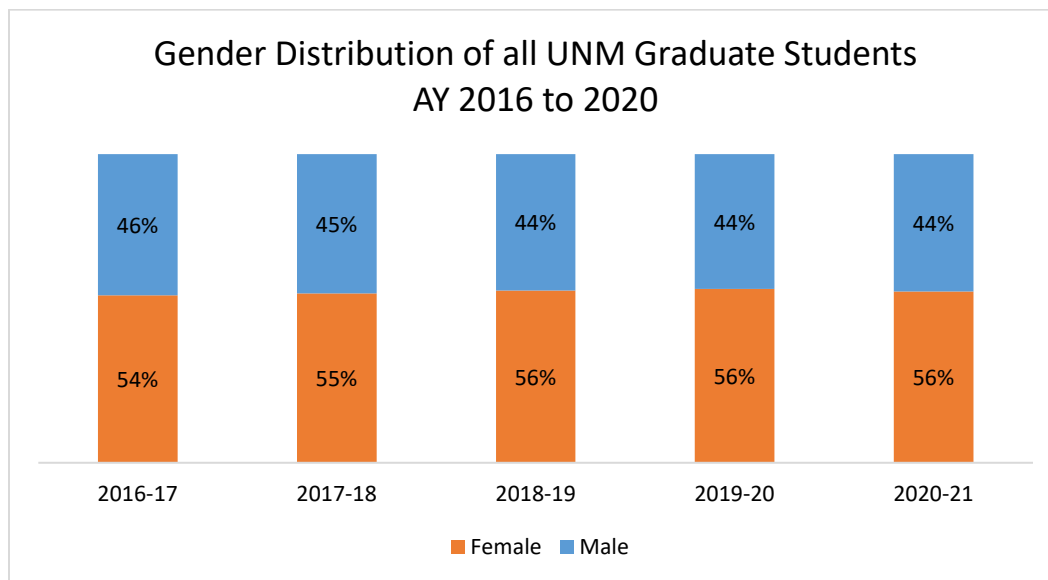


Figure 4C.17 shows data for the gender distribution of all UNM graduate students for AY 2016 to 2020.

The figures show that the **gender distribution of LCL's graduate students** stayed relatively stable during the time period in tandem with UNM's gender distribution, with a slightly higher percentage of female students every year except 2018-2019, when the percentage of male to female students was exactly 50-50%.

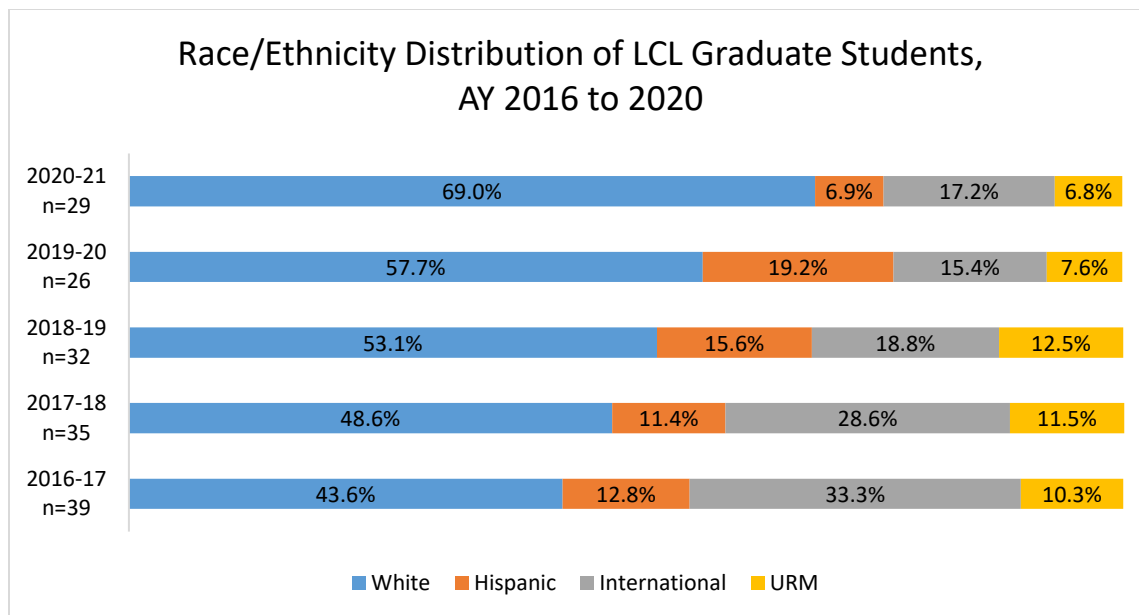


Figure 4C.18 shows data for the race/ethnicity distribution of LCL graduate students for AY 2016 to 2020. This includes MA in CL/CS (all concentrations including Classics), MA in German Studies, MA in French, and PhD in French.

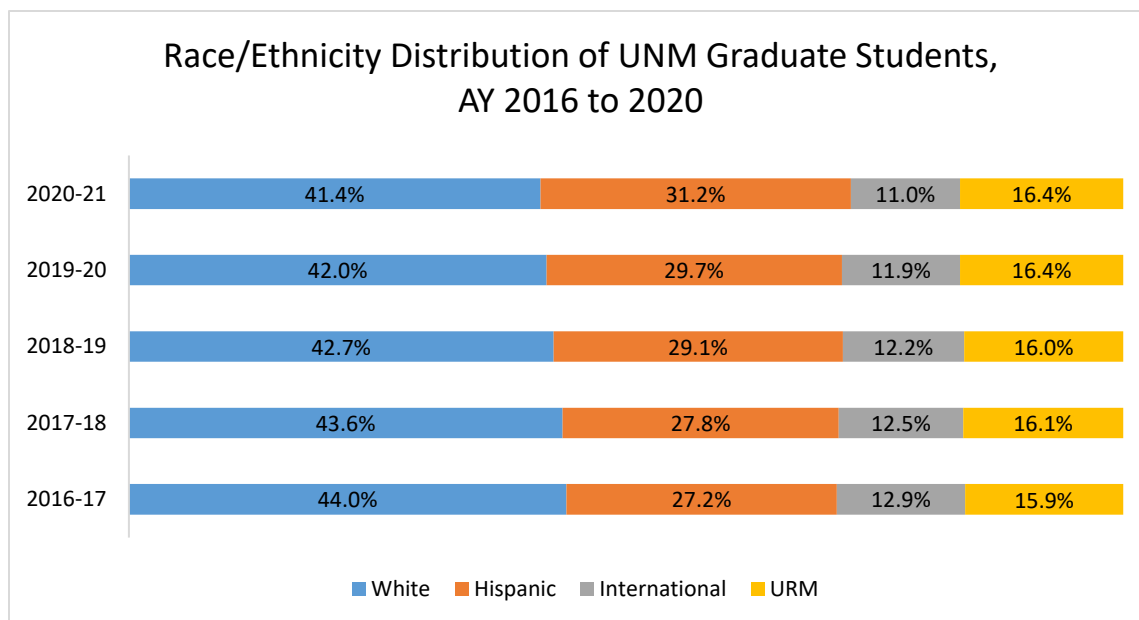


Figure 4C.19 shows data for the race/ethnicity distribution of all UNM graduate students for AY 2016 to 2020.

The graduate degree data seen in Figure 4C.18 and 4C.19 adds the category of **international students**, while collapsing underrepresented minorities into one value given the low number of students in this category earning graduate degrees. The data presented are percentages of Whites, Hispanics, International and URM students earning LCL graduate degrees between 2016 and 2020.

The larger number of graduate students represented by the overall UNM figures produces greater stability, whereas the smaller number of students in LCL produces greater instability (there were only 36 MA degrees and 3 PhDs awarded during the entire time frame.) Over the time period the percentage of White students earning graduate degrees from LCL has increased, while the share of international students in particular decreased. This may be explained by federal restrictions on international student admissions and visas during this time period.

Graduate (MA & PhD) Degrees Awarded in LCL, 2016-2020

LCL maintains its own records of graduate degrees awarded, and the data for graduate degrees awarded are produced in the table below. These numbers include the MA in the Classics concentration of CL/CS, the MA in CL/CS (both concentrations), the MA in German Studies, the MA in French, and the PhD in French by year as listed.

Academic Year	Number of MAs Awarded per Degree Program				Total Number of MAs Awarded	Total Number of PhDs Awarded
	CLST MA	CLCS MA	GRMN MA	FREN MA		FREN PhD
2015-2016	3	0	0	1	4	1
2016-2017	1	3	5	2	11	
2017-2018	4	2	2	2	10	
2018-2019	1	1	2	1	5	2
2019-2020	1	1	1	3	6	
2020-2021	3	1	2	1	7	
2021-2022	2	0	1	3	6	
	15	8	13	13		
Grand Total MAs:					49	Grand Total PhDs: 3

Figure 4C.20 shows data for the number of LCL MA and PhD degrees awarded from 2016-2022.

The figures show that between 2016 and 2022, the number of students earning MA degrees in LCL went from a high of 11 in 2017, to a low of 5 in 2019, and only 6 this year in 2022. While graduate degrees granted in the College have also decreased overall during these years, LCL has seen a critical drop over the time frame.

Data Summary. While LCL continues to offer high-enrollment undergraduate service and elective courses with significant student credit hour production, the undergraduate degree programs in LCL are seeing fewer student majors. In terms of enrollment by major and degrees awarded, LCL is experiencing worrisome declines in the BA degree programs, which is in tandem with recent national trends in Humanities and especially Language departments. The enrollment decline in the popular Languages major may be explained by the creation of new degree program in East Asian Studies and the minor in Arabic, and these programs' success in attracting students who previously would choose the Languages degree to study Chinese or Arabic. One bright spot is that in recent years LCL is retaining a greater percentage of the (smaller) number of undergraduate students in its programs, as the students who come to study in LCL stay through the advanced sequence.

At the graduate level (MA and PhD) the numbers are too small in any given year to draw firm conclusions, so these comparisons are not as useful. LCL has done well recently with recruiting international students and women into the MA programs. Overall, the number of Hispanic and other underrepresented minority students enrolling in LCL graduate degrees decreased during the 2016-2020 period; while LCL has been fortunate to apply for and receive **diversity/distinction funds for URM recruitment** from OGS, internal discussions on how to improve recruitment and retention need to continue. The French PhD has graduated three students in the past seven years, so it is difficult to draw conclusions from such a limited data set.

4D: Advisement Practices *Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.*

LCL Undergraduate. Prospective LCL students are able to consult with and receive advisement from professional advisors in the College of Arts & Sciences Center for Academic Success (ASCAS). Undergraduate students interested in LCL programs receive academic advisement at ASCAS on degree plans, degree audits, and questions about major and minors. At ASCAS, prospective and declared LCL majors and minors are advised by Senior Academic Advisor Kate Merrill, whose portfolio encompasses all seven LCL majors and eleven minors. Many students find their way to LCL on their own and receive advisement from specific language program faculty advisors. A significant number of LCL majors combine their language, culture, and literature studies with another major, so they may be receiving specific academic advisement from programs with dedicated advisors and more general or specific advisement from the College of A&S.

LCL has a system of undergraduate faculty advisors for each language. LCL faculty maintain authority over the advisement for each of program, creating a connection with students and avoiding misunderstandings and potential delays to degree due to misinformation. LCL faculty advisors refrain from advising students about general university requirements. LCL faculty advisors hold regular office hours; any students who inquire at the main office are provided written email contact information and office hours for each faculty advisor. LCL faculty do not have office phones so students rely on email or office hours to communicate with faculty advisors. This somewhat random advisement protocol may miss some students, and does make it difficult to track a cohort of students with great accuracy, but the personal attention students receive from faculty advisors in LCL's small programs works out well for the majority of majors.

LCL Graduate. Each LCL graduate program handles its own advising for its graduate students. Graduate students are asked to attend a mandatory orientation session prior to Fall semester run by graduate program faculty; in addition to in-depth discussion of their academic role as graduate students, and their duties as TAs and GAs, they receive official information about student privacy and confidentiality issues, gray area training, and numerous administrative processes through the Office of Graduate Studies (OGS). All incoming graduate students also take a mandatory Professional Development Colloquium, MLNG 501 (1 CH). In this course, several LCL faculty offer one-hour sessions on a range of professional topics: CV crafting, job interviews, paper writing, conference presentations, etc. Every new graduate student is advised by the program advisor until they select a faculty committee and committee chair. LCL encourages students to form their graduate committees 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 LCL Director of Graduate Studies. The coordination of these different moving pieces is the job of Program Coordinator Elvine Bologa, 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 every graduate student is encouraged to check in periodically with the Director of Graduate Studies and the specific Graduate Advisor for their programs, most students gravitate quickly toward their thesis advisors and seek their advice directly on most matters.

Arabic: Undergraduate. Faculty members in Arabic meet regularly with students to facilitate coordination with advisors. Faculty members in Arabic also regularly advise students on study abroad programs and scholarship opportunities.

Classics: Undergraduate. For Classics majors and minors, Classics advising is performed by the Undergraduate Advisor. The Undergraduate Advisor for Classics reaches out to all majors and minors once a semester, providing available courses for the following semester, and offering an open request for anyone to meet with the advisor to discuss their progress to degree.

Classics: Graduate. The Graduate Advisor for Classics meets with all graduate students at least twice a semester (both at the beginning and at end of the semester) to check up on student progress and make sure all students are aware of any requirements for their degree progress. The Graduate Advisor helps students determine an appropriate faculty member to serve as the chair of the student's thesis or exam committee, at which point the committee advisor becomes the main advisor for the graduate student. The Graduate Advisor continues to supervise student progress and communicates TA/GA assignments to students every semester. During the pandemic, both undergraduate and graduate advisors offered flexible office hours to meet with students online via Zoom, and continued offering both face-to-face and online office hours after UNM's return to face-to-face teaching for the sake of equity and inclusion among students not comfortable with in-person meeting. Much of the interactions of both undergraduate and graduate advisors with students in the pre-pandemic years was based on presence on campus and seeing students in faculty offices or in the hallways of Ortega. As faculty and students adjust to post-pandemic norms, Classics program faculty hope to improve student advisement by searching for ways to include students more in selecting course offerings for following semesters, as well as giving graduate students more agency in choosing their teaching assignments.

CL/CS: Undergraduate. The Director of CL/CS serves as the Program Undergraduate Advisor for prospective students and declared majors in the CL/CS program. Many prospective majors and minors reach out to the Program Advisor on their own for counsel specific to their plan of study. Starting in 2013, each undergraduate degree program is responsible for creating and updating a roadmap to the degree, posted on the website of the Office of the Provost. These templates exist for all LCL majors and allow students to track their progress along a hypothetical timeline to graduation.

CL/CS: Graduate. The CL/CS Director serves as the Program Graduate Advisor. Students meet regularly (at least two or three times during a semester) with the Director to discuss plans of study, progress towards the degree, requirements, etc. Once students select their committee on studies and chair (usually by the end of the second semester of study), advisement is undertaken by the chair of their committee. However, the CL/CS Director and the Director of Graduate Studies still handle administrative issues, some graduate forms, and the occasional problem or petition in consultation with the LCL Graduate Committee. Graduate advisement during the second year of study takes place through a multi-point, but free structure of communication between the CL/CS Director, the Committee on Studies Chair, and the Director of Graduate Studies.

East Asian Studies: Undergraduate. Program faculty in East Asian Studies contact students through the classes they take. EAS program faculty also maintain a LISTSERV for East Asian Studies students and encourage them to make appointments with Peng Yu (for Chinese) or Lorna Brau (for Japanese) to discuss their program and degree progress. EAS program faculty acknowledge the need to develop a more rigorous process to ensure that all students are seen at least annually, if not once a semester, to keep them on track to finish their degree.

French: Undergraduate. The undergraduate faculty advisor in French meets regularly with majors, second majors, minors and prospective students. Steve Bishop serves in this role, providing individualized advisement to students interested in a specialization in French and Francophone Studies. The French program engages in outreach to non-traditional students, with success in drawing a broad range of students to the program, due to the diversity of course offerings and the broadly post-colonial approach to the field. French faculty are closely affiliated with other programs, such as International Studies, Africana Studies, and Women, Gender and Sexuality Studies; they are sensitive to issues of racial and ethnic identity, gender and sexuality, national origin, and the multitude criteria of exclusion and belonging that overdetermine success in the academy. The French program is also represented on the board of the Mellon program designed to encourage New Mexico community college students to continue their Humanities studies at UNM and participates in several outreach events organized by the program.

French faculty are aware that student experiences studying abroad, whether in short summer trips or in university-led semester and year-long programs, almost always lead to enrollment in the major. This correlation between study abroad and the pursuit of French studies (though students who study abroad already have an interest in some form of the field) suggests that the study abroad experience should continue to be encouraged for the broadest range of students possible. While students who chose French quickly discover that program courses address the language and its multiple cultures on a global scale, it is important to communicate that French and Francophone Studies is not exclusively about France, or even primarily about France. Students wishing to study the Caribbean, Africa, or the South Pacific (as well as Europe) benefit

tremendously by an investment in the extensive French-language cultural and literary materials covered in the curriculum. There is always more to learn to improve inclusiveness and program faculty are open to new approaches to advising that will expand the program's appeal to the broadest population of students possible.

French: Graduate. The French graduate program draws students from around the world, including multiple countries in Africa, from India, and from France. Aside from this global reach (the result of extensive recruiting), the program attracts a range of students who situate themselves within a broad range of “identarian categories.” As the advisor for the graduate program, Steve Bishop successfully recruits students, notably from Africa (Cameroon) and guides numerous students through the MA program. For graduate students, much of the academic advising gets taken over by a research field-specific director with whom an MA student will generally work after their first year. While program faculty have specializations, their diverse experiences mean that students generally find an advisor that suits them. Faculty remain open to new ways to attract students into the program and to mentor them successfully after they have chosen French as a course of study.

German: Undergraduate. The German program has a dedicated faculty undergraduate advisor in the department, and students also consult with the College of A&S professional advisor. The departmental advisor meets with incoming German students to explain the degree options and learning goals of the program, then incoming students meet with the college advisor to find out about other requirements and to discuss a time to degree plan. In addition, the departmental advisor contacts all German program students near the beginning of each semester to check in with them and inform them of any special events or courses coming up. Faculty also conduct advisement on a case-by-case basis, including to more casual interactions at the weekly *Sprechtisch*, a German Club sponsored event at a local pizza restaurant.

Languages: Undergraduate. The Languages program has a dedicated faculty undergraduate advisor in the department, and students also consult with the College of A&S professional advisor. The departmental advisor meets with incoming Languages students to explain the degree options and learning goals of the program, then incoming students meet with the college advisor to find out about General Education requirements and to discuss a time to degree plan. In addition, the departmental advisor contacts all Languages students near the beginning of each semester to check in with them and inform them of any special events or courses coming up.

Russian: Undergraduate. Students are advised by the faculty advisor for the Russian program and the College of A&S Advisor. The Russian program has a detailed roadmap, which lists the courses students have to take each year in order to fulfill the first/second major or minor requirements. Information is listed in the online UNM Catalog, and posted on the LCL website. Russian program faculty believe that student advisement can be improved if contact with students about their degree progress were initiated earlier in their studies. Right now, students see the faculty advisor for the Russian program only in the third year, when they enroll in RUSS 301 taught by Tanya Ivanova-Sullivan (the Russian program faculty advisor). Despite the encouragement of first- and second-year language faculty, students rarely reach out to the program or the College advisor in their first couple of years of study. This is a more general problem, not just with Russian but with other programs as well, and should be addressed more consistently in

the future. Administrative mechanisms could be put into place to encourage students to come for an advisement session right after they declare a Russian major. At that session, students would be provided with the roadmap and overview of the best way to fulfill the major/minor requirements, including enrollment in intensive Russian courses in the summer and study abroad in Russian-speaking countries.

New Initiative: The Multilingual Recognition Option (MRO). In Spring 2022, the Chairs of language-teaching departments (LCL, Spanish & Portuguese, and Linguistics), together with the Director of the Language Learning Center (LLC), met with College of A&S leadership to propose an incentive option to encourage students majoring in A&S degree programs **to continue with language study** beyond the one-semester required by the General Education Curriculum. Currently, students majoring in programs in the College of A&S must complete at least 48 credit hours of upper-division coursework (courses numbered 300 or 400) with a minimum grade point average of 2.00 on all upper-division credit hours accepted by the College of A&S. The proposed **A&S Multilingual Recognition Option (MRO)** would allow students the option to complete at least 42 credit hours of upper-division coursework together with the completion of a first major, second major, or minor in an A&S language program. The language programs in A&S covered by the MRO are: American Signed Language; Arabic; Chinese; French; German; Greek; Japanese; Latin; Languages; Navajo; Portuguese; Russian; Signed Language Interpreting; and Spanish. The MRO was approved by College of A&S leadership, shared with ASCAS (Advisement), and sent to the Registrar for processing to go into effect in Fall 2022. The MRO will be tracked in the next few semesters to assess the impact, if any, on language enrollments.

4E: Student Support Services *Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.*

Support for academic matters at the undergraduate and graduate levels begins with LCL faculty advisors in the individual programs, in conjunction with other student support services provided more generally by UNM. LCL faculty advisors give academic advice and provide assistance to undergraduate and graduate students who request help. The LCL administrative staff is also frequently called upon to resolve issues with undergraduate and graduate students beyond the purely administrative scope. Chiefly it is the LCL faculty, TAs, and instructors who provide numerous hours of individualized support to students, whether those in experiencing academic difficulty or those being prepared for further work or study.

LCL faculty maintain close ties with several university service units, and LCL undergraduate and graduate students benefit in particular from access to the following **university-provided academic support services**.

Language Learning Center (LLC). Under the aegis of the College of A&S, the Language Learning Center (LLC) supports language students and faculty at UNM. During the previous APR, concerns were raised regarding the relationship between the LLC and the department, as well as the opacity of LLC course fee structure. In AY 2021-22, LCL faculty member Emma Trentman assumed the role of Interim Director of the LLC, and now as Director she will hold the position

through Spring 2026. She continues to work to survey faculty and students in the related departments (Spanish and Portuguese, LCL, and Linguistics) about services needed. Steps taken to increase transparency and communication include the establishment of a faculty advisory board, a **revised fee structure** for LCL based on student use ([see Appendix 4E.a](#)), and the application for Category II status that will allow the LLC to work with relevant departments and programs to apply for grants to support language learning and multilingualism research and practice.

Center for Academic Program Support (CAPS). CAPS offers services that directly benefit LCL students, such as **tutoring and conversation groups** in many of the languages offered by LCL (French, German, Chinese, Japanese, Russian, Latin and ancient Greek).

Office of Graduate Studies (OGS). On the graduate level, the Office of Graduate Studies (OGS) runs regular workshops on thesis and dissertation writing, professional training, research and scholarship. Additionally, to help TAs receive training and guidance as instructors in higher education, OGS offers the Graduate Teaching Academy in conjunction with the Center for Teaching and Learning, which offers a Graduate Teaching Certificate, as well as courses for teaching assistantship training.

LCL Program Support Services

Classics. Classics program faculty and TAs previously were able to refer ancient language students to CAPS, when they employed a Latin and Greek tutor, though they no longer do so. The Classics program maintains a small development fund to help support graduate student travel to conferences and student awards.

CL/CS. Within LCL, the CL/CS program has no designated form of academic support (funds, scholarships, established prizes). At the graduate level, some support is provided through foundation funds disbursed by French and German. For example, the Carol Raymond Scholarship has been used to provide research support (through teaching releases or stipends) for CL/CS students who are French language assistants during the semester they write their thesis. Other forms of support include scholarships for the Critical Theory Workshop in Paris and conference travel support.

East Asian Studies. Program faculty support students through major and minor advising, and faculty office hours. Students are encouraged to make use of the CAPS language tutoring service. There are Chinese and Japanese Clubs on campus, supported by the faculty, and run entirely by students.

French. The program provides support through its advisement practices as well as through its study abroad programs. The program in French and Francophone Studies is strongly committed to study abroad as a means of invaluable training in global citizenship and works with the Global Education Office (GEO) to provide students with excellent options, such as the programs in Chambéry and Rennes. Additionally, French and Francophone Studies sponsors a two-week trip to France in the summer led by Steve Bishop. All of the study abroad programs as well as individual student research related to French and Francophone Studies are generously supported by donors Carol Raymond, Mary Rowan, and Robert Stone.

German. The German program does not have any official student support services beyond those offered by the department, college, and university. However, program faculty do meet often with students before or after class, or at the weekly *Sprechstisch* event, and are often able to provide support when students have problems or need direction.

Languages. The Languages program does not have any official student support services beyond those offered by the department, college and university.

Russian. Students in the Russian program rely on CAPS, which regularly offers the services of a Russian tutor. The tutor is vetted by the Russian faculty and works in coordination with them to provide support for students in all Russian language and culture courses. Regular attendance at CAPS is integrated into the Russian language curriculum: in first-year Russian, CAPS attendance is mandatory and part of the final grade. For second- and third-year students, CAPS is optional but generates extra credit.

4F: Graduate Success *Discuss the success of graduates of the program by addressing the following questions:*

- *How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?*
- *What are the results of these measures?*
- *Discuss the equity of student support and success across demographic categories.*

LCL Undergraduate. The department of LCL does not have the resources or staff to track the post-university careers of undergraduate *alumni/ae* of all major and minor programs in any systematic way. LCL faculty in individual programs are well aware that numerous recent undergraduates have gone on to prestigious graduate programs, law school, medical school, government work, diplomatic service, journalism, teaching careers, non-profit work, creative writing, and a host of related and unrelated jobs and professions.

LCL Graduate. LCL maintains better and more systematic evidence for the professional trajectories of graduate students. Many recipients of LCL graduate degrees go into teaching and hold jobs in public and private schools in New Mexico as well as around the country and abroad. Several students who complete an MA in an LCL program go on to pursue doctoral work. The majority of graduates of LCL graduate degree programs benefit from the education they receive in the department and put it to good use in their professional careers.

Classics: Undergraduate. Tracking of undergraduate student *alumni/ae* after completion of their BA degree in Classical Studies is difficult, unless they plan to apply to graduate programs and ask Classics program faculty to be involved in their application process by writing letters of recommendation. Recent undergraduates who were awarded Classics BA degrees in LCL have gone on to graduate programs and eventual employment in law, medicine, museum studies, journalism, media, and public relations, as well as in Classics. In addition, the Classics Undergraduate Advisor schedules exit interviews during the final semester of student's completion of degree to discuss options and plans for post-graduate success.

Classics: Graduate. Program faculty in Classics aim to help graduate students achieve success both in and after their degree programs by offering training in professionalization, such as CV writing and upkeep; writing conference abstracts and presentations; gaining teaching experience through supervision and regular meetings with TAs; participating in departmental and college conferences and colloquia; and through researching and writing thesis projects. In terms of equity, all students have access to the same opportunities and attentions offered by the program. The College of A&S offers some special recruitment funding for Diversity and Distinction awards which have been used to fund two previous students from underrepresented backgrounds.

The Classics Graduate Advisor tracks those students who receive the MA in Classics and who go on to advanced graduate studies to pursue PhDs in Classics or related fields, as well as those who seek work as secondary school teachers. Of the 42 graduate students in the program since 2008, 35 have decided to apply for PhD programs: all 35 were accepted into competitive, prestigious programs upon completing their MA degrees at UNM. Classics graduate students continue to be very successful with acceptances into top-level PhD programs with full support: Stanford, Brown, Columbia, Cornell, University of Illinois, University of Michigan, University of Virginia, Florida State University, Rutgers, Duke, and the University of North Carolina. A few students have decided not to continue working in academia, but have applied their training in languages to other pursuits, such as computer programming and the IT field.

CL/CS: Undergraduate/Graduate. The CL/CS program primarily measures the success of graduates through two indicators: graduate studies and employment. Recent CL/CS graduates have placed into fully funded PhD programs at the University of Pennsylvania, the University of Toronto, the University of Oregon, and the University of California, Berkeley, in the fields of Cinema and Media Studies, and Comparative Literature. Others have obtained their doctorates at Memorial University of Newfoundland and Louisiana State University. They have continued to teaching positions at the university level or at local area schools in language, literacy, and culture.

East Asian Studies: Undergraduate. So far, the EAS program has graduated relatively few students, as it is a fairly new program and the pandemic has derailed a few graduations. Faculty member Peng Yu has developed an exit survey for graduates of EAS programs. Through numerous connections that program faculty maintain with their graduates through LinkedIn, Facebook, and email, they are kept apprised of students' post-graduate activities. EAS students are all supported equally with recommendation letters for jobs and graduate programs, as well as for the JET Program (teaching English in Japan) and other opportunities to teach in Asia. Some EAS students have successfully applied for Fulbright and other fellowships. East Asian Studies graduates have gone on to work in various fields including computing, the sciences, and business.

French: Undergraduate. Recent French majors have successfully placed into funded graduate programs at UNM, Louisiana State University, and the Université Rennes 2, France.

French: Graduate. An MA or PhD in French from UNM has consistently helped students move careers forward in meaningful ways, contributing to the ranks of both high school teachers, university faculty, and public service. Students with a French PhD from LCL have obtained full time teaching positions at Princeton, Duke, UTEP, University of North Texas, Centre College, University of Alabama at Birmingham, and Linfield College; French MA students and CL/CS MA students mentored by French faculty have gone on to elite PhD programs, such as Princeton,

UCLA, UC Berkeley, Washington University in St. Louis, NYU, University of Florida, and the University of Toronto. One former MA student served as Minister of Education in Madagascar. All students in the MA and PhD programs are supported thoroughly and equally, within the means made available by the institution. While French remains underfunded, and support for graduate students is limited (meaning that graduate students are overworked and underpaid), students are provided with some of the best mentoring of any school in the country. A gifted and dedicated faculty and a relatively small student body means that every student gets a high degree of attention. French faculty accompany and assist students from the moment they enter through the door to the moment they graduate. In addition, because the French program has a diverse faculty with extensive experience in different cultural and academic settings, they are adept at providing the right kind of assistance for each student as specific needs arise. Given the wide array of students drawn into the program and the program's limited resources, French program faculty consider that their success rate compares favorably to peer institutions.

German: Undergraduate/Graduate. The German program measures the success of graduating students via the program Assessment Plan and accompanying annual Report. The program currently does not differentiate assessment results based on demographic categories. Although the program does not do this systematically, the program does track student success post-graduation.

Languages: Undergraduate. The Languages program measures the success of graduating students via the program Assessment Plan and accompanying annual Report. The program currently does not differentiate assessment results based on demographic categories, and also currently does not track student activities post-graduation.

Russian: Undergraduate. Success of graduates of the Russian program is measured through their placement in graduate programs, employment by various federal agencies and organizations, and their overall professional and academic success during and after graduation. During their studies, a third of Russian program students enroll in study abroad programs in Russia or Russian-speaking countries. Some of them win prestigious scholarships that make such studies possible, such as the Critical Language Scholarship (5 recipients since 2008) and the Fulbright scholarship for teaching English in Russia. They also participate in the National Student Exchange Program and receive internships from the Department of State. Russian program faculty try to keep track of most of their *alumni/ae* but the majority of them leave the state of New Mexico and even the country to be employed by international organizations or to teach English in Russia or other Eastern European countries. The employment of Russian program graduates encompasses diverse areas and positions but the most frequent ones are: law enforcement in New Mexico; service in the Air Force, Navy, and Marine Corps; working for non-profit organizations in the US and abroad; working in scientific laboratories; entrepreneurial and business positions. Some graduates of the Russian program choose to continue their studies in various graduate programs around the country, including: University of Pennsylvania, University of Wyoming, University of Indiana, The Ohio State University, Kansas University, University of Illinois, and University of Colorado. Others choose to stay at UNM and enroll in graduate programs in Medicine, MBA, Public Administration, History, Political Science, Nuclear Engineering, Economics, Statistics, Speech and Hearing, Physics, and others. Typically, these are students who had Russian as a second major.

Criterion 5. Faculty

The faculty (continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

5A: Composition *After completing the Faculty Credentials Template, discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.*

LCL Faculty Composition. For AY 2022-2023, the department of LCL has 18.5 FTE regular faculty. Faculty distribution by rank includes 12 FTE in TT faculty (4.5 tenured Full Professors, 7.5 tenured Associate Professors, and 0 Assistant Professors), plus 6.5 FTE in non-tenured Lecturers (1.5 Senior Lecturers III, 3 Senior Lecturers II, and 2 Lecturers III). While these numbers have shifted in rank since the last APR with the successful promotion of several faculty, the numbers have also decreased due to **unfilled separations**: there are currently **no untenured junior faculty** in LCL. In particular, LCL lost two junior tenure-track faculty in East Asian Studies: the Assistant Professor of Japanese left in 2016 to take another position, and the Assistant Professor of Chinese resigned in 2021 for personal reasons. There are three regular faculty who hold 50% FTE joint appointments concurrently in other units: one tenured Professor is shared with Africana Studies, one tenured Associate Professor is shared with English, and one Senior Lecturer is shared with Religious Studies.

Among the eight LCL Associate Professors, there are two males, one White and one Latinx, and six White females. Among the five LCL Full Professors, two are White males; and of the three female Full Professors, one is Latinx, one is South East Asian, and one is White. Among the seven LCL Lecturers, there are three males, two White and one Asian; and four females, three White and one Asian. Taking the LCL faculty as a whole, there are seven males (35%) and thirteen females (65%); there are five underrepresented faculty (25%), of which three are underrepresented females (15%), and two are underrepresented males (10%). Among LCL tenured faculty, nine are females (69%), and four are males (31%); three tenured faculty are underrepresented (23%), of which two are underrepresented females (15%), and one is an underrepresented male (8%). Among LCL Lecturers, four are females (57%), and three are males (43%); two Lecturers are underrepresented (28%), of which one is an underrepresented female (14%), and one is an underrepresented male (14%). Table 5A.1 summarizes this information for LCL tenured faculty and lecturers.

FULL PROFESSOR		
Ethnicity	Male	Female
White	2	1
Latinx	0	1
SE Asian	0	1
ASSOCIATE PROFESSOR		
Ethnicity	Male	Female
White	1	6
Latinx	1	0

LECTURER III & II		
Ethnicity	Male	Female
White	2	3
Asian	1	1

Figure 5A.1 shows LCL faculty gender and ethnicity by rank.

LCL Faculty Credentials. All regular faculty in LCL (TT and Lecturers) hold graduate degrees from accredited US universities. All thirteen tenured faculty in LCL (two are shared with other departments) hold PhDs in their respective language fields (Classics, French, German) or in fields related to their research (Comparative Literature, Slavic Linguistics, Second Language Studies, Performance Studies). Seven LCL faculty in the Lecturer ranks (II or III) are classified by the terminal degree held: four Lecturers III (of which two are Senior Lecturers III and two are Lecturers III) hold PhDs in their respective or related fields; and three Senior Lecturers II hold Masters degrees in their respective language fields.

Please see the **LCL Faculty Credentials** Spreadsheet ([Appendix 5A](#)).

CVs of regular faculty are linked on the department's website:

<https://lcl.unm.edu/people/faculty/index.html>

5B: Course-Load *Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.*

Faculty Course Load. The course load for each faculty position and rank is determined by the Department of LCL, the College of A&S, and the Office of Academic Affairs in consultation with the faculty union, United Academics of UNM (UA-UNM). The Department of LCL Academic Workload Policy (CBA mandated) sets faculty teaching loads at two courses per semester for tenured and tenure-stream faculty, and three courses (or the equivalent in credit hours) per semester for Lecturers (see LCL Workload Policy, [see Appendix 1C.a](#)). Current LCL faculty members carry the standard course load as specified for their position and rank: Professors and Associate Professors teach two courses per semester, which is consistent with the department's research goals, giving faculty additional time outside of the classroom to focus on their research agendas; while Senior Lecturers and Lecturers teach three courses per semester, or the equivalent in credit hours, taking into account the teaching of intensive (6 CH) courses in some programs, and enhanced service assignments in all programs. Any adjustment/s to these course loads, based on the mitigating factors for course reduction/release or overload teaching for each faculty rank, must be negotiated with the program faculty and the LCL Chair prior to the academic year in which the adjustment is to occur.

Shared appointments. Three regular faculty in LCL hold 50% FTE joint appointments concurrently in other units. Steve Bishop is a tenured Professor of French in LCL (home

department), and holds a joint appointment with the Department of Africana Studies. Carmen Nocentelli is a tenured Associate Professor of English (home department) and Comparative Literature, and holds a joint appointment with LCL; and Luke Gorton is a Senior Lecturer III of Classics (home department is LCL), and holds a joint appointment with the Program in Religious Studies. These three faculty members are expected to **distribute their teaching load** in an equitable way between their two units: this is often achieved by cross-listing courses that fit into both units. All other LCL faculty members work full-time in the department, and many LCL faculty teach courses that are cross-listed with other units corresponding to their interdisciplinary areas of interest.

Reduced Teaching Loads. In AY 2022-23, five tenured faculty members in LCL have reduced teaching loads (either 1-1, 2-1, or 0-0) due to administrative duties and concomitant service agreements that are in effect for the year. The LCL Chair teaches a 1/1 load by administrative contractual agreement with the College of A&S; three other LCL faculty members have administrative contracts with units outside the department and reduced teaching loads: Emma Trentman is Director of the Language Learning Center (LLC) and teaches a 1/1 load by administrative contractual agreement with the College of A&S; Steve Bishop is the Director of the International Studies Institute (ISI) and teaches a 1/1 load by administrative contractual agreement with the College of A&S; and Pamela Cheek is the Associate Provost for Student Success and is 100% in the Office of Academic Affairs. In LCL, the Director of Graduate Studies typically teaches a 2/1 load to compensate for the service burden of the spring term admissions process; the DGS in LCL oversees the faculty team-taught Professional Development Colloquium MLNG 501 (1 CH) which is typically offered in fall, but sometimes in spring based on faculty availability. Of these reductions in teaching load, LCL receives minimal (part-time) course buy-out funds for Trentman (Arabic) and Cheek (French). These releases pose a challenge for the department in fulfilling its teaching, service, and student mentorship commitments, while it also can create a burden on other faculty to make up the difference, especially in terms of teaching and service.

Curricular Service. Every member of the LCL faculty carries **significant service responsibilities** in administering the various programs and advising undergraduate (and, where indicated, graduate) students, especially as most programs are small (or very small), and numerous responsibilities and duties are shouldered by one or two faculty members. As noted above, a faculty member from LCL (currently Raji Vallury) also serves as the Director of the interdisciplinary program in Comparative Literature/Cultural Studies (housed in LCL); the Director of the CL/CS program at present receives no course release.

Adjuncts. Based on the availability of funding from the College of A&S, LCL regularly employs 2 to 3 FTE in part-time instructor adjuncts (PTI) during the course of the academic year to support instructional needs due to faculty shortages in popular programs like Japanese and Chinese, and/or to make up a shortfall when a faculty member takes on an administrative assignment outside the department, as in Arabic and French.

Lower vs. Upper Division Teaching. Allocation of courses by upper division and lower division occurs specifically by program. When the process begins for determining the following semester's schedule, a call goes out for programs to submit proposed program schedule builds to the main office/LCL Chair. Faculty meet by program to create their specific program schedule for the

upcoming semester. Whether programs have a set rotation of courses, create their schedules more organically based on faculty availability, or some combination of both, most of the time the courses requested by faculty are put on the program schedule. In the call for program schedule builds, the LCL Chair asks members of each program to work together to consider **an appropriate balance** of lower division, upper division, and (where indicated) graduate level courses. The allocation of courses by level (lower, upper, graduate) and type (language, culture in translation) is done within each program and is based on the strengths and teaching/research expertise and interests of individual program faculty. Most programs endeavor to distribute course levels among program faculty, and to ensure that senior (tenured) faculty are teaching some introductory courses where appropriate, as many programs are aware that this helps to stimulate interest in program courses and can attract students to their majors.

LCL programs also endeavor to offer **a consistent number and type of courses** each semester; while it may not be exactly the same, the fall semester schedule in a given year will look basically the same as it did the previous fall, as will the number of spring course offerings. LCL programs tend to offer more courses in the fall terms than in the spring terms. Since a number of senior (tenured) faculty have administrative releases from teaching and course buyouts, it can be difficult for LCL programs to build comprehensive course schedules, especially at the graduate level. In general, as noted in Criterion 4 of this self-study, LCL programs succeed in creating engaging and comprehensive schedules in spite of this. But in some terms, programs are not able to put their best team on the field when it comes to the teaching mission.

Faculty-to-course ratios vary widely by LCL program, depending on the extent to which the program uses adjuncts and/or Teaching Assistants (TAs) to teach courses. LCL programs that offer graduate degrees (Classics, French, German, and sometimes CL/CS) support graduate students with Teaching Assistant (TA) fellowships, and these TAs serve as sole instructors of courses; the non-graduate LCL programs (Arabic, Chinese, Japanese, Russian) also use part-time instructors (TAs and/or adjuncts). The use of TAs and/or adjuncts has the effect of increasing the faculty-to-course ratio offered by an LCL program. Overall, the **faculty-to-course ratio** in LCL programs can range from two to four, and is usually slightly larger than the typical load taught by tenure stream faculty and lecturers.

Faculty-to-student ratios also vary widely by LCL program. In the LCL programs that offer graduate degrees, TAs teach many of the higher-enrollment lower-division courses, while faculty teach upper-division and graduate courses, which tend to have smaller-size enrollment. In the LCL programs that offer only undergraduate degrees, regular faculty teach courses at all levels and enrollment sizes. However, these ratios vary widely by program: some faculty teach high-enrollment introductory courses, and some faculty teach high-enrollment upper-division elective courses. The number of students taught by a regular faculty member per term can range from 15 or 20 to over 400. This range does not accurately reflect the typical number of students taught by each regular faculty member per semester because, for example, it does not account for reduced course load agreements, and the fact that some faculty teach graduate courses as part of their regular load that only enroll between 5 and 10 students in a class, while some faculty teach high-enrollment courses as part of their regular load. Overall, LCL's **faculty-to-student ratio** is likely elevated and speaks to the department's use of graduate student TA instructors and (to a lesser degree) adjuncts in fulfilling its instructional mission.

Course Load/Allocation/Ratios by Program

Arabic faculty consist of one tenured Associate Professor and one Senior Lecturer II; the Arabic program also employs a part-time adjunct to help with language course coverage. Arabic program faculty meet each term to determine course assignments; Arabic faculty teach all levels of undergraduate courses to support students interested in the Arabic minor, and students studying Arabic for the Languages major. Per LCL workload policy, Senior Lecturer Heather Sweetser teaches three courses per semester, teaching all levels of Arabic language as well as upper-division elective courses (in person and online). Associate Professor Emma Trentman teaches two courses per semester, but currently she is teaching one course per semester as she has a course release for serving as Director of the Language Learning Center (LLC): she teaches all levels of Arabic language, as well as the fourth-year Languages capstone course for majors (MLNG 459). Arabic program class sizes range from small language classes (10-15 students), to larger elective courses (30-50 students).

Classics faculty consist of two tenured Associate Professors, one tenured Professor, and one Senior Lecturer III (with a shared appointment with Religious Studies); the Classics program supports between 6 and 8 graduate student TAs, and does not use adjuncts. Classics program faculty meet each term to determine course assignments; the assignment to lower or upper division courses for both language and culture courses in translation is done within the program and is based on the strengths and teaching/research expertise and interests of the Classics faculty. Classics faculty teach all levels of undergraduate and graduate courses to support students interested in the Classics major, second major, and minor, and graduate students in the Classics concentration of the CL/CS MA degree program. Per LCL workload policy, Associate Professor Osman Umurhan teaches two courses per semester, teaching all levels of Latin and Greek language, upper-division elective courses in Classical Civilization, and graduate seminars in Latin and Greek; he also regularly teaches the high-enrollment Roman Civilization course (CLST 2120) as part of the General Education curriculum in Area V (Humanities). Associate Professor Lorenzo F. Garcia Jr teaches two courses per semester, but currently he is teaching two courses in fall and one in spring as he has a course release for serving as LCL Director of Graduate Studies (DGS); he teaches all levels of Latin and Greek language, upper-division elective courses in Classical Civilization, and graduate seminars in Latin and Greek; he also regularly teaches the high-enrollment Greek Civilization course (CLST 2110) as part of the General Education curriculum in Area V (Humanities). Senior Lecturer III Luke Gorton teaches three courses per semester, teaching all levels of Latin and Greek language, upper-division elective courses in Classical Civilization (often cross-listed with Religious Studies), and graduate seminars in Latin and Greek; he also regularly teaches the high-enrollment Greek Mythology lecture course (CLST 1110) as part of the General Education curriculum in Area V (Humanities). Professor Monica Cyrino teaches two courses per semester, but currently she is teaching one course per semester as she has a course release for serving as LCL Chair; she teaches graduate seminars in Latin and Greek, and upper-division high-enrollment elective courses in Classical Reception. Classics TAs teach lower-division Latin and Greek courses, as well as high-enrollment sections of the online version of Greek Mythology (CLST 1110). Classics program class sizes range from small Latin and Greek language classes and seminars (10-15 students), to larger elective courses (30-200 students), to the high-enrollment General Education courses (150-550 students).

CL/CS courses are housed in LCL and are taught by various regular LCL faculty, either TT or lecturers, on their workload-policy specified teaching loads. CL/CS course rotations are determined on a flexible and voluntary basis within each program, especially courses that are cross-listed between individual language programs and CL/CS at the second, third, and fourth-year levels. Associate Professor Carmen Nocentelli has a 50% FTE shared appointment with LCL and her home department in English; she teaches two courses per semester, teaching upper-division courses and graduate seminars in English, often cross-listed with CL/CS; she also teaches the COMP 2225 course as part of the General Education curriculum in Area I (Communication). As the department of LCL transitioned to a schedule build system by program two years ago, this has been particularly beneficial to CL/CS, because Program Director Raji Vallury is now able to review and track all its offerings to eliminate time conflicts or redundancies. This is especially important at the graduate level, where faculty need to stagger language specific seminars (Classics, French, German) and CL/CS seminars offered in English over the week. CL/CS program class sizes range from small undergraduate and graduate seminars (5-15 students), to larger General Education courses and elective offerings (20-40 students).

East Asian Studies faculty consist of one tenured Associate Professor of Japanese, one Senior Lecturer II in Japanese, and one Senior Lecturer II in Chinese; the program also uses two part-time external Teaching Assistants (graduate students in external departments) and a part-time adjunct to help with language course coverage; **the program currently is unable to cover the required culture courses for the major with the existing faculty.** EAS program faculty meet each term to determine course assignments: the assignment to lower or upper division courses for both language and culture courses in translation is done within the program and is based on the strengths and teaching/research expertise and interests of the EAS faculty. EAS faculty teach all levels of undergraduate courses to support students interested in the EAS major and second major, and the Languages major. Per LCL workload policy, Associate Professor Lorie Brau teaches two courses per semester, teaching upper-division elective courses in translation (both for EAS and CL/CS); she also teaches Japanese language courses as necessary. Senior Lecturer II of Japanese Machiko Bomberger teaches three courses per semester, teaching all levels of Japanese language. Senior Lecturer II of Chinese Peng Yu teaches three courses per semester, teaching all levels of Chinese language. **The faculty-to-course ratio for the EAS program is currently insufficient to cover language courses and culture courses required for the major.** Lower-division language courses are covered by external TAs and adjuncts every term: this is not an ideal situation given the scarcity of qualified graduate students in other departments and available adjunct instructors. EAS program class sizes range from language classes that are always full with waitlists (20-25 students), to larger elective offerings (30-50 students).

French faculty consist of four tenured Professors, one with a 50% FTE shared appointment with Africana Studies, and one with a 100% FTE full-time appointment in Academic Affairs; the French program supports between 8 and 10 graduate student TAs, who come from both the French and CL/CS graduate programs, and sometimes employs adjuncts for course coverage as necessary. French program faculty meet each term to determine course assignments; the assignment to lower or upper division courses for both language and culture courses in translation is done within the program and is based on the strengths and teaching/research expertise and interests of the French faculty. French faculty teach undergraduate and graduate courses to support students interested in the French major, second major, and minor, and graduate students in the French degree programs.

Per LCL workload policy, Professor Raji Vallury teaches two courses per semester, teaching upper-division levels of French language, upper-division elective courses and graduate seminars in French (often cross-listed with CL/CS); she recently steered the revision of the COMP 2240 course as part of the General Education curriculum in Area V (Humanities). Professor Pim Higginson teaches two courses per semester, teaching upper-division levels of French language, upper-division elective courses and graduate seminars in French (often cross-listed with CL/CS). Professor Steve Bishop has a 50% FTE shared appointment with Africana Studies; he teaches two courses per semester, but currently he is teaching one course per semester as he has a course release for serving as Director of the International Studies Institute (ISI): he teaches upper-division levels of French language, upper-division elective courses and graduate seminars in French (often cross-listed with Africana Studies); he also teaches the COMP 2222 course as part of the General Education curriculum in Area V (Humanities). Professor Pamela Cheek has a 100% FTE administrative appointment in Academic Affairs as the Associate Provost for Student Success, and has no LCL teaching obligation, but contributes to the program as necessary. French TAs teach first through third-year French courses. French program class sizes range from smaller language classes (15-25 students) and graduate seminars (5-10 students), to larger General Education courses and elective offerings (20-40 students).

German faculty consist of two tenured Associate Professors, and one Senior Lecturer III; the German program supports between 4 to 5 graduate student TAs, who come from both the German and CL/CS graduate programs, and does not employ adjuncts. German program faculty meet each term to determine course assignments; the assignment to lower or upper division courses for both language and culture courses in translation is done within the program and is based on the strengths and teaching/research expertise and interests of the German faculty. German faculty teach undergraduate and graduate courses to support students interested in the German major, second major, and minor, and graduate students in the German MA degree program. Per LCL workload policy, Associate Professor Susanne Baackmann teaches two courses per semester, teaching upper-division levels of German language and upper-division elective courses (often cross-listed with CL/CS), and graduate seminars in German. Associate Professor Katja Schroeter teaches two courses per semester, teaching upper-division levels of German language and upper-division elective courses (often cross-listed with CL/CS), and graduate seminars in German. Senior Lecturer III Jason Wilby teaches three courses per semester, teaching upper-division levels of German language and upper-division elective courses (often cross-listed with CL/CS), and graduate seminars in German; he also teaches the GRMN 2227 course as part of the General Education curriculum in Area V (Humanities). German TAs teach lower-division German courses. German program class sizes range from smaller language classes (15-20 students) and graduate seminars (4-8 students), to larger elective offerings (20-40 students).

Italian faculty consists of one Lecturer III, and no TAs or adjuncts are used. The Italian faculty member consults with the Chair each term to determine course assignments; she teaches all levels of undergraduate courses to support students interested in studying Italian for the Languages major, as **the minor in Italian was recently eliminated by the College of A&S**. Per LCL workload policy, Lecturer III Rachele Duke teaches three courses per semester, teaching all levels of Italian language as well as upper-division elective courses. Italian class sizes range from small language classes (10-15 students), to larger elective courses (20-25 students).

Languages. Because of the decentralized nature of the Languages program, and the fact that the program has no specific dedicated faculty, the workload of faculty who teach courses that apply to the Languages degree/s and the allocation of courses by level are not determined internally, but rather in the faculty member's home department/s.

Russian faculty consist of one tenured Associate Professor, and one Lecturer III; the Russian program also employs a part-time external Teaching Assistant (a graduate student in an external department) to help with language course coverage. Russian program faculty meet each term to determine course assignments: the assignment to lower or upper division courses for both language and culture courses in translation is done within the program and is based on the strengths and teaching/research expertise and interests of the Russian faculty. Russian faculty teach all levels of undergraduate courses to support students interested in the Russian major, second major, and minor; each faculty member teaches at least one language course, but in some semesters, they may teach two. Per LCL workload policy, Associate Professor Tanya Ivanova-Sullivan teaches two courses per semester, teaching upper division levels of Russian language; she also teaches the high-enrollment Approaches to Languages and Cultures online course (MLNG 1110) as part of the General Education curriculum in Area V (Humanities); this course is also the gateway to the LCL Languages major. Lecturer III Irina Meier teaches three courses per semester, teaching all levels of Russian language, and upper-division elective courses in translation (both in the Russian and CL/CS programs); she also regularly teaches the high-enrollment Approaches to Languages and Cultures online course (MLNG 1110) as part of the General Education curriculum in Area V (Humanities); this course is also the gateway to the LCL Languages major. Both Russian faculty contribute courses to other LCL programs (Languages and CL/CS). The 2-2 faculty-to course ratio for the TT faculty satisfies the needs of the Russian program in the upper-division language courses. The 3-3 ratio for the Lecturer gives the program sufficient teaching power to cover lower-division language courses and culture courses. First-year language courses (typically, two sections each semester) are covered by a TA hired from outside of the department: this is not an ideal situation given the scarcity of qualified graduate students in other departments. It would be preferable to be able to hire a TA who is a graduate student in the CL/CS MA program in LCL. Russian program class sizes range from small language classes and seminars (10-15 students), to larger General Education courses and elective offerings (20-40 students).

5C: Professional Development & Service *Describe the professional development and service activities (conference presentations, committees, community engagement, memberships, etc.) for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.*

Professional Development

Faculty Sabbaticals. The primary mechanism for professional development, and the main way that LCL tenured faculty receive a sustained period of release time to work on scholarly projects, is the university's sabbatical policy: UNM allows a one-semester release from teaching with full pay, or a full academic year's release at 2/3 pay, after each six years of full-time service. LCL tenured faculty contemplating a sabbatical must submit a detailed research proposal, obtain the approval of a department Review Committee and a letter of support from the Chair, and agree to return to UNM for the equivalent period after their sabbatical leave; faculty must also submit a detailed sabbatical report to the Provost upon return. According to the Faculty Handbook (C200), departments are allowed to have no more than 1/7 of its faculty on sabbatical leave at any one time, so LCL has established a sabbatical calendar in order to minimize the impact of having multiple faculty members away during the same semester. The College of A&S does not provide replacement funding for faculty on leave, a fact that makes it especially disruptive to any LCL program when one faculty member is out of the line-up for even a semester: the absence of a single faculty member can have a huge impact on a small program's ability to offer even a minimum selection of courses. Sabbatical leaves make it possible for faculty to spend extended periods of time, whether close to home or away, on major research projects that can lead to significant publications. Given the substantial service demands on LCL faculty, this opportunity is even more precious, and most faculty members have been able to avail themselves of sabbaticals within a semester or two of reaching eligibility.

Academic Leaves for Lecturers. The faculty union CBA approved a new policy in July 2021 that allows Principal and Senior Lecturers to apply for academic leave for one semester for the purpose of professional development. The process is similar to that of sabbatical leave requests: LCL lecturers applying for academic leave must submit a detailed proposal, obtain the approval of a department Review Committee and a letter of support from the Chair, and submit a detailed report to the Provost upon their return from academic leave. This new policy applies to five of the seven current LCL Lecturers and possibly more over the course of the coming years. The College of A&S does not provide any funding to hire replacement instructors.

New Faculty. Recent hires received start-up packages, including research funds (recent amounts include \$7500 for junior tenure stream faculty, and \$5000 for the senior faculty member hired in French) for expenditures to support the success of their scholarly projects. Eligible tenure-track faculty in the bargaining unit, during their probationary appointment, are eligible for a junior research leave. When LCL had pre-tenure junior faculty, these faculty would often take this leave in their third or fourth year around the time of their mid-probationary retention 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 service duties. This opportunity is intended to help junior faculty meet their research targets and prepare for the tenure review.

Conference Travel Funding. The College of A&S allocates to departments a funding pool of \$500 per full-time tenure-track faculty member per academic year to departments to support professional conference travel; in AY 2021-22 LCL received \$6500 in this allocation. While other departments may ask faculty to compete for funds from this limited pool of travel funding, or may

give priority to untenured faculty members to use the pooled funding, LCL encumbers the \$500 separately for each TT faculty member if they wish to use it that academic year; if the individual faculty member does not plan to use the funds, it can be provided to another faculty member. In addition, LCL currently has a limited reserve account of faculty development funds that the department in recent years has used to provide an additional \$500 to TT faculty, for a total of \$1000 per academic year; LCL has also committed to funding \$500 to Lecturers for conference travel; but these department reserve funds will last potentially another year or two at most, and then be depleted, after which LCL will no longer be able to provide any funding for Lecturer travel, or add to College funding for TT faculty travel. While the College of A&S provides no direct funds for Lecturers, in AY 2019-20 the College began a program of competitive Lecturer Travel Grants of up to \$2,000 to help offset travel expenses for professional development events, and several LCL Lecturers received funding awards that year; however, as of 2020, this program has been indefinitely suspended. To receive travel support in the form of reimbursement, LCL faculty must submit an LCL Travel Request Form with detailed proposal and budget, and faculty are required to present professional research as part of the official conference program. Since LCL faculty often need to travel to conferences abroad, their costs are generally on the higher side; UNM also requires a more detailed pre-approval process to support reimbursement of any international travel expenses, so LCL requires more documentation to pre-approve travel abroad.

Development activities in LCL. In recent years, the CL/CS program organized a regular brown-bag series of informal lunchtime talks where faculty could present their research; while the series continued in the virtual space during the pandemic year AY 2020-21, it was suspended in AY 2021-22, and will likely start anew in AY 2022-23. In terms of mentoring, more senior faculty serve as faculty mentors for more junior faculty, but the process for this is largely informal, encompassing mainly peer evaluation of teaching. The way LCL implements peer evaluation of teaching could be more systematic: instead of having faculty members volunteer to peer evaluate another faculty member, which sometimes results in the same one or two faculty volunteering every semester, it could be beneficial to have peer evaluation assignments made by the LCL Chair or the Advisory Committee every semester in an effort to ensure that all faculty participate in this process, and to diversify the feedback that faculty receive about their teaching. The department communicates regularly with faculty about opportunities on campus in which they can develop their pedagogy, and LCL supports faculty (to the extent possible) who want to attend teaching and learning conferences hosted by their respective professional associations. In the pandemic years, a number of LCL faculty participated in workshops and training at UNM's Center for Teaching & Learning on remote learning and online course development. LCL does not do anything specific to support faculty from under-represented groups apart from faculty mentoring and support practices described herein.

Professional Service. LCL faculty are extensively involved in professional service to their respective disciplines. Nearly every TT faculty member in LCL is active as an external reviewer for journals, academic presses, and funding agencies. Many LCL faculty members, both TT faculty and Lecturers, have been or are currently active in the leadership of major professional associations. Many also serve regularly as panel organizers, respondents, and chairs at professional conferences. The following is a sample of faculty engagement practices across a range of areas. (See also **Criterion 6D: Collaborations and External Partnerships** below for more detail on LCL faculty engagement.)

Professional Development & Service by Program

Full CVs of LCL faculty are posted on the department's website:
<https://lcl.unm.edu/people/faculty/index.html>

Arabic faculty engage in various forms of professional development and service activities in order to enhance their research and teaching. Associate Professor **Emma Trentman** actively attends academic conferences and participates in university-wide initiatives such as the FRESSH (Fostering Research Expansion in the Social Sciences and Humanities) program. She has given several recent presentations on multilingual ideologies and translanguaging approaches in curriculum development and practice at meetings such as the New England Arabic Teachers' Council, the Arabic Teachers Council of the South, and the Center for Educational Resources in Culture, Language, and Literacy.

Senior Lecturer II **Heather Sweetser** also actively attends professional conferences and regularly gives presentations on language teaching at meetings such as the SWCOLT (Southwest Conference on Language Teaching) and the PNCFL (Pacific Northwest Council for Languages), and she recently was the keynote speaker at for the National Foreign Language Center (June 2022). She currently serves on the UNM Faculty Senate, and she serves as the campus advisor for the Critical Languages Scholarship and the faculty advisor for the Arabic Club. She continues to give several workshops a year through the Center for Teaching and Learning as well as through ECURE and at branch campuses with faculty from the OILS department and from the Valencia branch campus, training other instructors on approaching issues of race and social justice in the classroom. Both Emma Trentman and Heather Sweetser were part of the Faculty Fellows for the Race and Social Justice Community of Practice from 2018-19 to support teaching enhancement.

Classics faculty engage in various forms of professional development and service activities in order to enhance their research and teaching. Professor **Monica Cyrino** regularly presents her ongoing research on the representation of classical antiquity on film and television at professional conferences and symposia, and often gives keynote lectures around the world. Her conference presentations support her high-enrollment undergraduate courses such as *Big Screen Rome*, *HBO Rome*, and *Homer and Hollywood*. She has participated in numerous professional development activities such as New York University's Faculty Resource Network (June 2014) where she served as a co-convenor of the faculty seminar, "The Ancient Greco-Roman World in the Cinema." In 2018 she was the recipient of the prestigious Hood Fellowship from the University of Auckland, New Zealand, where she gave several talks and led seminars on classical reception for faculty and students over the course of the term. She remains engaged in the larger arts and media community by giving interviews for museums and television shows, such as these recent appearances: an onscreen interview for the Al Araby television series *Hekayat Al Cinema (Tales of the Cinema)*; an on-air interview for CBC/Radio Canada documentary series, *Ideas: Radio for the Mind*; and an onscreen interview for The National Gallery, London. She is the co-editor of the book series *Screening Antiquity*, on the Reception of the Ancient World on Screen, from Edinburgh UP; and she serves as an editorial board member for the *Oxford Guide to Classical Mythology and the Arts* (Oxford UP); *Metaforms: Studies in the Reception of Classical Antiquity*, (Brill); and *Série Humanitas Supplementum Estudos Mongráficos* (Coimbra UP). She has served as an academic consultant on several recent film and television productions, and is working on two new series in development.

Associate Professor **Lorenzo F. Garcia Jr.** regularly presents papers and attends panels, including pedagogical themed presentations, at professional conferences and colloquia, especially the Classical Association of the Middle West and South (CAMWS). Papers presented at CAMWS have become integral parts of larger and ongoing research projects. Previous presentations have also served as kernels for the development of new courses: he developed a new course on ancient tyranny in Greece and Rome (first offered Fall 2018) after presenting a paper on Cambyses II and the passion of tyrants (CAMWS 2014). Engagement at pedagogical panels and discussions (such as the “What should we do in one year of college Latin or Greek?” panel held at CAMWS, 2022) influenced some of his decisions about UNM curriculum, such as a switch to the *Athenaze* textbook for the Greek I and II sequence beginning this Fall 2022. His professional service has also influenced his research and teaching. Among his other professional duties, he serves on the Editorial Boards of *The Classical Journal* and *TAPA* and participates in public-facing events for the journals, such as the *TAPA* Open House (online June 2022) where he answered questions and offered advice to prospective authors who wish to publish their works with the journal. Experiences like those have helped him develop clear guidelines to help mentor UNM graduate students to improve their scholarly writing.

Senior Lecturer **Luke Gorton** is a member of professional organizations spanning his research and teaching interests, including the Classical Association of the Middle West and South (CAMWS) and the American Academy of Religion (AAR). He serves as a regional vice-president for CAMWS and regularly presents papers at the association’s annual meeting. He supervises instruction of the numerous sections of LCL’s online courses in Greek Mythology (CLST 1110); in 2018 he re-designed the Greek Mythology course after participating in training for online course design at UNM’s Center for Teaching and Learning, receiving the UNM Golden Paw Certificate and the national Quality Matters certificate. He also participates in community outreach, including presentations to local community groups and being interviewed for podcasts, along with producing a YouTube channel on topics related to the discipline. These activities allow him to stay current on both pedagogical and research trends while representing the field and the program to the public.

Associate Professor **Osman Umurhan** actively presents at and attends academic conferences and public colloquia that inform and enhance his teaching and other community engagements. Both his books, articles, and chapters were first presented in stages as public talks both at academic conferences and other public venues, including, among other venues, at the local New Mexico Humanities Council in Albuquerque and in public engagement with Albuquerque’s Mayor Tim Keller. He is a member of several professional organizations and public outreach, including the Classical Association of the Middle, West, and South (CAMWS), the Classical Association (CA), and the Society for Classical Studies (SCS). At UNM he supervises the Latin language first and second-year sequences with his mentoring of Classics MA students and general language pedagogy. Among his other professional activities, he also serves the national high school AP curriculum for Latin as both a member of the College Board’s Development Committee for the national AP Latin exam and in the annual supervision and grading of those exams. His engagement in pedagogy, student mentorship, and community outreach help advance both program development at the University and reinforce the department’s vital and civic role in local education.

CL/CS faculty engage in various forms of professional development and service activities in order to enhance their research and teaching, and they have obtained extramural and intramural grants in support of research and teaching. Professor **Raji Vallury** has been the recipient of two Research

Allocation Committee (RAC) awards and one Teaching Allocation Committee award, both of which benefited seminars on the Algerian Novel and Islam and Gender. The RAC awards supported research for her second monograph. Since 2008, she has garnered funds to hold French film festivals on campus every two years, from a program sponsored by the French Ministry of Culture and the French Consulate in L.A. She has also successfully earned support from the Offices of the Dean and Provost at UNM to hold a conference at UNM. The latter was key to the production of her edited volume. She has served as the Director of Women, Gender, and Sexuality Studies at UNM. She has also served as a Faculty Senator, on the GPSA and the College of Arts and Sciences Junior and Senior Promotion Committees. At the national level, she has served as a manuscript reviewer for Columbia University Press and Bloomsbury Press.

Associate Professor **Carmen Nocentelli** is the recipient of several extramural awards, including two NEH fellowships. Her high grant activity supported the publication of an award-winning monograph and articles in prestigious journals. At UNM, she received both long and short RAC grants as well as two Feminist Research Institute fellowships. In recent years, she has participated in initiatives sponsored by the Office of the Provost to develop new General Education courses (COMP 2225) as well as in the FRESH (Fostering Research Expansion in the Social Sciences and Humanities) Program, which seeks to develop research concepts and proposals suitable for federal agencies such as the NSF and the NEH. In 2021-2022 she received an Adobe Creative Digital Innovation Fellowship, which supported further development of COMP 2225 as a digital literacy course. In 2022-2023, she will be a Student Experience Project (SEP) Fellow. This is a national, multi-institution effort to improve student success by increasing belonging and growth mindset. She serves on several national professional organizations, and as a reviewer for presses, journals, and granting institutions.

East Asian Studies faculty engage in various forms of professional development and service activities in order to enhance their research and teaching. Associate Professor **Lorie Brau** advises students majoring in East Asian studies, as well as Japanese minors. She regularly lectures in colleagues' classes and serves on the committee to select Fulbright scholars. She conducts peer reviews for journals and submits panels proposals for the Association for Asian Studies Annual Meeting. She serves as the faculty co-advisor for the Japanese Club.

Senior Lecturer II **Machiko Bomberger** actively attends professional conferences and workshops such as ACTFL (American Council on the Teaching of Foreign Languages) and AATJ (American Association of Teachers of Japanese). She serves as the faculty co-advisor for the Japanese Club. Her other campus-wide services include sitting on the UNM Language Learning Center Advisory Council and conducting Japanese graduation tests for History department students. She also affiliated with the NMJACL (NM Japanese-American Citizenship League), where she connects students to their cultural activities as volunteers and also supports scholarship opportunities for UNM students. She continues to participate in teaching and career advancement opportunities, such as the "Designing an Effective Online Environment" by the UNM Center for Teaching and Learning and belongs to the Comprehension-based Communicative Language Teaching SIG and Distance Learning SIG at ACTFL. She became an ACTFL OPI (Oral Proficiency Interview) Certified Tester in 2013. She also teaches Japanese courses at UNM Continuing Education.

Senior Lecturer II **Peng Yu** actively attends professional conferences and regularly gives presentations on language teaching and cultural integration at meetings such as NMOLE (New Mexico Organization of Language Educators), SWCOLT (Southwest Conference on Language

Teaching), ACTFL (American Council on the Teaching of Foreign Languages), and Chinese language-specific meetings, such as CLTA-NM (Chinese Language Teachers Association of New Mexico) and CLTA-USA (the Chinese teachers national organization). He currently serves as the advisor for the Chinese program and the faculty advisor for the Chinese Club. His other campus-wide services include the UNM Language Learning Center Advisory Council and serving as the campus advisor for the Critical Languages Scholarship. He also makes contributions to local language education communities. He is currently serving as the President for NMOLE in 2021-2022, and has been the President of CLTA-NM for four years (2018-2022). He continues to participate in teaching and career advancement opportunities, such as the Summer Course Design Institute by the UNM Center for Teaching and Learning, the Student Experience Project (SEP Implement Fellow) by the UNM Provost Office, and the Leadership Initiative for Language Learning summer workshops by ACTFL.

French faculty engage in various forms of professional development and service activities in order to enhance their research and teaching. Faculty members in French maintain an active research agenda through research-based travel and area specific conferences. Research and instruction in French are connected, although in programs with no or limited PhD enrollment, graduate students do not actively participate in faculty research. Professor **Steve Bishop** regularly presents at conferences that enhance his teaching and research. His publication all originated as conference presentations and his teaching evolves as he encounters new approaches and ideas. At UNM, he serves as Director of the International Studies Institute, advises the French undergraduate and graduate degrees, and chairs and serves on many university-wide committees. He is also a member of several academic and professional committees outside of UNM. His engagement in administration, advisement, teaching, and community outreach advances UNM's academic mission and reinforces the university's impact locally and further afield.

Professor **Pamela Cheek** is the Associate Provost for Student Success at UNM. In this capacity, she supervises academic advising, continuing education, assessment and academic program review, the community radio station KUNM, curriculum, the Undergraduate Research, Arts, and Design network, and student academic experiences, and transfer initiatives, and she co-supervises UNM Online. She serves or has served as PI or Co-PI on several equity-focused faculty development and academic improvement projects, including the APLU Student Experience Project, an NSF-funded Expanding Course-Based Undergraduate Research grant, and UNM's involvement in the UERU-Ascendium Curricular Analytics project. She is the co-lead on UNM's 2040 strategic planning to improve student experience.

German faculty engage in various forms of professional development and service activities in order to enhance their research and teaching. German faculty, especially Associate Professor **Katrin Schroeter**, are involved with the German Summer School, as directors, instructors, or guest speakers. Since the GSS draws students and instructors from across the US and also from Germany, Austria, and Switzerland, it represents a rich opportunity for UNM students to network with faculty members from US and European universities and peers from different institutions. It allows them to learn from professors and cultural experts with the most current insights into German-speaking cultures and thus complements the curriculum. German faculty, especially Senior Lecturer III **Jason Wilby**, are involved with the NMOLE (New Mexico Organization of Language Educators), which offers two professional development opportunities per year: these are pedagogical workshops geared toward improving teaching by introducing new ways of teaching.

As the organizer of the LCL annual graduate student Cultural Studies Conference at UNM, he also serves as a faculty facilitator for a broader professional discussion about conference topics chosen by our graduate students. This conference allows for a broader exchange on specific topics among committed graduate students from UNM and across the country and contributes to their professional development. Associate Professor **Susanne Baackmann** has served as co-Committee Chair for the Memory Studies Network at the German Studies Association. She has both organized and contributed to the Memory Studies Network and contributed regularly at the annual GSA conference. Attending this conference furthers professional networking and allows for deeper ties with scholars working on similar questions across the nation and the world. She has also presented at the IVG (the international association for German Studies) most recently in Palermo, Italy. German faculty also present their research at OASIS, a local organization that offers community educational opportunities beyond the university framework. German faculty members are actively involved with the Rocky Mountain Modern Language Association (RMMLA), serving as session organizers and presenters, and Katja Schroeter is currently the German editor of the RMMLA journal. Their presence at these local, national, and international venues serves to expand and enrich the educational conversation beyond the classroom setting. German faculty members are actively involved in fundraising, and were able to establish a fund for German film and culture that allows them to invite filmmakers and authors from German-speaking countries. They have also applied for and received funding (between \$5,000-10,000 per year) from the German State Department, using these funds to organize a series of events annually focusing on different topical issues in German and US-American culture and politics, such as sustainability and immigration. These events are geared not only towards students in the German program but also involve close cooperation with other programs at UNM and local NGOs and activist groups.

Russian faculty engage in various forms of professional development and service activities in order to enhance their research and teaching. Associate Professor **Tanya Ivanova-Sullivan** takes part in seminars and workshops offered by the Advance Program at UNM, an NSF-sponsored program that offers academic and financial support to women and other under-represented faculty. She received funding from Advance to organize the 11th Heritage Language Research Institute at UNM. She also undertook the training for designing fully online courses at the Center for Teaching and Learning and has received the UNM Golden Paw Certificate and the national Quality Matters certificate for her course MLNG 1110 (Approaches to Languages and Cultures). She is a member of the UNM inaugural cohort FRESSH (for development of research concepts and proposals for federal agencies and foundations). She has served as the department Undergraduate Studies Director (2014-2017); member of the Chair's Advisory Committee; member of the Advisory Board of the Global, National, and Human Security Program (former National Security Studies Program); an evaluator at the UNM Undergraduate Research Conference; a member of the College of A&S Junior Promotion Committee (2019-2021); and as faculty in the interdisciplinary PhD program in Educational Linguistics at the College of Education.

Lecturer III **Irina Meier** received training in the Certificate Program in Diverse and Inclusive Pedagogies in Slavic (CDIPS) through the national organization, American Association of Teachers of Slavic and East European Languages (AATSEEL) (2022). Her diversity training leads to a more nuanced approach to one of the central topics in her courses: immigration. It also allows her to start developing pedagogical and mentoring strategies to increase enrollment and retention of the under-represented students in the Russian program (and potentially other language programs in the department), as well as to modify the Russian language and culture curriculum

and assessment to ensure more diverse course content and more equitable processes of assessment. She also regularly attends pedagogical panels and workshops organized by AATSEEL. In March 2022, she also attended a workshop “Re-imagining Teaching and Learning: Employing Pedagogies of Justice, Equity, and Healing” offered as part of the UNM Spring Teaching Conference. She served the department as Acting Director of CL/CS (2019), and serves as a member of the LLC advisory committee. Other extracurricular activities that strengthen students’ interest in the Russian program and encourage a life-long learning approach to foreign language learning and cultural awareness: weekly Russian Club open to students of all proficiency levels; bi-weekly socio-political forum “Russian Headlines” in the Fall; and workshops on academic and professional opportunities with Russian. Students benefit from the collaboration with the Russian-speaking diaspora in New Mexico, which facilitates the integration of community-based elements in language courses and provides students with valuable and more diverse opportunities for communication with native speakers and cultural awareness.

Criterion 6. Research, Scholarship, & Creative Works

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree program).

6A: Policy & Faculty Workload *Describe the unit’s approach to balancing expectations and commitments for teaching, research/scholarship/creative works, and service, including mechanisms of support for the scholarly pursuits of faculty (e.g., course releases, shared research/creative facilities, start-up funding, etc.).*

LCL Academic Workload Policy. As mandated by the Union CBA, the department of LCL recently developed, approved, and adopted the department **Academic Workload Policy** in February 2022 (see Appendix 1C.a). The Academic Workload Policy covers all regular bargaining unit faculty members in LCL, excluding those with administrative appointments of 50% FTE or greater, whose workloads are established by their direct supervisors (in most cases, the Dean of A&S, or the Provost). LCL recognizes all three elements of bargaining unit members’ work to be Teaching, Scholarship, and Service. The categories of Teaching and Service apply to Lecturers; while the categories of Teaching, Scholarship, and Service apply to Tenured and Tenure-Track faculty. Each of these categories is briefly described below (per **CBA Article 13**):

Teaching. LCL understands Teaching to include all activities associated with the instruction of students. Teaching duties extend outside of the classroom and include, but are not limited to: instruction in courses with assigned credit hours and instructional assignments, such as thesis, dissertation, seminar, and special problems supervision; course preparation including syllabus preparation/revision, group or individual office hours, evaluation of student learning objectives, grading, mentoring of students, writing letters of recommendation, and assessment of departmental and state-wide learning objectives.

Scholarship. LCL understands Scholarly work (also referred to as scholarship or research) to include any work carried out and documented by bargaining unit members to produce and disseminate new knowledge or creative works. This can include any effort founded on the expertise

and training of the bargaining unit member, and examples of this production and dissemination include: laboratory or archival based research; community-based scholarship; pedagogical research; publication; development and sharing of creative works, both artistic and literary; exhibitions; grant writing and principal investigator (PI) duties; mentoring of research students; and conference presentations/panels.

Service. LCL understands Service to include any activity performed by the member that does not fall into the definitions of teaching and scholarship, and whose completion is oriented towards supporting the full and effective functioning of the department, institution, or academic discipline or academic community more broadly, as well as the effort to serve the public and broader community beyond the academy. These activities include, but are not limited to: participation in shared governance; participation in department-, campus- and system- wide committees; advising of students; provision of mentoring of students and colleagues; participation in Masters or PhD committees; participation in branch campus faculty assembly meetings; participation in departmental meetings; participation in graduation ceremonies; participation in recruitment activities for students; participation in recruiting and hiring activities of faculty and staff; participation in tenure and promotion panels; advising or providing expertise to UNM initiatives; community, regional, national, or global service engagements; activity in national and international societies in academic field of the member; organization of conferences; peer review of scholarly works; acting as a journal editor; jurist for creative works exhibition; and organization or participation in community outreach events.

LCL Lecturers II or III are expected to balance the following commitments for teaching and service:

- **Teaching** ~ three courses (or the equivalent in credit hours) per semester, or six courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increases in service duties or other forms of teaching, in consultation with the language program and the department chair.
- **Service** ~ At least one department or university committee assignment per academic year, and/or additional administrative duties involving program curriculum and/or student degree advisement in consultation with the department chair, equivalent to the workload of at least one course per semester or two courses per academic year.
- **Scholarship** ~ not expected. Attendance at professional meetings or academic conferences is encouraged if funding is available.

LCL Senior Lecturers II or III are expected to balance the following commitments for teaching and service:

- **Teaching** ~ three courses (or the equivalent in credit hours) per semester, or six courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increases in service duties or other forms of teaching, in consultation with the language program and the department chair.
- **Service** ~ At least two department and/or university committee assignments per academic year and/or additional administrative duties involving program curriculum and/or student degree advisement in consultation with the department chair, equivalent to the workload of at least one course per semester or two courses per academic year.

- **Scholarship** ~ not expected. Attendance at professional meetings or academic conferences is encouraged if funding is available.

LCL Principal Lecturers II or III are expected to balance the following commitments for teaching and service:

- **Teaching** ~ three courses (or the equivalent in credit hours) per semester, or six courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increases in service duties or other forms of teaching, in consultation with the language program and the department chair.
- **Service** ~ At least two department and/or university committee assignments per academic year, as well as additional administrative duties and leadership roles involving program curriculum and/or student degree advisement in consultation with the department chair, equivalent to the workload of at least one course per semester or two courses per academic year.
- **Scholarship** ~ not expected. Attendance at professional meetings or academic conferences is encouraged if funding is available.

LCL Assistant Professors are expected to balance the following commitments for teaching, research/scholarship and service:

- **Teaching** ~ two courses (or the equivalent in credit hours) per semester, or four courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increase in service duties, other forms of teaching, and/or scholarly workload in consultation with the language program and the department chair. The department recognizes teaching releases for probationary faculty allowed under CBA Article 10 ~ Research Leaves for Tenure Track Faculty, and teaching releases granted by administrative units above the department.
- **Scholarship** ~ At least one peer-reviewed paper disseminated (published, accepted, or submitted, or presented at a conference) per academic year or the equivalent in consultation with the department chair. The publication of a sole-authored monograph will satisfy this requirement for three years.
- **Service** ~ At least one department committee assignment per academic year or the equivalent in consultation with the department chair.

LCL Associate Professors are expected to balance the following commitments for teaching, research/scholarship and service:

- **Teaching** ~ two courses (or the equivalent in credit hours) per semester, or four courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increase in service duties, other forms of teaching, and/or scholarly workload in consultation with the language program and the department chair. The department recognizes teaching releases granted by administrative units above the department. The department allows tenured professors to move to a lower research workload and to contribute more to teaching (see Variable Workload below).
- **Scholarship** ~ At least two peer-reviewed papers disseminated (published, accepted, or submitted, or presented at a conference) per academic year or the equivalent in consultation with the department chair. The publication of a sole-authored monograph will satisfy this requirement for three years.

- **Service** ~ At least two department and/or university committee assignments per academic year or the equivalent service to the discipline in consultation with the department chair.

LCL Professors are expected to balance the following commitments for teaching, research/scholarship and service:

- **Teaching** ~ two courses (or the equivalent in credit hours) per semester, or four courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increase in service duties, other forms of teaching, and/or scholarly workload in consultation with the language program and the department chair. The department recognizes teaching releases granted by administrative units above the department. The department allows tenured professors to move to a lower research workload and to contribute more to teaching (see Variable Workload below).
- **Scholarship** ~ At least three peer-reviewed papers disseminated (published, accepted, or submitted, or presented at a conference) per academic year or the equivalent in consultation with the department chair. The publication of a sole-authored monograph will satisfy this requirement for three years.
- **Service** ~ At least two department and/or university committee assignments and/or leadership position/s per academic year or the equivalent service to the discipline in consultation with the department chair. Service on at least one committee or in one leadership position outside the department.

Annual Review of Workload Expectations. Each year, in the spring semester and by May 1, the LCL chair will undertake a review of each bargaining unit member's workload expectations in accordance with the parameters set out in the Workload policy. The review will include a system of accounting for work done during the academic year. The annual review has two components: a) review of work done consistent with the previous year's expectations established in the previous review, and b) establishing expectations for the next review cycle.

Variable Workload. LCL recognizes a faculty member's interests and focus can change over time, which may be reflected in flexibility in the distribution of workload between teaching, scholarship, and service. It is during the annual workload review that each faculty member can express a desire to alter the distribution of workload across these categories within reason. As examples, teaching may be reduced for one or two semesters with a corresponding increase in scholarly workload, however this cannot persist beyond two semesters. Similarly, a faculty member may wish to substitute more teaching for less scholarship, however any teaching above the established norms will not be considered teaching an overload for compensation.

6B: Scholarly & Creative Works *Describe the scholarly/creative works and research accomplishments of the faculty. Explain how these accomplishments support the quality of the unit and the key metrics that are used to measure achievement in this area (e.g., peer-reviewed publications, juried exhibitions, proposals submitted/funded, books published, etc.). Identify areas of strength for the unit as well as areas of growth and any plans or systems in place to increase productivity.*

LCL Faculty Research Productivity. As with other Humanities units at UNM and across the academy, **the key measure of research success in LCL is the publication of books, peer-reviewed articles, and volume chapters.** Several tenure-track faculty members in LCL maintain active research profiles at the national and international levels, as evinced by the key scholarship metrics of award-winning monographs, peer-reviewed publications in prestigious publishing venues, invited keynote lectures, refereed presentations at major conferences, and successful grant activity. While there are no research or publication expectations for Lecturers in LCL, many LCL Lecturers also remain active in research, conference presentations, and publications. Faculty research accomplishments could be **better publicized and leveraged** to market degree programs and recruit students. The following is a listing of scholarly work by program research faculty that reflects and supports the stated areas of strength and potential areas of growth for each program.

Full CVs of LCL faculty are posted on the department's website:
<https://lcl.unm.edu/people/faculty/index.html>

Arabic.

Emma Trentman (PhD 2012, Michigan State University) is Associate Professor of Arabic. She is an Applied Linguist whose research examines language learning during study abroad, virtual exchange, and in the language classroom, with a focus on language ideologies and multilingual approaches. She is co-editor of *Language Learning in Study Abroad: The Multilingual Turn* (Multilingual Matters, 2021). She has published numerous peer-reviewed articles and book chapters on language learning in Arabic study abroad, and on the Arabic language and cultural curriculum. She is co-editor of the *Critical Multilingualism Studies Journal*. In 2017, she was a recipient of the UNM New Teacher of the Year Award for tenure-track faculty. She is the co-developer of the *We Can Learn Arabic* website: www.wecanlearnarabic.com.

Heather Sweetser (MA 2012, The Ohio State University) is Senior Lecturer II of Arabic. Her current work focuses on language assessments with an eye to intercultural competence and dialect varieties. In 2020, she was UNM's Lecturer of the Year, and is the 2022 ACTFL National Language Teacher of the Year. She is the co-developer of the *We Can Learn Arabic* website: www.wecanlearnarabic.com.

Classics. Faculty in the Classics program maintain active agendas of producing and publishing their diverse research interests. The Classics faculty's published research projects feed directly into the Classics program, as they develop their current research into new course offerings, for example courses on classical reception, ancient religion, Greek epic, and Roman drama.

Monica Silveira Cyrino (PhD 1992, Yale University) is Professor of Classics and LCL Chair. Her academic research centers on the reception of the ancient world on screen, and the erotic in ancient Greek poetry. Her book *Big Screen Rome* (Blackwell, 2005) is a pioneering survey of the most popular and influential films that reconstruct the image of ancient Rome. She is the editor of two volumes on the series: *ROME, Season One: History Makes Television* (Blackwell, 2008), and *ROME, Season Two: Trial and Triumph* (Edinburgh UP, 2015), and she is the editor of *Screening Love & Sex in the Ancient World* (Palgrave Macmillan, 2013). She is co-editor of *Classical Myth on Screen* (Palgrave Macmillan, 2015); and co-editor of *STARZ SPARTACUS: Reimagining an Icon on Screen* (Edinburgh UP, 2017) and *Screening Love and War in TROY: FALL OF A CITY*

(Bloomsbury, 2022). Her literary research centers on *eros* in ancient Greek literature, and she has published extensively on Greek poetry and mythology, especially on the goddess Aphrodite. Her book, *In Pandora's Jar: Lovesickness in Early Greek Poetry* (Rowman & Littlefield, 1995) traces the Greek poetic use of disease and madness imagery to portray the erotic experience. Her book, *Aphrodite* (Routledge, 2010, in the series *Gods & Heroes of the Ancient World*), explores the significance of Aphrodite in Greek antiquity and her enduring power as a symbol of love and sexuality in contemporary popular culture. She is the author of the textbook *A Journey through Greek Mythology* (2008), and co-author with Luke Gorton of the revised second edition (2019). She has published over fifty articles and book chapters and often gives lectures around the world on the representation of classical antiquity on film and television. In 1999, she was awarded the national award in Excellence in Teaching Classics (Society for Classical Studies). She is also the recipient of several university, college, and alumni association teaching awards.

Lorenzo F. Garcia Jr. (PhD 2007, UCLA) is Associate Professor of Classics and LCL Director of Graduate Studies. His primary research interests include Greek epic, poetics, and mythology. His first book, *Homeric Durability: Telling Time in Homer's Iliad* (Center for Hellenic Studies/Harvard UP, 2013), is a study of time and temporality in the *Iliad*. He has also published articles on Greek epic, Greek comedy, and Classical Reception in various edited volumes. His published and current work incorporates elements of phenomenology, psychology, and cognitive theory. His second book project currently in progress focuses on concepts of the self in Greek epic. Recent work has considered metaphors for human cognition and intentional action in Homeric epic as well as the development of the concept of psychic interiority in early Greek poetry. He contributes to the program through broad teaching specializations in early Greek poetry; fourth-century Greek prose, especially Plato and rhetoric; as well as Roman epic and the novel. Critical and literary theory play key components in his graduate seminars.

Luke Gorton (PhD 2014, The Ohio State University) is Senior Lecturer III of Classics and Religious Studies. His research focuses on topics related to the interconnectedness of the ancient Mediterranean world. He has published several articles in various peer-reviewed journals relating to topics at the intersection of language and religion, such as the translation of the Hebrew Bible into Greek (the "Septuagint") and the cultural ramifications of the vocabulary choices made by the translators. Currently, he is working to publish a revised and updated version of his dissertation, *Through the Grapevine: Tracing the Origins of Wine*, which examines the question by interrogating evidence relating to ancient literature, archaeological and material evidence, and linguistics. His research informs the classes he teaches for the department, all of which deal with matters pertaining to ancient Mediterranean religion and language.

Osman Umurhan (PhD 2012, New York University) is Associate Professor of Classics. His primary research interests include Roman verse satire, the spatial turn, and globalization. His first book, *Juvenal's Global Awareness: Circulation, Connectivity, and Empire* (Routledge, 2018) addresses issues of mobility, globalization, and imperial identity in Juvenal's *Satires*. His co-edited book, *Classical Antiquity in Heavy Metal Music* (Bloomsbury, 2020) examines the various ways heavy metal artists' lyrics, music and subject matter engage with Greece, Rome, and ancient Egypt. His current and published works concentrate on the spatial turn in the humanities, postmodern literary frameworks to understand the processes of Roman empire, ancient aesthetics, cinematic, musical, and mathematical receptions of antiquity. Recent work considers metaphors of mobility

and cognitive structures that illuminate Roman thought, as well as innovative pedagogical approaches to Latin language teaching. His research broadly informs both undergraduate and graduate courses he offers for the department and are open to all at UNM.

CL/CS.

Carmen Nocentelli (PhD 2004, Stanford University) is Associate Professor of English and Comparative Literature. She is a comparatist whose work focuses on the transformations brought about by Europe's mercantile and colonial expansion, what is 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 the Americas. Her work has been supported by multiple grants and awards, including a Fulbright Scholarship and two NEH fellowships at Independent Research Institution. She is the author of *Empires of Love: Europe, Asia, and the Making of Early Modern Identity* (U of Pennsylvania, 2013), which won the Aldo and Jeanne Scaglione Prize in Comparative Literary Studies and the Roland H. Bainton Prize in Literature; she is co-editor of *England's Asian Renaissance* (U of Delaware, 2021). She is currently at work on two projects: a book manuscript titled *Black Legends and the Invention of Europe*, sections of which have already appeared in *Modern Language Quarterly* or are forthcoming in *PMLA*; and a monograph study on the intersection of race and compulsory heterosexuality during the early modern period.

Raji Vallury (PhD 2001, Univ of Pittsburgh) is Professor of French and Director of CL/CS. Her research spans nineteenth-century French literature, postcolonial Algerian literature, gender and cultural studies, and critical theory. The relationship between aesthetics and politics constitutes the guiding thread that links these diverse fields of enquiry. Her book-length publications in these areas include two monographs and an edited volume, along with numerous articles and book chapters. She is the author of *'Surfacing' the Politics of Desire: Literature, Feminism and Myth* (U of Toronto, 2008), an analysis of the aesthetic production of desire and sexuality in nineteenth-century France, and *Metaphors of Invention and Dissension* (Rowman & Littlefield International, 2017), an investigation into the power of the disruptive logics of allegory and metaphor to create spaces of democratic dissent, freedom, and equality in the postcolonial Algerian novel. She is the editor of *Theory, Aesthetics, and Politics in the Francophone World: Filiations Past and Future* (Lexington, 2019), a critical reflection on some of the leading figures of twentieth-century French and Francophone literature, cinema, and philosophy. Her articles on topics ranging from postcolonial studies, critical theory, and cultural studies have appeared in journals such as *Modern Fiction Studies*, *Modern Language Notes*, *French Forum*, *Novel*, *Paragraph*, *SubStance*, *Ariel*, and *International Journal of Francophone Studies*, while her book chapters have appeared in volumes with Duke UP, Les presses universitaires de Rennes, and L'Harmattan. She is currently preparing a monograph on the aesthetics and politics of literary impersonality in the nineteenth-century French novel. She directs graduate research in the areas of French and Francophone Studies, as well as Comparative Literature and Cultural Studies. She currently chairs four thesis committees between French and CL/CS.

East Asian Studies.

Lorna Brau (PhD 1994, New York University) is Associate Professor of Japanese. Her research spans from Japanese verbal art and performance to food culture and manga. She is the author of *Rakugo: Performing Comedy and Cultural Heritage in Contemporary Tokyo* (Lexington, 2008).

Her completed book manuscript, *Gourmanga: Reading Food in Japanese Comics* is currently being prepared for submission to academic presses for consideration. She has presented her research at the Association of Asian Studies meetings in the US and Japan, as well as meetings of the American Folklore Society, Popular Culture Association, and at select theatre associations.

Machiko Bomberger (MA 2009, Columbia University) is Senior Lecturer II of Japanese. She received her MA degree in Japanese language pedagogy with the thesis, “Teaching Effectiveness of Onomatopoeia on Japanese Language Acquisition.” Her pedagogical work focuses on sociolinguistic competence in second language acquisition, pragmatic competence in oral proficiency, and oral fluency training with a meta-cognitive approach.

Peng Yu (MEd 2010, George Mason University) is Senior Lecturer II of Chinese. His research interests include Chinese phonetic pedagogy, Chinese grammar pedagogy, Chinese behavioral culture, task-based language teaching and learning, curriculum design and technology integration and online learning. He is co-author of the textbook, *Acting Chinese: An Intermediate-Advanced Course in Discourse and Behavioral Culture* (Routledge, 2020). He has given invited talks on such subjects as “Teaching Chinese Cultural Behaviors” (Chinese Language Teachers Association of Virginia), “Technology for Teaching Across the Curriculum” (George Mason University) and “Cooperative Learning in Real World Language Classrooms” (American Councils for International Education, State Department). He has presented papers at regional and national meetings of numerous language-related organizations, including ACTFL.

French. Faculty in the French program have active research agendas demonstrated by the publication of monographs by globally recognized presses in the faculty member’s field. Each French faculty member has completed two monographs and additional articles, book chapters, or collections; present regularly at national and international conferences; and have been recognized by invited lectures or book awards.

Stephen Bishop (PhD 1999, University of Michigan) is Professor of French and Africana Studies. His book, *Scripting Shame in African Literature* (Liverpool UP, 2021) examines the uses of shame in sub-Saharan African literature to encourage or discourage specific individual identities, group affiliations, and/or the willingness to conform to or revolt against dominant social models. His first book, *Legal Oppositional Narrative* (Lexington, 2008) examines the intersection of fiction and legal narrative in a Cameroonian context. His work spans multiple fields contained within the broad context of sub-Saharan Africa and in the broader French and Francophone context.

Pamela Cheek (PhD 1994, Stanford University) is Professor of French. Her book, *Heroines and Local Girls: The Transnational Emergence of Women’s Writing in the Long Eighteenth Century* (U of Pennsylvania, 2019), explores the enduring novelistic codes established by networks of women writers working in English, French, German and Dutch in the long Eighteenth Century. It won the Laura Shannon Prize in European Studies for 2022. Her first book, *Sexual Antipodes: Enlightenment Globalization and the Placing of Sex* (Stanford UP, 2003), examines how Enlightenment print culture built modern national and racial identity out of images of sexual order and disorder in public life. As an eighteenth-century scholar, she focuses on the formation and dissemination of gender identities, and the intersection of race, gender, and place in Enlightenment literatures.

Pim Higginson (PhD 1997, UC Berkeley) is Professor of French. His book, *Scoring Race: Jazz, Fiction, and Francophone Africa* (Boydell and Brewer, 2017) is a critical study of jazz's reception in France and Francophone Africa, and looks at how early French discourses on jazz inspired and shaped subsequent Francophone African filmmakers' and novelists' own deployments of this potentially emancipatory American musical aesthetic. His first book, *The Noir Atlantic: Chester Himes and the Birth of the Francophone African Crime Novel* (Liverpool UP, 2011), explores the influence of African American author Chester Himes (1909-1984) on African authors writing crime fiction in the 1980s and 1990s. He has published articles and book chapters in multiple top-tier venues in the US and France. He is currently researching representations of food and drink in the Francophone novel.

German.

Susanne Baackmann (PhD 1993, UC Berkeley) is Associate Professor of German. Her research focuses on gender studies, women's studies, and memory studies. She is the author of *Erklär mir Liebe. Weibliche Schreibweisen von Liebe in der Gegenwartsliteratur* (Argument Verlag 1995), and co-editor of *Conquering Women. Women, War and the German Cultural Imagination* (IAS Berkeley, 2000). Her latest book, *Writing the Child: Fictions of Memory in Postwar German Literature*, is scheduled to come out later this year or in the Spring of 2023 (Peter Lang). She has published numerous articles in peer-reviewed volumes, refereed journals, and also co-authored introductions to special journal editions. She has also served as co-organizer for the Memory Studies panel at the German Studies Association and presented her work consistently at German and Memory Studies conferences. Her work on gender and narratives of memory has found entry into her teaching, both on the undergraduate and graduate levels (undergraduate seminars on the notion of *Heimat* and Fairy Tales, graduate seminars on the topic of Gender, Memory, *Heimat*, and Fairy Tales). She taught a course on fairy tales to students in Germany under the *Schloss Dieck* program and is currently preparing to teach a seminar dedicated to the topic of her latest book.

Katrin Schroeter (PhD 1996, Brown University) is Associate Professor of German. Her research area is film studies with a focus on post-WWII German film. She is the author of *Border Crossings: National Identity and Nation Formation in German Films, 1980 – 2000* (Pine Hill Press, 2004), focusing on questions of national identity in German films that fictionalize border crossings between East and West Germany. She is currently working on a book project that centers on theoretical questions of film adaptations and includes sample analyses from contemporary German cinema. Her graduate and undergraduate topic seminars are informed by that research. On the graduate level, she offers classes on film theory, adaptation theory, as well as on select periods and topics of German cinema. On the undergraduate level, she offers survey courses on different periods of German cinema. She also serves as the German editor of the Rocky Mountain Modern Language Association journal and seeks to support graduate students by encouraging and assisting them to present their work at this regional conference.

Jason Wilby (PhD 2008, UC Irvine) is Senior Lecturer III of German. His research focuses on eighteenth and nineteenth-century German literature, culture, and philosophy. His research is informed by gender studies, queer studies, psychology, and psychoanalysis. These strands of his research contribute to his teaching at the undergraduate and the graduate levels. His research in second language acquisition and language learning pedagogies also informs his teaching.

Russian. The research strengths of the Russian program are in the areas of language acquisition, particularly heritage language acquisition and maintenance; and cultural studies with a focus on contemporary twentieth and twenty-first century Russian culture. **Potential areas of growth** are visual media, linguistic anthropology, and cultural diversity of the Russian-speaking countries. Russian faculty also emphasize the enhancement of digital literacy among their students as part of their academic and professional placement.

Tanya Ivanova-Sullivan (PhD 2005, The Ohio State University) is Associate Professor of Russian. She has an active research program in the area of psycholinguistics and language acquisition. Since 2008, she has published one monograph, *Theoretical and Experimental Aspects of Syntax-Discourse Interface in Heritage Grammars* (Brill, 2014), seventeen peer-reviewed journal articles and book chapters, one digital textbook for the popular General Education online course she developed (MLNG 1110), and has two forthcoming publications in 2023. She has presented her research at twenty conferences nationally and internationally and has given twelve presentations as an invited speaker at various venues. She has submitted six grant proposals, of which three were funded. She has also extramural funding from the Fulbright Commission for 2022-2023. Her research supports the language acquisition goals of LCL by enhancing the research foundation of language acquisition in her language and linguistic courses, as well as by identifying areas of strengths and weaknesses in the language learning process in the Russian program. She was asked to direct several Honors theses in the Russian program and LCL in general because of her research expertise and interests.

Irina Meier (PhD 2016, University of South Carolina) is Lecturer III of Russian. She is active in presenting her research on the culture of Russian terrorism from the second half of the nineteenth through the twenty-first centuries at national Slavic conferences, such as the Association for Slavic, East European, and Eurasian Studies; the American Association of Teachers of Slavic and East European Languages; and conferences of the national and regional branches of the Modern Languages Association. In 2019 she received a lecturer travel grant from UNM College of A&S. Her research expertise serves the undergraduate students in the Russian and the CL/CS programs by introducing them to strategies for engaging in critical inquiry and equipping them with linguistic and cultural tools in the areas of Russian terrorism, Russian immigration, nineteenth and twentieth century Russian literature and culture, Russian film, women's issues in Russia and the former Soviet Union, and Russian national identity.

LCL Tenured Faculty Research Metrics. Faculty research productivity in LCL supports the quality of and adds value to the department's undergraduate and graduate programs, enhances the external reputation of LCL and its separate programs, and brings distinction to individual faculty members. For **tenure-track faculty** in LCL, research productivity as evaluated by internal and external faculty reviewers supports a faculty member's successful tenure and promotion to Associate Professor; continued research productivity as recognized by internal and external faculty reviewers supports a faculty member's successful promotion to Professor (see Figure 6B.1 below).

LCL Tenured Faculty ~ Dates of Hire, Tenure, and Promotion

Name	LCL program	PhD year	Hire/start tenure track	Tenure/ promotion to Assoc	Promotion to Full Professor	comments
BAACKMANN, Susanne	German	1993	1993	1999	**	
BISHOP, Steve	French	1999	1999/2000	2006	2022	
BRAU, Lorie	East Asian Studies	1994	1995/2001	2008	**	
CHEEK, Pamela	French	1994	1996	2002	2020	
CYRINO, Monica	Classics	1992	1990/1993	1999	2007	
GARCIA Jr, Lorenzo F.	Classics	2007	2007/2008	2014	**	
HIGGINSON, Francis	French	1997	2016	n/a	n/a	senior rank hire
IVANOVA-SULLIVAN, Tanya	Russian	2005	2007/2008	2016	**	
NOCENTELLI, Carmen	CL/CS	2004	2004	2012	**	
SCHROETER, Katrin	German	1996	1994/1996	2004	**	
TRENTMAN, Emma	Arabic	2012	2012	2019	**	
UMURHAN, Osman	Classics	2008	2012	2018	**	
VALLURY, Raji	French	2001	2006	2010	2018	

Figure 6B.1 shows the dates of hire, start date on the tenure-track, tenure and promotion/s dates for all current tenured LCL faculty.

6C: Research Expenditures *Provide the most relevant metrics (defined above in 6B) for the past 5 years and discuss any trends identified in these data. If applicable, include a summary of the unit's research-related expenditures and explain how external funding (identified by source such as federal grants, state support, private foundations, etc.) is used to support the goals of the unit, including supporting graduate students and undergraduates.*

External Funding. The department of LCL is responsible for maintaining research accounts funded by the grants awarded to individual faculty and programs, as well as foundation accounts funded by donations to individual programs. While the volume of funded research in LCL is relatively low, and the majority of foundation accounts are program specific, these accounts are numerous, highly individualized, and expertly administered and maintained by current LCL department staff, although there is currently no dedicated fiscal tech on LCL staff. External funds help support program and department functions related to processing course buyouts; hiring adjunct faculty and/or TAs; approving conference travel; supporting students with tuition, prizes, and awards; and inviting guest speakers. The following is a listing of grants and other external awards to individual faculty and programs.

(See also **Criterion 8A: Budget** below for more detail on LCL accounts.)

Arabic.

- 1) Qatar Foundation International, "Multilingual and Multidialectal Approaches to Arabic Language Learning," 2021 (\$103,632), supports research on Arabic learning
- 2) Undergraduate International Studies and Foreign Languages Grant (through UNM Latin American & Iberian Institute), 2020 (\$300,000), supports 12 CH of PTI for three years
- 3) STARTALK grants to support Arabic summer programs
 - STARTALK Grant, "Arabic in New Mexico," 2020 (\$81,907), postponed to 2021
 - STARTALK Grant, "Arabic in New Mexico," 2019 (\$87,432)
 - STARTALK Grant, "Arabic in New Mexico," 2018 (\$80,902)
 - STARTALK Grant, "Arabic in New Mexico," 2017 (\$78,316)
 - STARTALK Grant, "Arabic in New Mexico," 2016 (\$89,243)

East Asian Studies. EAS has not yet sought external funding to support the program. As soon as UNM provides evidence of its commitment to the EAS program by authorizing faculty replacement hires in Japanese and Chinese, it will be less difficult to apply for funding from the Japan Foundation, as they require evidence that the award institution will continue any tenure-track lines that were initiated by a grant. As a consequence, faculty in the EAS program await confirmation from UNM to authorize replacement hires for lost faculty before seeking to expand the program by applying for grants. Associate Professor Lorna Brau was supported by the Japan Foundation for her travel and participation in a conference hosted by University of Rome Sapienza (March 2016).

French. The program in French has received funding from generous donors and these funds support student tuition, study-related travel to French-speaking countries, book awards, and other such student-related expenses. In her role as Associate Provost for Student Success, Pamela Cheek has helped secure approximately \$3 million from the Lumina Foundation, the Raikes

Foundation/APLU, CAS, and NSF ECURE to support equity-based teaching improvement: these grants support selected LCL faculty and graduate students with teaching development stipends. Steve Bishop has been an active participant in the Mellon Humanities Now! Grant, enabling partial support for two LCL graduate students.

German. The German program has received funding from the Goethe Institute, the Max Kade Foundation (\$40,000 annually), and the German foreign ministry (\$ 5,000 to 10,000 per year) to support graduate and undergraduate students at the German Summer School, and to hold on-campus events geared towards expanding students' knowledge of contemporary German society. Funds from the German foreign ministry are awarded on a competitive basis for specific projects that engage students in the program, along with members of the campus and local communities. These semester-long German campus weeks have focused on issues of sustainability, cultural and ethnic diversity, and questions of democracy in the US and Germany. The German program also raises approximately \$20,000 per year from private donors for the German Summer School scholarship fund. A private donor established a German Culture and Cinema fund that supports the invitation of prominent German filmmakers and authors on a regular basis.

6D: Collaborations & External Partnerships *Provide an overview of the unit's collaborations across departments/colleges/campuses within UNM as well with external organizations, including research laboratories, community organizations and other institutions of higher education to develop research programs, community engaged research, and/or scholarly and creative works.*

LCL Faculty Collaborations. LCL maintains direct connections to a number of departments, centers, units, and programs at UNM, including: Africana Studies, American Studies, Anthropology, English, History, Linguistics, Philosophy, Spanish & Portuguese, Medieval Studies, Museum Studies, Religious Studies, Women, Gender & Sexuality Studies, International Studies Institute, Film & Digital Arts, Educational Linguistics, and the Language Learning Center (LLC). Graduate and undergraduate students in LCL benefit from the collaboration between the department and other units on campus via: the cross-listing of upper-division culture courses and graduate seminars taught in English with various UNM departments and programs; and LCL faculty participation and/or supervision of graduate and undergraduate student theses in an LCL program and another department. The following is a listing of collaborations and partnerships of individual LCL faculty and programs with other units, institutions, and organizations.

Arabic. The Arabic program partners with the Albuquerque Academy for classroom research. The Arabic Club partnered with Hillel House on campus for various events. The STARTALK summer Arabic program worked with Lutheran family services and the New Mexico Islamic Center. The program works closely with the UNM Language Learning Center (LLC). Emma Trentman is affiliated faculty in Educational Linguistics, and has co-authored with colleagues at the University of Arizona.

Classics. The Classics program works closely with the UNM programs in Religious Studies and Medieval Studies. Monica Cyrino and Osman Umurhan have both collaborated and published their research with scholars from US and international institutions. Classics faculty often invite guest speakers to campus either to lead discussion for a graduate seminar session or to offer a public research lecture for the department or broader UNM community. Recent faculty guests include:

Professor Andromache Karanika, University of California, Irvine, on Greek lyric poetry; Professor Jeff Tatum, Victoria University of Wellington, New Zealand, on electioneering in ancient Rome; Professor Sinclair Bell, Northern Illinois University, on the representation of race in ancient Roman art; Professor Ruth Caston, University of Michigan, on Latin erotic poetry; Professor Anastasia Bakogianni, Massey University, Auckland, New Zealand, on classical reception of ancient Greek drama.

CL/CS. Each year, CL/CS holds an interdisciplinary and interdepartmental roundtable panel discussion, with two faculty from UNM, and a third invited participant from a peer institution in the US. The panel is organized by the Director of CL/CS, and it represents a marquee intellectual event in the LCL annual calendar. The discussion, by tradition framed in the form of the question *What Is . . . ?* elicits wide interest in the university community, and fosters a productive dialogue between scholars from a range of disciplines and a broad campus audience. Recent topics of reflection for the CL/CS panels include *What Is Origin?*; *What Is Critique?*; and *What Is Anthropolos?* In addition, a monthly CL/CS Brown Bag seminar allows LCL faculty to share their ongoing research or community-engaged scholarship with peers. An initiative to establish an annual LCL Faculty Research Lecture did not take off due to the disruptions posed by the pandemic, but efforts are underway to institute it for AY 2022-23.

East Asian Studies. Every October in pre-pandemic times, the program welcomed a contingent of twenty or so Japanese students from Mukogawa University, who were enrolled in an English course at their campus in Spokane, WA on a tour through Western states. Machiko Bomberger and some students volunteer at the JACL's annual "Aki Matsuri." Machiko Bomberger serves as an unofficial mentor for a number of Japanese foreign exchange students at UNM and teaches Japanese through UNM Continuing Education. Peng Yu collaborates with the UNM Chinese Club and is the current president of the NMOLE. He founded the Chinese Language Teachers Association of NM in 2018. His textbook was a team effort with four other people from four different institutions (William and Mary, Duke, Duke Kunshan University in China, and Notre Dame). Lorna Brau has given guest lectures in Steve Bishop's Folktales class and in the English department's World Literature class. She serves as advisor to the Japanese Language Club.

German. Susanne Baackmann has co-taught courses on theory, literature, and art history in UNM's Art History department and collaborated with Steve Bishop on a fairy tale course (both on-campus and in Germany during a summer program). Katrin Schroeter works actively with the Media Arts Department and was a founding member of the Interdisciplinary Film and Digital Media Program (FDMA). She works actively with other programs, such as Sustainability Studies, Political Science, and International Studies to organize and conduct the German Campus Week events. She also works with local community organizations that have provided internship opportunities for our students, such as Farm to Table New Mexico and the Los Alamos Study Group, an organization promoting nuclear disarmament. She also works closely with peer institutions in the region, such as the University of Arizona and Northern Arizona University to promote the German Summer School. Jason Wilby has worked collaboratively in the *Schloss Dyk* program, and has collaborated with UNM's Anderson School of Management to create a graduate seminar on German Business Culture. This course is a primer for students of the business school who were interested in the Anderson-sponsored exchange program to Duisburg, Germany; regrettably, the first iteration of this course had to be cancelled because of the pandemic.

Russian. Students in the Russian program benefit from collaboration with other units on campus that includes: cross-listing of 300-level culture courses in translation with other departments, such as History, English, Film and Digital Arts, and American Studies; supervision of Honors theses in Russian and another department, such as Anthropology, Linguistics, and Spanish & Portuguese; and Russian students' participation in the newly created Lobo Language Acquisition Lab, co-directed by faculty in Linguistics and Spanish and Portuguese. The Russian faculty also collaborate with the International Studies Institute and the Global, National, and Human Security Programs by serving on their Advisory Boards and evaluating student capstone projects in their programs. They also volunteer for campus presentations related to Russia and other internationally-related topics. The Russian program has strong ties in the local community and have collaborated with local organizations and individuals in the context of community-engaged teaching and research. A notable example includes the community-based project with the local Immigration and Refugee Resource Village of Albuquerque (IRRVA), as part of the curriculum for the course Immigration, Languages, Cultures; while Russian-speaking members of the local Russian diaspora have been parts of language and culture projects in various Russian courses.

The main external partner of the Russian program is the School of Russian and Asian Studies (SRAS). The collaboration with SRAS started in the Fall 2020 with a classroom support project based on virtual interaction with Russian peers in Russia and virtual cultural activities. The objectives of that support were to provide regular speaking/listening opportunities with Russians (in Russia), either during individual one-on-one sessions or in the classroom; to provide reinforcement and practice with topics in line with the UNM Russian curriculum; to assist students in overcoming the language barrier; to provide first-hand cultural insight through opportunities to interact with Russian peers; and to motivate students to continue their language study and/or study abroad. The pilot project in Fall 2020 was very successful and now all second, third and fourth-year Russian language courses incorporate the peer interaction and cultural activities provided by SRAS as part of their classroom support. This service provides benefits to Russian students at UNM similar to the ones offered by the popular Talk Abroad platform, which provides conversation practice with native speakers but does not include Russian in its language options.

6E: Student Opportunities *Describe the opportunities for undergraduates and graduate students to be involved in research, innovation, discovery, scholarship, and creative works through curricular and extracurricular activities.*

LCL Student Research Opportunities. LCL faculty regularly work with graduate and undergraduate students to support and foster individual student research projects, and to help them prepare to present their research at professional conferences and symposia. The department endeavors to offer some limited financial support to LCL graduate students for conference travel; while the French program maintains foundation funds that provide additional financial support for French or CL/CS students with a French or Francophone research focus. The following is a listing of graduate and undergraduate student opportunities for individual and collaborative research and presentations at professional conferences.

CL/CS Graduate Student Conference. The annual LCL Comparative Literature and Cultural Studies Conference, which was founded in 2008 and is entering its fifteenth year of operation, offers many research-oriented benefits to the graduate student organizers and participants, to the

undergraduate and graduate student community audience members, and to the UNM university community as a whole. LCL sponsors and supports the two-day CL/CS Conference, which attracts participants from universities across the United States, and provides a venue at which LCL graduate students can present their research. The 14th annual conference, “Where are we going? Human, cultural, environmental, and technological effects of human displacement in the Anthropocene Epoch,” took place in April 2022 in person with hybrid options (see Appendix 6E for the 2022 CL/CS Conference program).

The **CL/CS Conference** offers its graduate student organizers a wealth of experience in many different areas, including professional development: the ability to construct and organize an academic conference collaboratively as a team; collegiality: the opportunity to network with graduate students from other institutions who are doing similar research, and to work with an internationally-known scholar in the field of Cultural Studies; and perhaps most importantly in their own areas of research: the opportunity to present their research and enter into a critical discussion about their own research with other engaged individuals. Please see below for a sample listing of paper topics offered by LCL graduate students at recent conferences.

The **seminar-style workshop** at the end of the conference offers many opportunities for highly focused discussion of key research issues, which enrich the graduate student participants' own work at their home institutions. The conference benefits the UNM community and undergraduate population by offering them the opportunity to learn about key issues in Comparative Literature and Cultural Studies and to enter into dialogue with individuals researching these issues.

The **CL/CS Conference** traditionally has between twelve and fifteen graduate student presenters; an average of half of the presenters are from UNM (from LCL and associated departments), with the rest coming from other institutions in the US or internationally. Over the course of the two days of the conference, there are approximately one hundred guests in the audience at the various panels and at the keynote address. In addition, there are usually fifteen to twenty people in attendance at the post conference workshop with the keynote speaker, and about twenty-five people in attendance at the post-conference reception.

Recent **CL/CS Conference** graduate student research paper titles:

- “Solastalgia in Dystopian Novels Written by Women.”
- “Place-Name in an Era of Climate Catastrophe: An Ecological Argument for Language Preservation.”
- “Une Nation, Un Souvenir: Disremembering Complicity in Postwar France.”
- “Desire in *Madame Bovary*: Bourgeois Limits on Idealized Love.”
- “Traumatic German Language as Reassertion of Forced-Identity in the Poetry of Phillip Khabo Köpsell.”
- “Textual fluidity & the Gendered Body: ‘Liquid’ identity in George Sand’s *Gabriel*.”

Classics. Undergraduate student majors in Classical Studies have the option of writing Honors theses; a few submit abstracts to professional conferences, such as CAMWS, and present papers if accepted. Recently a few Classics undergraduate students have been supported by Mellon-Mays Undergraduate Research Fellowships. Graduate students in Classics have the option to choose to write MA theses; most of them submit abstracts and present papers at CAMWS or other academic conferences. Classics graduate students participate in the LCL graduate student conference

organized every spring semester, and participate in the College of A&S's research conference and poster presentations. Recently a few Classics graduate students have participated in the Michigan Humanities Emerging Research Scholars Program (MICHHERS) summer programs.

CAMWS student opportunities. The MA-CLCS/Classics program makes research presentations an important component of the overall professional training of graduate students. Graduate seminars include abstract and conference-style papers and presentations as part of the materials evaluated for the course, giving students practice with the format of writing abstracts for professional conferences. Ever since 2010, Classics faculty encourage students in the program to submit abstracts to conferences, especially the Classical Association of the Middle West and South (CAMWS); faculty review graduate (and a few undergraduate) student abstracts; supervise the writing of presentations; provide an opportunity for students to practice their presentations; and travel with students to the conferences. LCL has so far been able to provide limited funds to assist with student travel. Since 2010, students in the Classics program have presented at least 72 papers at CAMWS. On average, five to six students travel with Classics faculty to the conference (participation was as high as eight in 2016; seven in 2013 and 2014; six in 2012 and 2017), though numbers have been reduced in the past few years due to the pandemic and travel restrictions.

Giving graduate and undergraduate students the opportunity to present their research is an extremely positive and productive practice. Students often present work that is a portion of their Masters theses, or work that turns into their MA thesis. Conference presentations are thus often extensions of the research work students are already engaged in; having a fifteen-minute time limitation for their presentation forces students to get a good handle on their thesis topics, and helps them develop concise descriptions of their work. They have the opportunity to meet and network with students and faculty at other institutions, including those where they are currently or will soon apply for advanced graduate study. Their presence and high visibility at CAMWS and other conference not only assists Classics students in their professional development; it also boosts the reputation of LCL Classics as a program that does a good job of training our students, and, over the years, has helped the program both place students in more competitive PhD-granting graduate programs as well as recruit stronger students at the MA level.

Recent CAMWS graduate student research paper titles:

- “*Nobis Aspiuntur Undae*: Water and Abandonment in Ovid’s *Heroides*.” (2021)
- “*Μηδὲν Ἄγαν*: Overindulgence in Sympotic Imagery.” (2019)
- “The Femininity of Atreus’ Revenge in Seneca’s *Thyestes*.” (2019)
- “A Mime Is A Terrible Thing to Waste: Propertius’ Utilization of Pantomime in 4.7 and 4.8.” (2019)

CL/CS. Undergraduates in CL/CS from under-represented groups have participated in the UNM McNair program, where they work on a research project under the supervision of a faculty member; the current Director of CL/CS, Raji Vallury, serves as a McNair faculty advisor for one such student. Students in CL/CS have presented their work at the annual UNM Undergraduate Research and Creativity Conference. Through individualized outreach by faculty, they are encouraged to apply for the Mellon-Mays Undergraduate Fellowship, and for graduate study at the University of Michigan, with which UNM has established a cooperative agreement in the Michigan Humanities Emerging Research Scholars Program (MICHHERS).

East Asian Studies. Language and culture courses in the EAS program offer opportunities for students to do research papers and create skits and videos. Students who participate in the Japanese and Chinese clubs plan cultural activities that deepen their understanding of East Asian cultures.

French. Students are encouraged, through individual or personal faculty outreach and through a list-serve maintained by French program faculty to attend conferences, take advantage of fellowships (such as the University of Michigan MICHHERS program and the UNM Mellon-Mays to prepare diverse students for doctoral work in the humanities), and avail themselves of the resources that are offered competitively inside and outside the university. Between one and two undergraduates in French per year complete Honors projects. The French program also encourages graduate students to attend conferences locally and nationally, and provides up to \$250 in travel funds and supports students in applying for support through the UNM Graduate and Professional Student Association. The CL/CS Graduate Student Conference offers students an opportunity to present their work to a group of peers drawn from institutions around the country and abroad.

German. Graduate and advanced undergraduate students are encouraged to participate in the LCL Graduate Student Conference; teach and present at the German Summer School; and participate in the regional meetings of the RMMLA. Many students in the German program have been awarded a Fulbright Teaching Fellowship in Germany and are inspired to pursue a career connected to their German language proficiency. Often, students' academic interests are honed by an Honors thesis and extend from there to further opportunities. A sense of academic involvement and collaboration is developed and deepened by attending the weekly gathering at the *Sprechstisch*. Students are encouraged to interact informally in German, exchange information and interests, and get inspired about all things German.

Russian. Both internal and external opportunities exist for Russian majors and minors to receive scholarships and get involved in research. Students have access to fellowships and programs for under-represented, first generation, and low-income students: Mellon-Mays Undergraduate Fellowship, McNair program, and ROP (Research Opportunity Program). Traditionally, the Russian program does not attract students from such groups although there has been a new positive trend in that direction in recent years. Students in the Russian program do not always pursue such opportunities due to the fact that for most of them Russian is a second major or a minor and their main research interests lie elsewhere; however, students are encouraged to apply for internal and external fellowship either to further their language study or to engage more seriously with research. A recent opportunity to showcase undergraduate research is the Annual Undergraduate Research Opportunity Conference at UNM. Students in the Russian program have recently completed several Honors theses on topics, such as the rise of Russian nationalism, the complexities of the Russian queer communities, and auto-ethnographic approaches to bilingual and bicultural identities.

Criterion 7. Peer Comparisons

The degree program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree program offered by the unit.)

7A: Analysis Choose 3 peer departments from the Peer Comparison Template to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.

- The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.

Please see the **LCL Peer Comparison Spreadsheet**, **Appendix 7A** (E).

Selection of Peer Institutions. The first task was to identify **three peer departments** per Criterion 7, beginning with the pool of twenty-two peer institutions identified by UNM and approved by the state of New Mexico's Higher Education Department. Several data factors were considered in making this peer selection, including:

- Total university enrollment
- R1 ("Very high research activity") classification as designated by the Carnegie Classification of Institutions of Higher Education
- Hispanic-Serving Institution (HSI) designation by the US Department of Education
- Region of the US (South West, Mountain West)
- *US News and World Report (USNWR)* national ranking (2022)
- University has second language requirement
- Department offers graduate degree/s
- Department offers the same UG programs offered by LCL

On balance, UNM's Department of LCL appears most similar to the following three departments: the Department of Modern and Classical Languages (MCL) at the University of Houston (UH); the Department of Classical and Modern Languages and Literatures (CMLL) at Texas Tech University (TTU); and the Department of World Languages and Cultures (WLC) at the University of Utah (The U).

1. The Department of Modern and Classical Languages (MCL) at the University of Houston is probably the closest peer to UNM's LCL. UH is a regional HSI R1 university in a SW neighbor state with a comparable *USNWR* ranking, and MCL offers a comparable range of department programs. However, UH has much larger overall enrollment, plus a two-year university language requirement, and MCL has a much larger number of department faculty.

2. The Department of Classical and Modern Languages and Literatures (CMLL) at Texas Tech is also a close peer to UNM's LCL. TTU is a regional HSI R1 university in a SW neighbor state with a comparable *USNWR* ranking, and CMLL offers a comparable range of department programs. However, TTU has larger overall enrollment, plus a one-year university language requirement, and CMLL has a much larger number of department faculty.

3. **The Department of World Languages and Cultures (WLC) at the University of Utah** is a close and yet aspirational peer for UNM's LCL. The U is an R1 flagship university in a neighbor MW state, and WLC offers a comparable range of department programs. However, The U is not an HSI, has a higher *USNWR* ranking, higher overall enrollment, plus a two-year university language requirement, and WLC has a much larger number of department faculty.

Challenges. It is challenging to draw meaningful conclusions from a comparative study of LCL and other language/culture/literature departments at peer institutions due to the different disciplinary and unit configurations that exist at different universities. In some large public institutions, **modern spoken language** programs are grouped all together in one big department; while other institutions aggregate the modern languages into more discrete "family group" departments, such as Romance Languages, East Asian Languages, and Slavic Languages; still others have the prestige and resources to maintain one or more single-program departments. Another disciplinary configuration issue is the **ancient classical languages**, mainly ancient Greek and Latin but sometimes also Hebrew and Sanskrit, for years known as Classics or Classical Studies but now often called Ancient Mediterranean Studies, is traditionally housed in its own department as part of an institution's formative design; when the ancient languages are a later curricular addition, or the program is attenuated from its original size, Classics can be merged into a range of different department homes, and is sometimes (but not always) housed with the modern languages. In selecting peer departments in peer institutions, LCL looked for units that combined **both modern spoken and ancient classical languages**; two of the selected peer departments (Utah and TTU) include Spanish in their curriculum, while one institution (Houston) maintains a distinct Department of Hispanic Studies (oddly, no Portuguese), as does UNM with the separate Department of Spanish & Portuguese.

Second language requirement. Such comparisons become even more challenging when institutional priorities and resources are taken into account: specifically, the existence of a meaningful **second language requirement**, a fundamental benchmark of a serious and reputable institution of higher learning. The following are the published second language requirements for the three institutions selected for peer comparison alongside UNM's published second language requirement (sourced from institutional webpages).

University of Houston: "All students pursuing a BA degree at the University of Houston are required to complete **two years of a foreign language**, either by taking the beginning and intermediate level language classes or demonstrating (through placement/credit-by-examination scores) equivalent proficiency in a foreign language."

Texas Tech University: "Any student entering Texas Tech who has not completed two years of a single foreign language in high school must complete **at least two semesters (or its equivalent) of a single foreign language** at the first-year college level, **or** at least one semester of a foreign language at a 2000 level or higher as a graduation requirement."

University of Utah: "Students at the University of Utah must demonstrate proficiency that is equivalent to **two years of foreign language study** in order to meet the Language Requirement for the Bachelor of Arts degree. Upon completion of the language requirement, students are assessed for their ability to comprehend and produce the foreign language and for their

understanding of foreign language learning as a life-long endeavor that enhances their education in the Humanities.”

University of New Mexico General Education Requirement for Second Language: “**One course** (3 Credit Hours) from the list below at the appropriate level, determined by placement. Qualified students may count 300- and 400-level classes toward the area.”

Faculty size. Comparing LCL with the three selected peer departments in Appendix 7A (E), the most striking difference is the **comparatively small size** of UNM’s LCL. At the University of Utah, the department of WLC has **70-75 full-time faculty** members: 28 TT faculty, 16 Lecturers, and 25-30 Instructors. At Texas Tech University, the department of CMLL has **57 full-time faculty** members: 38 TT faculty, 16 Lecturers, and 3 Instructors. At the University of Houston, plausibly the closest peer, the department of MCL has **39 full-time faculty** members: 22 TT faculty, and 17 Lecturers and Instructors. UNM’s LCL has **18.5 full-time faculty**: 12 TT and 6.5 Lecturers. While LCL does not employ any full-time instructors, the department is currently able to hire 2 to 3 part-time instructors per year and to support 20 to 25 graduate student TAs who teach the majority of the lower-division courses in the department. In LCL, TT faculty and Lecturers perform **all duties of training and supervision** of TAs and adjunct instructors. In these three larger peer departments, it is fair to assume that **a significant number of full-time instructors** are employed to sustain the larger enrollments in their several language programs, while also supporting and overseeing some number of TAs and adjuncts. The fact that these selected peer departments have the capacity to keep full-time instructors on staff is a major benefit for the TT faculty, who can then focus on research and mentoring graduate students: **faculty with active research programs** attract students to their programs and are a critical recruitment tool.

It is important to note that the total of 12 LCL TT faculty members includes three faculty members with **major service responsibilities** outside the department in high-level University and College of A&S positions that come with reduced teaching loads: Pamela Cheek, Associate Provost for Student Success (100% FTE in Academic Affairs); Emma Trentman, Director of the Language Learning Center (50% FTE in LLC); and Steve Bishop, Director of the International Studies Institute (50% FTE in ISI). Also, three LCL regular faculty members hold 50% FTE **shared appointments** concurrently with other units: Steve Bishop is shared with Africana Studies, Carmen Nocentelli is shared with English, and Luke Gorton is shared with Religious Studies. In addition, four LCL regular faculty members have major service responsibilities within the department of LCL: Monica Cyrino, chair of LCL; Raji Vallury, Director of CL/CS; Lorenzo F. Garcia Jr, Director of Graduate Studies; and Jason Wilby, Director of Undergraduate Studies. In all, about half of LCL department faculty members have major service responsibilities and/or program commitments in and outside of the department.

The small size of UNM’s LCL department faculty translates directly into an adverse ratio of undergraduate majors and graduate students per faculty member, and may be even less favorable given the actual number of faculty available for full-time teaching and mentoring. Thus, while the three selected peer departments may have more student majors and graduate students overall, they also have more favorable student-faculty ratios given the much larger sizes of their faculties. In addition, not only is LCL as a department much smaller overall, but **each individual language program is small** in terms of number of teaching faculty and available TA/PTI support (if any),

and this situation is exacerbated by recent faculty losses and instructional funding cuts and rescissions. One way to look at it is that LCL is offering a **comparable array of undergraduate and graduate degrees** in several different programs although with **far fewer faculty** than the selected peer departments. Also, LCL faculty are endeavoring to offer a number of degree programs **on par with the selected peer institutions** but with proportionally **fewer instructional resources** available within each program. LCL continues to offer undergraduate majors and graduate degrees in programs anchored by one, two, or three faculty members. A retirement or resignation, a sabbatical, a shift in enrollments, a funding cut, or any unforeseen turn of events can have a dramatic impact on any LCL program.

Undergraduate Program. The three selected peer departments offer a range of language, culture, and literature BA degrees. All three selected peer departments offer both separate language program BAs in discrete programs, as well as a broad “umbrella” BA with several specific tracks (WLC at Utah is adding the broad BA this year). It is fair to assume that the departmental decision to create a comprehensive BA in “(World) Languages/Cultures” that offers several specific language, culture, and literature tracks has **both curricular and administrative benefits**, in that student data is easier to collect and follow; it may also be easier to add new tracks or revise/delete existing tracks under one broad major. All three selected peers connect students with study abroad opportunities and scholarships.

1. Modern and Classical Languages (MCL) at the University of Houston: offers **four BA degrees**: BA in Chinese; BA in French; BA in Italian; and the BA in World Cultures and Literatures, offering **six concentrations**: Ancient Studies; Francophone Cultures Studies; German Studies; Global Cinema Studies; Global Modernity Studies; and Middle Eastern Studies: this represents a total of **nine different BAs**. MCL offers **eleven minors**: Arab Studies; Classical Studies; Chinese Studies; French; German; Greek; India Studies; Italian Studies; Jewish Studies; Latin; World Cultures and Literatures. In addition to these programs, MCL offers courses in Arabic, Hindi, Japanese, Modern Greek, Russian, Turkish, and Vietnamese. MCL offers **study abroad** programs in Chinese; Classical Studies; French; German; Italian; and Middle Eastern Studies. MCL supports **undergraduate clubs** in Chinese, French, and German.

2. Classical and Modern Languages and Literatures (CMLL) at Texas Tech offers **two BA degrees**: the BA in Languages & Cultures + one of the following required **six concentrations**: ASL/English Interpretation; Chinese Language & Area Studies; Classics (Latin, Greek, or Culture Emphasis); French; German; and Russian Language & Area Studies; and the BA in Spanish + optional concentrations: this represents a total of **seven different BAs**. CMLL offers **twelve minors**: Arabic; American Sign Language; Chinese; Classics; French; German; Greek; Italian; Japanese; Latin; Russian; and Spanish; and participates in **four interdisciplinary minors**: Asian Studies; Comparative Literature; Medieval Renaissance Studies Center; Women's & Gender Studies. CMLL students can also study Korean, and Spanish as Heritage language. CMLL offers **two undergraduate certificates**: the Global Readiness Certificate (9 CH); and the Undergraduate Certificate in Translation and Interpretation (15 CH), in the following: ASL, Arabic, French, German, Mandarin, Russian, and Spanish. CMLL offers **four accelerated BA to MA** degrees: Classics Concentration (Latin, Greek, or Culture Emphasis); German Concentration; French Concentration; Spanish Concentration. CMLL maintains the Language Lab & Research Center (LLRC), a specialized language learning center and library.

3. World Languages and Cultures (WLC) at the University of Utah offers **eight BA degrees**: Chinese; Classics; French; German; Japanese; Russian; Spanish; and Religious Studies. WLC plans to launch **a new major** in World Languages & Cultures this coming academic year: two of its emphasis tracks are an effort to restructure and relaunch the CLCS major, while the other tracks in Arabic, Italian, Korean, Persian, and Portuguese provide a path for students to be able to major in languages that, with only one or two full-time faculty members, otherwise do not have the faculty resources for an independent major. WLC offers **twelve minors**: Chinese; Classics; Comparative Literature & Cultural Studies; French; German; Italian; Japanese; Korean; Portuguese; Russian; Spanish; and Religious Studies. In addition to these programs, WLC offers courses in ASL, Arabic, Hindi-Urdu, Modern Greek, Nahuatl, Navajo, Persian, Quechua, Samoan, and Vietnamese. WLC offers a number of undergraduate student scholarships, and engages with both learning abroad opportunities and internship programs.

Graduate Program. The three selected peer departments offer a range of graduate degrees, concentrations, and certificates. While all three peer departments offer MA degrees, both WLC at Utah and CMLL at TTU also offer a doctoral degree in a single program; MCL at Houston offers a broad MA with several specific tracks. The various configurations of degrees and certificates in the three selected peer departments demonstrate a level of **curricular creativity and boldness** intended to attract high-quality, diverse students and enhance recruitment to their programs. Houston's MCL offers a popular Global Cinema Studies MA track (also offered at the BA level): this would be an intriguing offering for LCL to explore given the research strengths of the faculty. For outreach and increased enrollment, the Language and Culture Graduate Certificate offered by WLC at Utah is an excellent way to provide graduate students from all departments and programs across the university tangible proof of their world language and culture training. All three selected peers connect graduate students with training and funding opportunities.

1. Modern and Classical Languages (MCL) at the University of Houston: offers **one MA degree**: the MA in World Cultures and Literatures, with the following **eight areas** of concentration: Chinese; French; German; Italian; European Cultural Studies with French, German or Italian Core; Latin American and Latino Cultural Studies; Comparative Literary and/or Cultural Studies; and Global Cinema Studies. The department offers **two graduate certificates**: the World Cultures and Literatures Global Cinema Graduate Certificate (9 CH); and the Applied Linguistics in Teaching Chinese Graduate Certificate (9 CH).

2. Classical and Modern Languages and Literatures (CMLL) at Texas Tech offers **five MA degrees**: MA in Languages & Cultures: Applied Linguistics; MA in Languages & Cultures: Classics; MA in Languages & Cultures: German; MA in Romance Languages: French; and MA in Romance Languages: Spanish. CMLL also offers **one PhD degree** in Spanish, with both literature/cultural studies and linguistics curricula. CMLL offers a **graduate minor** in Portuguese (MA 9 CH; PhD 15 CH). CMLL is offering one new **joint graduate degree**: MA in Languages & Cultures or Romance Languages together with MEd in Curriculum & Instruction. CMLL offers **two graduate certificates**: English Language for Academic and Professional Communication (ELAP) Graduate Certificate (12 CH); and Teaching Second Languages in Local and Global Contexts Online Graduate Certificate (12 CH).

3. **World Languages and Cultures (WLC) at the University of Utah** offers two MA degrees: the Literature-focused MA in World Languages and Cultures, with **three specializations**: Comparative Literary and Cultural Studies (CLCS); French; and Spanish; and the MA in Language Pedagogy (MALP), available in **five specializations**: Chinese, Japanese, Portuguese, Russian, and Spanish. WLC offers two MA degrees with **secondary licensure**: the MALP with licensure; and the French MA with licensure. WLC offers **one PhD degree** in World Languages and Cultures with a specialization in Comparative Literary and Cultural Studies (CLCS). WLC offers a **graduate certificate**: The Language and Culture Certificate for Graduate Students (15 CH), available in these languages: Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.

Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

8A: Budget *Provide an analysis of the unit's budget, including support received from the institution and external funding sources.*

- *Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree program(s) and courses.*

LCL Annual Budget. UNM is a public institution and as such receives an annual budget from the state legislature: these monies then flow through the Office of the Provost (Academic Affairs) to the individual Colleges and then to the academic units therein. The UNM Fiscal Year (FY) runs from July 1 through June 30; the budget process begins in January, with year-end projections made for the following June to identify the carry-forward balance, if any exists. In preparation for the budget request, the LCL annual budget is planned by the Department Chair in consultation with the Department Administrator and the Advisory Committee (see LCL By-Laws, [Appendix 1C.b](#)). The Advisory Committee consists of three tenured faculty members in LCL who meet with the Chair as necessary, and also provide valuable feedback and ideas on an ongoing basis: together they examine how funds were spent over the preceding year, discuss upcoming department needs, anticipate large expenditures, and identify resource challenges. Any carry-forward balance from the previous year rolls into the new fiscal year and is added to the LCL annual allocation from the College of Arts & Sciences. The College of A&S also funds the Special Administrative Components (SACs) of the faculty salaries for the Chair, the Director of Graduate Studies (DGS), the Director of Undergraduate Studies (DUS), and the Director of CL/CS.

Operating Budget/Instruction & General (I&G). LCL's annual expenses are essentially covered by one primary source, the annual **Operating/Instruction & General (I&G)** funds allocated to the department from the College of A&S: this source provides the department approximately **\$27,357.00** each year. LCL also receives approximately \$6,500.00 for tenured/tenure-track faculty travel: these funds are specifically allocated from the College of A&S for TT faculty conference travel. This amount is calculated at \$500 per faculty member (\$250 for 50% shared faculty appointments), and any unused travel funds are drawn back to the College of A&S at the end of the fiscal year. While LCL has been able in recent years to supplement this amount allocated by the College of A&S with an additional \$500 per year for each TT faculty

member for conference travel, these additional funds come from a post-EU (Extended University/online fees) reserve account in the department: these reserves will be depleted this year (AY 2022-23). Where possible, LCL has also allowed \$300-350 from the operating budget per graduate student for travel to present a research paper at an academic conference.

Operating funds received from the College of A&S have remained at the same level for the last seven years. **These operating funds are insufficient and have never been increased although the department has increased in size, complexity, and operations.** Operating funds are intended to cover all operational costs for the department, including: office supplies; computer and printer supplies; photocopy machine; computer and software purchases; faculty recruitment and search costs (when applicable); postage; phones; guest speaker expenses; department events; graduate student travel; faculty travel; and printing and document destruction services. The operating budget includes \$3,000 that is to be used at the discretion of the department Chair. It is important to note that the **LCL operating budget has not increased in real dollars over the last seven years** despite the increased number of faculty and students relying on these funds as well as the increased cost of all goods and services purchased from that static budget. The most egregious factors/challenges impacting the LCL annual department budget have been the **three “one-time” rescissions** in 2017-2021 totaling \$17,453.00. In FY 17 the TA/GA budget was permanently reduced by \$647.00.

LCL Operating Budget, FY 2015-2021

Fiscal Year	Salary Budget	Operating Budget	Travel Funds	Rescissions	Total	Comments
FY15	\$1,681,741.00	\$28,876.00	\$6,750.00		\$1,717,367.00	
FY16	\$1,841,589.00	\$27,357.00	\$7,500.00		\$1,876,446.00	Operating budget reduced to cover DA increase
FY17	\$1,588,401.00	\$27,357.00	\$6,500.00	-\$7,642.00	\$1,614,616.00	\$6,995 one-time retraction to operating budget \$647 permanent reduction TA/GA budget line
FY18	\$1,798,732.00	\$27,357.00	\$6,750.00	-\$5,189.00	\$1,827,650.00	One-time retraction to operating budget
FY19	\$1,833,462.00	\$27,357.00	\$6,500.00		\$1,867,319.00	
FY20	\$1,896,875.00	\$27,357.00	\$13,000.00		\$1,937,232.00	Travel raised to \$1000/TT faculty for 1 year only
FY21	\$2,463,957.00	\$27,357.00	\$6,500.00	-\$4,622.00	\$2,493,192.00	One-time retraction to operating budget

Figure 8A.1 shows the LCL operating budgets from 2015 to 2021, with “one-time” rescissions and other cuts

Part-Time/Temporary Instructional Funds. LCL also submits official requests for non-recurring part-time/temporary instructional funds to the College of A&S every semester in order to meet unit teaching needs, specifically in programs with faculty shortages due to unfilled positions and/or administrative assignments. The PTI funding requests are made by the Chair and the Department Administrator and are in addition to the allocated TA/GA Budget of \$349,732.00 for the year. The amount of **PTI funding used by LCL has decreased significantly** over the past few years due to several factors: the College of A&S has made substantially less PTI funding available, and that decreased pool of funding is more difficult to obtain, as any awarded funding comes with much stricter conditions of use, including strict enrollment minima for PTI-funded courses with no exceptions, and stricter hiring rules for PTI adjuncts and term teachers (to some extent mandated by new union rules). These stricter conditions enforced upon a smaller pool of

PTI funds have compelled the department to practice more internally streamlined curricular planning for its various programs and engage in more productive use of existing instructional resources, whether faculty teaching on load or TAs on fellowship. The overall current trend in decreasing enrollment in some programs also leads to decreased need for PTI funding to support the number of sections requested in earlier years.

LCL Part Time/Temporary Instructional Budget and Sections Funded

ACADEMIC Year	FALL/SPRING	Total Funding Per Year	Sections per Year: Outside Instructor	Sections per Year: Graduate Students	Total Sections Covered Outside Regular Budget
2015-2016	\$66,036/\$61,481	\$127,517.00	4/5	16/13	38
2016-2017	\$49,898/\$58,057	\$107,955.00	7/9	5/2	23
2017-2018	\$54,425/\$18,629	\$ 73,054.00	5/3	8/1	17
2018-2019	\$39,200/\$19,867	\$ 59,067.00	5/4	3/0	12
2019-2020	\$19,840/\$8,240	\$ 28,080.00	4/2	2/0	10
2020-2021	\$32,960.00/\$16,480	\$49,440.00	6/3	2/0	11

Figure 8A.2 shows the LCL part-time instructional budgets and sections funded from 2015 to 2021

The **German Summer School** manages its own budget with a combination of internal (College of A&S) and external funding (donations), all channeled through UNM's financial systems and administered in the department of LCL. Funding from the College of A&S for the German Summer School comes from the PTI budget and must be requested by the department every year (see above); internal funding for special programs has decreased substantially in recent years. This trend is expected to continue, given decreasing student enrollment in the German Summer School and the decrease in available funds from the College of A&S.

German Summer School: Funding

Fiscal Year	Internal Funding	External Funding	Total Funding	Comments: Donors
2015	\$25,000.00	\$39,775.00	\$64,775.00	Austrian Consulate, Max Kade, Peter Pabisch, misc. donors
2016	\$25,000.00	\$22,573.51	\$47,735.51	German Consulate General, Max Kade, Pabisch, Taos Ski Valley, Rio Grande Games, misc. donors
2017	\$25,000.00	\$35,100.00	\$60,100.00	Max Kade, Pabisch, misc. donors
2018	\$25,000.00	\$38,958.00	\$63,958.00	Anonymous, Taos Ski Valley, Max Kade, Pabisch, misc. donors
2019	\$15,000.00	\$51,540.65	\$66,540.65	Anonymous, Taos Ski Valley, Max Kade, Pabisch, misc. donors

2020	\$0.00	\$5,849.00	\$5,849.00	GSS cancelled due to COVID-19; (2) anonymous donors, Taos Ski Valley, Goertz
2021	\$0.00	\$5,399.00	\$5,399.00	GSS cancelled due to COVID-19; Taos Ski Valley & (2) anonymous donors
2022	\$15,000.00	\$50,950.00	\$65,950.00	Funding rolled over as reserves for 2022 GSS Program, Santa Fe Comm Foundation, Littlejohn, anonymous donor, Max Kade, Pabisch

Figure 8A.3 shows the German Summer School budgets from 2015 to 2021

LCL F&A Account. LCL has a small research (Facilities & Administrative, or F&A) account funded by overhead earnings from contracts and grants, specifically from the Startalk Program grants, and the Qatar National Research Fund. These grants were awarded to an LCL affiliated faculty member, PI: Emma Trentman, who has applied for and been awarded numerous grants from the Startalk Program, and most recently from the Qatar Foundation International:

- 4/29/2016 to 2/28/2017 ~ \$89,243.00 Startalk Grant for Summer Arabic Program
- 4/05/2017 to 3/31/2018 ~ \$78,313.19 Startalk Grant for Summer Arabic Program
- 4/30/2018 to 3/31/2019 ~ \$80,902.00 Startalk Grant for Summer Arabic Program
- 4/15/2019 to 3/31/2020 ~ \$87,432.00 Startalk Grant for Summer Arabic Program
- 4/01/2020 to 3/31/2022 ~ \$81,907.00 Startalk Grant (extended one year due to pandemic)
- 1/24/2022 to 6/30/2023 ~ \$103,632.00 Qatar Foundation International (for research on multilingual and multidialectal approaches to Arabic language learning)

Total Grant Dollars 2016-2022: \$521,429.19

Donations. LCL receives small donations, usually from department alumni, and these donations are often program specific and/or targeted for specific use. These monies (currently ranging from \$20,000.00 to 40,000.00 per year) are deposited into a department index awaiting a special project of general need or interest (see below Figure 8A.4).

Carol L. Raymond Foundation. Carol Raymond made a gift of \$1.5 million specifically to the French program; she agreed to pay \$60,000.00 per year during her lifetime to support the French program, mainly through **scholarships for students to study abroad**. While the actual amount of the Carol Raymond annual donation has fluctuated between \$10,000.00 and \$50,000.00 since 2015, the bulk of these funds remain targeted to support French students every year.

Total expenses and items covered for French program by CLR Foundation Index are as follows:

- **2015: \$64,292.17** ~ Guest speaker travel & honoraria for Spring 2015 French Conference; graduate student study abroad; graduate student course releases (for thesis completion); student awards; student tuition fees.

- **2016: \$22,465.83** ~ GA/TA salaries + insurance; media materials for French Film Festival; graduate student scholarships, graduation awards; media rentals.
- **2017: \$15,245.45** ~ GA/TA salaries; RA/PA tuition compensation; student awards for French Essay Competition; student scholarships for study abroad; French Club and graduation awards.
- **2018: \$11,579.00** ~ student awards for French Essay Competition; graduate student course releases (for thesis completion); graduate student scholarships for study abroad; graduation awards.
- **2019: \$11,246.31** ~ GA/TA salaries; course releases; tuition; student awards for French Essay Competition; graduation awards; student scholarships.
- **2020: \$1,842.48** ~ student awards for French Essay Competition; graduation awards.
- **2021: \$11,138.00** ~ student awards for French Essay Competition; graduation awards; graduate student scholarships.

List of Non-Endowed Accounts and Balances

Name of Non-Endowed Index	Index	Account Balance
LCL/Foreign Languages	856037	\$37,848.29
German Summer School	856044	\$67,191.30
Carol L. Raymond/French	856101	\$100,833.04
German Cinema	856102	\$7,845.61
French Studies	856115	\$13,600.00
Mary Rowan/French	856121	\$72,536.71
UNM French Studies	856123	\$1,010.00
Italian Studies	856131	\$6,461.43
Classical Studies	856134	\$1,525.00
	Total:	\$308,851.38

Figure 8A.4 shows the LCL non-endowed accounts and balances as of Fall 2022

8B: Staff *Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

LCL recently had **three full-time administrative staff positions** (3.0 FTE) funded from the I&G budget: a Department Administrator (1.0 FTE); a Program Coordinator (1.0 FTE); and a Sr. Fiscal Tech position (1.0 FTE) that currently remains vacant. There are two work-study students hired on staff every semester who work between fourteen and sixteen hours per week and help out with reception, phones, errands, filing, shredding etc. These work-study students are now expected to be hired and compensated from the LCL TA/GA budget as the College of A&S no longer allocates a student-line budget to the department.

The **Department Administrator** of fifteen years (Evelyn Harris) works closely with the LCL Chair and other faculty and staff and handles the complexity of department operations. She handles all budgets, and oversees the financial operations of the department; prepares contracts for faculty, teaching assistants, and part-time instructors; administers grants and endowments; coordinates faculty and staff searches; coordinates faculty mid-probationary/retention as well as tenure and promotion files; manages compliance and reporting requirements; and supervises office staff. She handles all of the financial, logistical, and personnel matters involved in running the department of LCL. She tends to the overall well-being of the department of LCL.

The **Program Coordinator** of eleven years (Elvine Bologna) divides her time between administrative duties for the German Summer School and LCL, and she works closely with the German Summer School Director and the LCL DA. She handles all the financial, logistical, and personnel matters involved in running the German summer program; the GSS was not held in the summer of 2020 and 2021 due to the pandemic. For LCL, she coordinates graduate students' applications, admissions, exams, and works closely with the Office of Graduate Studies. She processes TA contracts and scholarship awards for graduate students. She also handles duties such as scheduling catalog revisions; assists program faculty with the various assessment protocols required by the College of A&S and the university; and other basic administrative processes that keep the department running smoothly. In September 2020, to compensate for the loss of staff (see below), the Dean of the College of A&S adjusted the Program Coordinator's workload to be 75% for LCL and 25% for the GSS.

The **Sr. Fiscal Tech** position became vacant on September 8, 2020 when Eva Sanchez was hired away by the College of A&S and LCL was not authorized to replace her position. The Sr. Fiscal Tech position grew out of a reclassification of the department's 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 increased size and complexity of the department budget and due to the increased procedures put in place by the university for most financial transactions and reporting. Given the growth of the department over the past few years and the complexities of its multiple programs, **this remains a critical staff position that needs to be filled in order to support the mission of the department and serve LCL faculty and students.** The Sr. Fiscal Tech position is charged with accounting, reimbursements, purchases, and assisting the Department Administrator with budgetary and fiscal matters: as the Sr. Fiscal Tech position remains vacant, all of these duties now fall back on the Department Administrator.

8C: Advisory Board *If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.*

Per the department By-Laws ([see Appendix 1C.b](#)), Section V.A:

- The Advisory Committee is composed of three members drawn from tenured faculty and is appointed, subject to departmental approval, by the Chair.
- Advisory Committee members are expected to serve for one year, and while regular rotation is encouraged, re-appointments are possible.

- The Advisory Committee meets with the Chair two weeks after each faculty meeting to follow up on issues raised, devising plans for implementing agreed upon actions and planning the agenda for the next faculty meeting.
- The Advisory Committee represents faculty concerns to the Chair and helps to secure mentors for tenure-track faculty members.

Criterion 9. Facilities

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

9A: Current Space *Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.*

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*

Ortega Hall Room 112 (first floor) is borrowed from College of A&S for department storage space.

- *Explain the unit's unmet facility needs.*

See 9B below.

- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

Main Office Remodel. During the last APR (Fall 2014), the severely inadequate and cramped space allocated for the LCL main office that was raised and noted by the Review Team was addressed and rectified by **a complete remodel/expansion of the main department office** in 2015. The main LCL office was remodeled and expanded by absorbing an adjacent classroom space and utilizing that space for the main office expansion. The main LCL department office space was expanded from 473 sq. feet to its current size of 953 sq. feet.

Ortega Hall. LCL currently has a main department office (with several rooms) on the second floor of Ortega Hall 229. The main office houses the Chair, Department Administrator, Program Coordinator, Sr. Fiscal Tech and two work-study students. (see FAMIS Report, Ortega Hall second floor, [Appendix 9A.a](#)). LCL houses most of the department faculty and TAs on the third floor of Ortega Hall (see FAMIS Report, Ortega Hall third floor, [Appendix 9A.b](#)).

Offices. Where possible, LCL houses faculty (both TT and Lecturers) in offices with windows on the outside perimeter of Ortega Hall third floor; however, some faculty spend a few years in an interior windowless office before an office with a window becomes available. TAs and PTI adjuncts are generally assigned to interior windowless offices. Most of the faculty and TA offices are generally in the vicinity of 120 to 130 sq. feet in area. While each faculty member has a single-occupancy office, TAs are often assigned three to four individuals in a very small office space.

Common Rooms. LCL controls two shared conference rooms. The “Commons Room” (323A) is a small, windowless space that accommodates four to six/seven people max and is most often used for small meetings, student exams, and small seminars. The larger “Conference Room” (313) holds up to twenty people and is used for faculty meetings, lectures, and larger seminars and courses. This room is regularly lent out to other departments/units for meetings and events.

Mail/Copier Room. LCL maintains a mail/copier room on the third floor of Ortega Hall (349) that is accessible by key issued to all LCL faculty and TAs. This room contains mailboxes and the department’s photocopy machine. It used to hold the refrigerator and microwave that provided the only facility for storing and heating food for faculty and TAs, but these conveniences have been removed since pandemic health protocols were put in place.

LCL Classes are typically scheduled right in Ortega Hall, in the adjacent Mitchell Hall, or slightly further afield in Dane Smith Hall. 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 classroom group activities. All of these classrooms now have up-to-date technology that allows for multimedia teaching, projecting of videos, and the internet etc. Ortega Hall has now been mostly updated with more current equipment. Most LCL classes have access to the Language Learning Center (LLC) on the ground floor of Ortega Hall. Students may use the LLC, and faculty teaching courses may use the LLC by pre-arrangement with the facility management.

Computers and IT. LCL does not control a dedicated computer hub, nor does it have its own server. The department relies on the University’s IT system and the IT Support from the College of A&S: while instructional support from UNM’s CTL and EU is excellent, LCL faculty report that College of A&S IT support for computer repairs and software updates is insufficient and not delivered in a timely manner. Currently, all of the computers in LCL TA offices are obsolete. The department is slowly replacing faculty computers as part of a refresh program initiated by the College of A&S Dean’s office. LCL pays a monthly fee for a shared back-up drive so that all approved staff have access to the same records such as Faculty, Budget, Inventory, and Financial records and these records are backed-up by UNM IT.

The following is an updated listing of offices occupied on the second and third floors of Ortega Hall taken from the UNM FAMIS (Facilities Asset Management Information System) Portal. See also [Appendix 9A.a and 9A.b](#).

LCL Department Spaces, Fall 2022

	Room Number	Designated Use	Square Footage	Current Occupant/s
1	229 Ortega	Main Office	203	n/a
2	229A Ortega	Staff Office	106	Program Coordinator Elvine Bologna
3	229B Ortega	Chair’s Office	147	Chair Monica Cyrino
4	229C Ortega	Staff Office	120	Dept Administrator Evelyn Harris

5	229CU1 Ortega	Reception/WS	32	Christina Arango
6	229CU2 Ortega	Reception/WS	30	Jemima Lewis
7	229CU3 Ortega	Copier/Supplies	30	n/a
8	229CU4 Ortega	Work Area	27	n/a
9	229CU5 Ortega	Work Area	27	n/a
10	229D Ortega	Staff Office	118	Sr. Fiscal Tech (vacant)
11	229E Ortega	Supply Room	99	n/a
12	309 Ortega	Faculty Office	123	Emma Trentman
13	311 Ortega	Faculty Office	135	Jason Wilby
14	312 Ortega	Faculty Office	117	Heather Sweetser
15	313 Ortega	Conference Room	530	Max Occupancy 15
16	315A Ortega	TA Office	116	Julia DiFilippo, Katie Chohan (2)
17	315B Ortega	Faculty Office	126	Osman Umurhan
18	315C Ortega	Faculty Office	121	Luke Gorton
19	315D Ortega	TA Office	79	Matthew Phipps, Hpone Tu (2)
20	319A Ortega	TA Office	113	Mami McCraw, Tristan Pageze, Gulnara Kussainova (3)
21	319B Ortega	Faculty Office	126	Peng Yu
22	319C Ortega	Faculty Office	121	Raji Vallury
23	319D Ortega	PTI Adjunct	79	Abdullah Serag
24	320 Ortega	TA Office	136	Zhen Yu, Huey-Yi Chang (2)
25	323A Ortega	TA Office	116	Motomi Kajitani, Mallaury Gauthier (2)
26	323B Ortega	Faculty Office	126	Irina Meier
27	323C Ortega	Faculty Office	121	Stephen Bishop
28	323D Ortega	Commons Room	162	Max Occupancy 4
29	327A Ortega	TA Office	131	Niko Doezeema, Noah Mertz (2)
30	327B Ortega	Faculty Office	135	Pamela Cheek
31	327C Ortega	Faculty Office	121	Rachele Duke
32	347A Ortega	TA Office	126	Christian Rhoads, Anthony Dean, Rowan Heffernan (3)
33	347B Ortega	Faculty Office	136	Monica Cyrino
34	347C Ortega	Faculty Office	122	Katja Schroeter
35	347D Ortega	TA Office	162	Léa Briere, Erin Consla, Amber Lane (3)

36	349A Ortega	Copier/Mail Room	115	n/a
37	349B Ortega	Faculty Office	128	Pim Higginson
38	349C Ortega	Faculty Office	122	Susanne Baackmann
39	351A Ortega	TA Office	111	Bertrand Ngong, Laura-Martin Levensailor (2)
40	351B Ortega	Faculty Office	128	Machiko Bomberger
41	351C Ortega	Faculty Office	122	Lorenzo F. Garcia Jr.
42	353A Ortega	TA Office	129	Rodrigue Bognolok Etouem, Mosumi Ademola (2)
43	353B Ortega	Faculty Office	136	Tanya Ivanova- Sullivan
44	353C Ortega	Faculty Office	122	Lorie Brau

Figure 9A.1 shows the allocation of spaces in Ortega Hall for LCL, including faculty, staff, and TA offices; the main office; and common areas.

9B: Future Space Needs *Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.*

- *Explain the potential funding strategies and timelines for these facility goals.*

Faculty Offices. The Department of LCL is currently able to meet the unit's academic requirements with existing facilities, due to recent faculty separations, but this will not be the case in the near future. At present, the department uses nineteen single-occupant faculty offices, and eleven multiple-occupant TA/PTI adjunct offices: there are currently no vacant offices. If the department is fortunate enough to be authorized to hire any new faculty members in the near future, these new faculty members will need vacant office space that is currently not available, unless there are faculty retirements or relocations to other departments. Otherwise, a new faculty member may have to be housed in an office currently occupied by TAs, who will then have to double up with other TAs in their already crowded office/s, a situation that is less than ideal. LCL has to ponder how to house any new incoming faculty without displacing TAs, who need space to meet with students, hold office hours, and conduct other instruction-related business.

Conclusion. Strategic Planning

Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criteria, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

Strategic Planning by Criterion

Criterion 1. Overview. LCL seeks the Review Team's guidance on how to continue to think strategically about the needs and challenges of the department's various programs and how LCL can position itself in the market for **attracting and recruiting graduate and undergraduate students**. LCL is optimistic that the long-requested **hires in Japanese and Chinese** will be authorized in the coming year or two, in order to continue to build on the considerable strength of East Asian Studies; LCL seeks to replace a key position lost through the retirement of the **Lecturer in French**; LCL also looks forward to **replacing vacant office staff positions** in order to meet unit mission goals. LCL has made steady, substantial progress in recent years in adding structure to **department operations and procedures** (course scheduling; graduate admissions; travel funding), and to revising several important **department governance documents** (tenure and promotion; lecturer promotion; annual performance review; academic workload policy); it is anticipated that the updating of department mentoring and search/hiring procedures will be initiated in the coming year, and the updating of department by-laws should also be addressed.

Criterion 2. Curricula. LCL seeks the Review Team's guidance on how to maintain the continued viability of LCL **graduate programs** with focused review and discussion. While LCL continues to attract good students to its graduate programs, the question remains whether there are enough **existing faculty resources** to support all LCL graduate programs as currently configured, and whether some graduate programs should be revised, reconfigured, or eliminated. LCL graduate programs are facing **challenges in recruiting enough applications** and generating enough admissions; and there has been an increase in students' inability to finish their course/s of study, which may have more to do with the pandemic than with low funding and lack of available faculty mentoring. At present LCL faculty are effectively **meeting demand for courses** at the graduate level, though some graduate courses are under enrolled. It might be a good idea to discuss curricular issues related to the popular MA in CL/CS, whether a new concentration in Global Cinema Studies might be considered a good addition, as such a track would capitalize on existing faculty strengths and would be attractive to students.

LCL also seeks the Review Team's guidance on how to maintain the continued viability of LCL **undergraduate programs** with focused review and discussion. While several LCL programs remain strong and continue to attract undergraduate majors, second majors, and minors, other programs require clear-eyed evaluation as to needed revisions, reconfigurations, additions, and deletions. LCL should be more active in recruiting students by outreach to area high schools, organizations, and CNM; and by doing more at campus outreach events to heighten the department's profile. LCL's undergraduate curricular planning has changed over the last few years to reflect curricular and enrollment changes at UNM, in particular the deep **cuts to the second language requirement**, as well as the increase in interest in LCL's General Education Humanities

courses. As a result, LCL now offers fewer lower-division language sections given lower enrollments at that level; and LCL offers far more sections of Gen Ed Humanities courses, e.g. CLST 1110 and MLNG 1110, due to increased demand for these popular online courses. LCL is able to **meet student demand** for these courses by employing graduate student TAs and by faculty teaching on load. It will be necessary to discuss curricular issues related to the under-subscribed BA in CL/CS, whether a new concentration in Global Cinema Studies *vel sim.* might be considered a beneficial addition, as such a track would capitalize on existing faculty strengths and would be attractive to students; or whether a more interventionist solution should be sought to revise the degree. It would be a good idea to evaluate the changes recently made to the popular Languages major, revisit degree objectives and curricular content, and track student outcomes since the last revision. It may also be a good idea to discuss whether the broad “umbrella” BA adopted by many peer departments might work for LCL to increase student interest and enrollment.

Criterion 3. Assessment. LCL is expected to produce **twelve separate degree program assessment reports** every December, as required by the College of A&S Assessment protocols; some LCL degree programs have completely revised and updated their assessment process in the last couple of years to meet this requirement (CL/CS); while others are challenged to produce these reports in a timely fashion (German). In this self-study, LCL has included all the most recent assessment plans and reports available from the previous year. Given the level of complexity and sheer variety of LCL programs, and the fact that the small numbers of students in the pool negatively impacts meaningful data collection and interpretation, LCL does a relatively good job with assessments at both the undergraduate and the graduate levels. LCL appreciates the newly-implemented and well-supported system of program assessment at the College of A&S; and the new process of collecting course artefacts for assessment of General Education courses at the level of Academic Affairs has also streamlined the process for the numerous relevant Gen Ed courses in the LCL curriculum. It must be noted that the process of producing **twelve separate degree program assessments every year**, coupled with between **fifteen and twenty different Gen Ed courses selected per term** for artefact collection for assessment adds up to a huge amount of uncompensated service time performed by nearly all LCL regular faculty members every term: the execution of these different forms of assessment requires substantial time and effort from the majority of department faculty and represents an unacknowledged workload burden. Generally, LCL faculty members buy-in to the value of assessments, while the department chair is responsible for supporting and reminding faculty to comply with requirements for assessment, and for aggregating and presenting degree program reports to the College Assessment Review Committee. However, it would be preferable in terms of meaningful data collection and interpretation to produce degree program assessment reports on a two to three year-cycle, as was done previously. In the absence of any university resources to manage this substantial and uncompensated faculty workload, LCL will continue to struggle under this demand to implement assessments, a challenge that is exacerbated by the small faculty size per program and the short-handed office staff.

Criterion 4. Students (Undergraduate & Graduate). While some **LCL undergraduate programs** remained relatively strong through the pandemic, some LCL undergraduate programs continue to struggle to attract enough students beyond the first semester of language and/or the high-enrollment introductory Gen Ed Humanities courses. LCL **seeks the Review Team’s guidance** on how to create more momentum around increasing the number of first and second majors, generating more student credit hours, and awarding more BA degrees. LCL faculty

understand that it is imperative to increase the volume of students early in the curricular engagement cycle, even in first-semester courses: this can be done by delivering high-quality instruction in modalities that students prefer, and by acknowledging and embracing student migration towards hybrid and online instructional technologies. LCL **seeks the Review Team's guidance** and inspiration in taking bold steps to add **value and excitement to the various programs**, and LCL faculty need to be creative about revising, updating, adding to, or deleting aspects of these programs. This self-study highlights a number of ways that the various LCL programs work hard to recruit, retain, support, and advise undergraduate students, and overall LCL has a dedicated teaching faculty that offers innovative and useful curricula in the department's diverse degree programs. The success of LCL undergraduates is apparent in the number of them who go on to graduate programs and gainful, engaging employment.

While some **LCL graduate programs** remained relatively strong through the pandemic, other LCL graduate degree programs continue to struggle to recruit and retain strong enough students. Low funding support, and having fewer available faculty for mentorship and teaching, are issues that cause strain to LCL graduate programs. In recent years, LCL graduate programs have faced **challenges particularly in recruitment**, and program faculty will continue to exploit available opportunities to counteract this trend. LCL graduate advisors have also started to be more proactive about encouraging degree completion and supporting graduate students in the next steps in their careers. While LCL has a very diverse graduate student cohort, LCL **seeks the Review Team's guidance** on how more can be done to promote greater inclusion and equity. Despite these constraints, LCL graduate programs have a strong record of placing MA students in fully funded doctoral programs at prestigious universities across the US and Canada.

Criterion 5. Faculty. The major challenge LCL faces is that the department needs to **hire and replace vacant faculty positions in Japanese, Chinese, and French** as soon as possible to execute the mission of the unit and its various programs to engage students through innovative and high-quality pedagogy. Previous APRs have noted that the department has a very thin margin of operations with the loss of even one or two faculty in any given program; and the **peer comparisons** presented in Criterion 7 amply demonstrate that LCL works hard to accomplish a great deal in teaching and service even as the department labors in faculty deficiency status. LCL leadership recognizes that this may be beyond the control of UNM administrators given that revenue decisions and priorities are set by state elected officials and UNM regents. There is not a collective sense of grievance on the part of LCL faculty toward the administration regarding the inability to hire replacement faculty; however, there is a general **sense of frustration and exhaustion** around the idea that the department must continue to deliver high-level curriculum and diverse student mentoring without the needed instructional staff due to persistent financial constraints at UNM. LCL has been able to meet the demands of the undergraduate program through hiring adjuncts and graduate students, but this assumes that the department can maintain the status quo on part-time instruction and the TA budget, which is not certain. **LCL wants to be clear in expressing the desire and need for important faculty lines to be replaced as soon as possible.**

Criterion 6. Research, Scholarship, and Creative Works. LCL teaching loads are configured in such a way to allow and encourage regular faculty to be research active; and as this self-study shows, most tenured faculty in LCL are engaged and productive in publishing and presenting their scholarship within an **active and coherent research trajectory** that attracts students to their

programs. Recent faculty promotions of three LCL Associate Professors to Full demonstrate the trend moving in the right direction. LCL **seeks the Review Team's guidance** on how to develop a set of **meaningful mentoring procedures** for mid-career faculty to **outline research expectations** more clearly and to **enhance research productivity**, and this could be aided by increased College and University financial support for Associate Professor research time. One area where LCL could do more is in generating **grant funding to support research expenses**; a few LCL faculty are becoming more active in this area, and the department will continue to promote and support their efforts collectively. This could also be helped by replacing the **vacant Fiscal Tech staff person** to assist faculty PIs in managing the maze of regulations regarding grant funding.

Criterion 7. Peer Comparisons. LCL department programs measure up well compared to three selected aspirational peer departments at three of UNM's peer institutions: University of Houston, University of Utah, and Texas Tech University. What separates UNM's LCL from these three selected peers is that their institutions meet the benchmark of serious and reputable R1 institutions in having a **meaningful second-language requirement**. In addition, the major difference between LCL and the three peer departments is their **much greater faculty size**, as the faculty in UNM's LCL is significantly smaller than the three selected peer departments and yet produces a comparable number of degrees per year.

Criterion 8. Resources and Planning. The major challenge faced by LCL (and other units at UNM) is **shrinking department operational budgets**, and nearly annual "one-time" budget rescissions. LCL will continue to manage resources effectively to maintain the intellectual life of the department and the professional engagement of LCL faculty and graduate students. LCL needs to **replace the vacant Fiscal Tech staff position** as soon as possible to relieve the burden on existing staff. LCL's Department Administrator and Program Coordinator continue to do tremendous work, but they are over-extended and performing tasks outside their job descriptions and hours. An additional staff person would help existing staff so they can spend more time on website development and maintenance, help faculty with grant preparation and oversight, course scheduling, and student recruitment, among other tasks.

Criterion 9. Facilities. LCL was fortunate to have a **full remodel of the main department office**, so faculty, students and staff have a welcoming and modern space within which to perform the complex business of the department. The core challenge regarding facilities in the department is that if LCL is authorized to hire replacement faculty in the near future, the department will face a **faculty office space crunch** as new faculty arrive.

Appendices

Appendix 1C.a: LCL Academic Workload Policy

Appendix 1C.b: Department By-Laws

Appendix 3A: Assessment Plans/Reports for all (7) LCL Undergraduate Degrees

Appendix 3B: Assessment Plans/Reports for all (5) LCL Graduate Degrees

Please find these appendices here: [UNM LCL APR 2022](#)

Appendix 4E: Language Learning Center (LLC) New Fee Structure

Appendix 5A (D): LCL Faculty Credentials

Appendix 6E: CL/CS Graduate Student Conference Schedule 2022

Appendix 7A (E): LCL Peer Comparison

Appendix 9A.a: FAMIS Report, Ortega Hall second floor

Appendix 9A.b: FAMIS Report, Ortega Hall third floor

Academic Workload Policy
Department of Languages, Cultures, and Literatures (LCL) (formerly FLL)

First Draft in Dept Committee: 9 December 2021

Revised with Dept Faculty Input: 12 January 2022

Revised with CAS Input: 18 February 2022

Current Document Approved by Dept Faculty + Chair: 23 February 2022

I. OVERVIEW

The Department of Languages, Cultures, and Literatures recognizes all three elements of bargaining unit members' work to be Teaching, Scholarship, and Service. The categories of Teaching and Service apply to Lecturers, and the categories of Teaching, Scholarship, and Service apply to Tenured and Tenure-Track faculty. Each of these categories is briefly described below (per CBA Article 13):

Teaching

Teaching in the Department of LCL (FLL) is understood to include all activities associated with the instruction of students. Teaching duties extend outside of the classroom and include, but are not limited to: instruction in courses with assigned credit hours and instructional assignments, such as thesis, dissertation, seminar, and special problems supervision; course preparation including syllabus preparation/revision, group or individual office hours, evaluation of student learning objectives, grading, mentoring of students, writing letters of recommendation, and assessment of departmental and state-wide learning objectives.

Scholarship

Scholarly work (also referred to as scholarship or research) in the Department of LCL (FLL) is understood to include any work carried out and documented by bargaining unit members to produce and disseminate new knowledge or creative works. This can include any effort founded on the expertise and training of the bargaining unit member, and examples of this production and dissemination include: laboratory or archival based research; community-based scholarship; pedagogical research; publication; development and sharing of creative works, both artistic and literary; exhibitions; grant writing and principal investigator (PI) duties; mentoring of research students; and conference presentations/panels.

Service

Service in the Department of LCL (FLL) is understood to include any activity performed by the member that does not fall into the definitions of teaching and scholarship, and whose completion is oriented towards supporting the full and effective functioning of the department, institution, or academic discipline or academic community more broadly, as well as effort to serve the public and broader community beyond the academy. These activities include, but are not limited to: participation in shared governance; participation in department-, campus- and system- wide committees; advising of students; provision of mentoring of students and colleagues; participation in Masters or PhD committees; participation in branch campus faculty assembly meetings; participation in departmental meetings; participation in graduation ceremonies; participation in recruitment activities for students; participation in recruiting and hiring activities of faculty and staff; participation in tenure and promotion panels; advising or providing expertise to UNM initiatives; community, regional, national, or global service engagements; activity in national and international societies in academic field of the member; organization of conferences; peer review of scholarly works; acting as a journal editor; jurist for creative works exhibition; and organization or participation in community outreach events.

II. WORKLOAD NORMS by TITLE & RANK

LECTURER Workload Categories:

Teaching

Will take into account (but not be limited to) the following:

- whether the teaching load includes separate sections of the same class vs. different classes
- teaching lower-division vs. upper-division classes
- independent studies (problems hours)
- committee chair of UG Honors theses, MA theses, and PhD dissertations
- curriculum development: teaching new class or redesigning class
- whether the teaching load includes large enrollment classes

The quantity of service performed will also be considered in measuring whether this category has been satisfied, as negotiated with the department chair and in coordination with the language program.

Scholarship

No scholarship is expected

Service

Will take into account (but not be limited to) the following:

- participation in shared governance
- participation in department or campus-wide committees
- advising of students as undergraduate and/or graduate program advisor
- attending student conferences and events
- mentoring of students and colleagues
- participation in departmental meetings
- participation in graduation ceremonies
- participation in recruitment activities for students
- participation in recruiting and hiring activities for faculty and staff
- advising or providing expertise for UNM initiatives
- community, regional, national, or global service engagements
- activity in national and international societies
- attendance at or organization of professional conferences or conference panels
- organization of student conferences (graduate or undergraduate)
- professional and pedagogical training that contributes to professional development
- community outreach

Lecturer (II or III)

Teaching ~ three courses (or the equivalent in credit hours) per semester, or six courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increases in service duties or other forms of teaching, in consultation with the language program and the department chair.

Scholarship ~ not expected. Attendance at professional meetings or academic conferences is encouraged if funding is available.

Service ~ At least one department or university committee assignment per academic year, and/or additional administrative duties involving program curriculum and/or student degree advisement in consultation with the department chair, equivalent to the workload of at least one course per semester or two courses per academic year.

Senior Lecturer (II or III)

Teaching ~ three courses (or the equivalent in credit hours) per semester, or six courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increases in service duties or other forms of teaching, in consultation with the language program and the department chair.

Scholarship ~ not expected. Attendance at professional meetings or academic conferences is encouraged if funding is available.

Service ~ At least two department and/or university committee assignments per academic year and/or additional administrative duties involving program curriculum and/or student degree advisement in consultation with the department chair, equivalent to the workload of at least one course per semester or two courses per academic year.

Principal Lecturer (II or III)

Teaching ~ three courses (or the equivalent in credit hours) per semester, or six courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increases in service duties or other forms of teaching, in consultation with the language program and the department chair.

Scholarship ~ not expected. Attendance at professional meetings or academic conferences is encouraged if funding is available.

Service ~ At least two department and/or university committee assignments per academic year, as well as additional administrative duties and leadership roles involving program curriculum and/or student degree advisement in consultation with the department chair, equivalent to the workload of at least one course per semester or two courses per academic year.

TENURED & TENURE-TRACK FACULTY Workload Categories:

Teaching

Will take into account (but not be limited to) the following:

- whether the teaching load includes separate sections of the same class vs. different classes
- teaching lower-division vs. upper-division classes
- curriculum development: teaching new class or redesigning class
- independent studies (problems hours)
- committee chair of UG Honors theses, MA theses, and PhD dissertations
- whether the teaching load includes large enrollment classes

Scholarship

Will take into account (but not be limited to) the following:

- all forms of peer-reviewed original publication in the member's field and/or in related fields of expertise (e.g. monographs, journal articles, book chapters, encyclopedia entries)

- editing or co-editing a volume or special edition of a journal
- conference attendance to present a professional/academic paper
- archival and laboratory work
- data gathering
- community-based scholarship
- pedagogical research
- grant writing and activity as a Principal Investigator (PI) on a grant
- research communication (media, podcast communication)

Service

Will take into account (but not be limited to) the following:

- participation in shared governance
- participation in department or campus-wide committees
- advising of students as undergraduate and/or graduate program advisor
- attending student conferences and events
- mentoring of students and colleagues
- participation in departmental meetings
- participation in graduation ceremonies
- participation in recruitment activities for students
- participation in recruiting and hiring activities for faculty and staff
- advising or providing expertise for UNM initiatives
- community, regional, national, or global service engagements
- activity in national and international societies
- attendance at or organization of professional conferences or conference panels
- organization of student conferences (graduate or undergraduate)
- professional training that contributes to professional development and pedagogical training
- community outreach
- evaluation of articles and monographs for publication in the field of expertise or in related fields
- editing a journal

Assistant Professor

Teaching ~ two courses (or the equivalent in credit hours) per semester, or four courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increase in service duties, other forms of teaching, and/or scholarly workload in consultation with the language program and the department chair. The department recognizes teaching releases for probationary faculty allowed under CBA Article 10 ~ Research Leaves for Tenure Track Faculty, and teaching releases granted by administrative units above the department.

Scholarship ~ At least one peer-reviewed paper disseminated (published, accepted, or submitted, or presented at a conference) per academic year or the equivalent in consultation with the department chair. The publication of a sole-authored monograph will satisfy this requirement for three years.

Service ~ At least one department committee assignment per academic year or the equivalent in consultation with the department chair.

Associate Professor

Teaching ~ two courses (or the equivalent in credit hours) per semester, or four courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increase in service duties, other forms of teaching, and/or scholarly workload in consultation with the language program and the department chair. The department recognizes teaching releases granted by administrative units above the department. The department allows tenured professors to move to a lower research workload and to contribute more to teaching (see Variable Workload under VI).

Scholarship ~ At least two peer-reviewed papers disseminated (published, accepted, or submitted, or presented at a conference) per academic year or the equivalent in consultation with the department chair. The publication of a sole-authored monograph will satisfy this requirement for three years.

Service ~ At least two department and/or university committee assignments per academic year or the equivalent service to the discipline in consultation with the department chair.

Professor

Teaching ~ two courses (or the equivalent in credit hours) per semester, or four courses (or the equivalent in credit hours) per academic year. This number may be adjusted based on increase in service duties, other forms of teaching, and/or scholarly workload in consultation with the language program and the department chair. The department recognizes teaching releases granted by administrative units above the department. The department allows tenured professors to move to a lower research workload and to contribute more to teaching (see Variable Workload under VI).

Scholarship ~ At least three peer-reviewed papers disseminated (published, accepted, or submitted, or presented at a conference) per academic year or the equivalent in consultation with the department chair. The publication of a sole-authored monograph will satisfy this requirement for three years.

Service ~ At least two department and/or university committee assignments and/or leadership position/s per academic year or the equivalent service to the discipline in consultation with the department chair. Service on at least one committee or in one leadership position outside the department.

III. Mitigating (Modifying) Factors

A. Administrative duty factors

Faculty performing intensive administrative department roles will receive course releases according to the following schedule. Partial course releases can be accumulated and converted to a full course release in a semester during the two-year term of service as negotiated with the chair and in coordination with the language program.

a) **Director of Graduate Studies** (Graduate Committee Chair): one course release per academic year, to be taken usually in the spring term when the service workload is intensive

b) **Director of Undergraduate Studies** (Undergraduate Committee Chair): one course release per two-year term of service (one half-course per academic year), with the semester of the course release to be arranged by the faculty member in consultation with the department chair, and an appropriate SAC to be awarded in the year the course release is not taken (see SACs below)

c) **Director of Comparative Literature/Cultural Studies:** one course release per two-year term of service (one half-course per academic year), with the semester of course release to be arranged by the faculty member in consultation with the department chair, and an appropriate SAC to be awarded in the year the course release is not taken (see SACs below)

B. Other factors

Faculty performing certain non-administrative activities will accrue course release credits according to the following schedule. Course release credits can be accumulated for up to four semesters.

- a) Teaching undergraduate class >100 students: 0.25 course per academic year
- b) Editing an academic journal: 0.25 course per academic year

This workload policy recognizes and incorporates the College research-funded course buyout policy.

IV. Teaching Overload Compensation

In alignment with CBA Article 13 and relevant University policies, a faculty member of a particular rank teaching more than the normal workload for that rank will be considered teaching an overload. Teaching overloads will be compensated in the semester the course is offered at the TPT rate per course. Overload compensation will be paid from unit funds and will not be provided by the College directly or through the TPT allocations, unless approved by the Dean. If the department cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

V. Special Administrative Components (SAC)

The Special Administrative Component (SAC) policy of the College of Arts and Sciences is incorporated into this workload policy. All SACs paid to faculty by the department will be consistent with the College SAC policy for Category B appointments. Category B appointments are those that are directly supervised by the department chair. Category B SACs are paid out of department funds and will not be provided by the College. If the unit cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

VI. Annual Review of Workload Expectations

Each year, in the spring semester and by May 1, the department chair will undertake a review of each bargaining unit member's workload expectations in accordance with the parameters set out in this policy. The review will include a system of accounting for work done during the academic year.

The annual review has two components:

- a) review of work done consistent with the previous year's expectations established in the previous review, and
- b) establishing expectations for the next review cycle.

An accounting of total workload will sum to 100 points, as set out in the department's Annual Performance Reporting form. Each bargaining unit member will, by agreement with the chair and in accordance with this policy, allocate their workload, based on rank norms and applicable modifying factors, to sum to 100 points. Points are recognized to reflect all dimensions of workload and may vary from the traditional allocation of 40/40/20 assigned to teaching/scholarship/service of tenured and tenure-track faculty.

Variable Workload: The department recognizes a faculty member's interests and focus can change over time, which may be reflected in flexibility in the distribution of workload between teaching, scholarship, and service. It is during the annual workload review that each faculty member can express a desire to alter the distribution of workload across these categories within reason. As examples, teaching may be reduced for one or two semesters with a corresponding increase in scholarly workload, however this cannot persist beyond two semesters. Similarly, a faculty member may wish to substitute more teaching for less scholarship, however any teaching above the norm established in section II (above) will not be considered a teaching overload.

In the spirit of transparency and accountability, the workload expectations accounting for each bargaining unit member will be made available to any bargaining unit member in the department each year upon request.

VII. Concluding Remarks

Bargaining unit members should be aware that this workload policy is established as required by Article 13 of the Unit 1 CBA, any part of this policy is grievable under Article 17 of the CBA.

Department of Foreign Languages and Literatures
Mission Statement and By-Laws

Revised October 11, 2004
Revised November 19, 2009

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.

Description of the Department of Foreign Languages and Literatures

We teach modern and classical foreign languages to student at the University of New Mexico emphasizing communicative skills, cultural knowledge and the exploration of literature, 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.

I. By-Laws

The excellence of the Department of Foreign Languages and Literatures depends on coordination between its programs in language, literature and cultural study which include Chinese, Classical Greek, Classics, Comparative Literature and Cultural Studies, French, German, Italian, Japanese, the Major in Languages, Latin, Russian, and other languages. The departmental by-laws exist to make pursuit of this mission possible. They assume cooperation between departmental programs and professionalism and collegiality on the part of all departmental members. The by-laws designate the responsibilities associated with appointment or election to administrative positions in the department. The departmental by-laws amplify and complement the UNM Faculty Handbook. None of the by-laws are to be interpreted as revising or contradicting the provisions of the Handbook.

II. Voting Faculty

The voting faculty of the Department includes faculty at all ranks, as defined in the Faculty Handbook, who serve on a contract that is one year or longer.

All voting faculty are expected to attend the regular monthly faculty meetings and to participate as needed in the work of the Department's and the College's standing and ad hoc committees.

III. Meetings

The Chair convenes monthly faculty meetings during the academic year and sets the agenda for those meetings in a way that is responsive to the concerns of Department members. As appropriate, a representative of the GPSA will be invited to attend faculty meetings.

IV. The Chair

The Chair must be a senior tenured faculty member.

The Chair serves for a four year term which can be renewed. The Chair is to be reviewed annually by the Department faculty in the spring.

The main areas for which the Chair is responsible include budget (salary, administrative expenses, raises); personnel and discretionary budgets (promotion, hiring, tenure, administrative assignments, work-load division); advocacy of departmental interests in the college, university, and community; and communication of college and university level directives to the Department on matters concerning, but not limited to hiring, college-level standing committees, and planning initiatives.

The chair is responsible for administering the budget and reports to the

- * Faculty at the April faculty meeting on major departmental expenditures for the year, including but not limited to travel, equipment, major purchases and expenses; and

- * TA/GA budget allocations.

The chair hires and oversees the staff, facilitate hiring, promotion and dismissal of faculty and adjunct faculty, and co-ordinates assignment of Teaching Assistantships and Graduate Assistantships.

The Chair consults with the faculty at large when initiating and developing faculty hiring plans and keeps the Department faculty apprised of all significant developments during the hiring process.

The Chair serves as the formal spokesperson for faculty eligible for promotion and tenure; solicits letters from outside scholars; and leads the faculty in an evaluation of such candidates. The chair also coordinates faculty and staff needs based on projected leaves, sabbaticals, hires and retirements.

The chair appoints an ad hoc salary committee as outlines in the Department's "Allocation of Faculty Raises by Merit Policy," adopted January 2001.

V. DEPARTMENTAL COMMITTEES

The department has three standing committees and ad hoc committees that are convened as needed.

A. The Advisory Committee (AC)

The advisory Committee is composed of three members drawn from tenured faculty and is appointed, subject to departmental approval, by the Chair.

AC members are expected to serve for one year, and while regular rotation is encouraged, re-appointments are possible.

The AC meets with the Chair two weeks after each faculty meeting to follow up on issues raised, devising plans for implementing agreed upon actions and planning and agenda for the next faculty meeting.

The AC represents faculty concerns to the Chair and helps to secure mentors for tenure-track faculty members.

B. The Curriculum Committee (CC)

The Curriculum Committee is chaired by the Undergraduate Director.

The CC is composed of one member from each language taught by the department.

At the beginning of each semester, the Chair of the CC, upon consultation with the Department Chair, convenes a committee to coordinate for the following semester all courses taught in English and all graduate seminars.

The CC is responsible for coordinating long-term undergraduate curricula for the Department.

The Chair of the CC also compiles an FLL course brochure describing courses taught in English.

The Chair of FLL serves ex officio on the Curriculum Committee.

C. The Graduate Committee (GC)

The Graduate Committee is composed of the Graduate Director and the graduate advisors from each of the three graduate programs in FLL (French, German and CL/CS).

The GC meets on a regular basis during the academic year to decide on matters of admission, graduate curriculum, advising, and concerns regarding graduate education that may arise in the Department. It works to unify Departmental standards for admission and graduation of M.A. and Ph.D. candidates.

The GC is chaired by the Graduate Director.

The Chair of FLL serves ex officio on the Graduate Committee.

VI. OTHER ADMINISTRATIVE FACULTY POSITIONS

The positions of Graduate Director, Undergraduate Director and Director of Comparative Literature and Cultural Studies are held for two years, with the possibility of renewal, and rotate regularly among members of the faculty. Individuals are appointed by the Chair and approved by a majority of the faculty in the spring of the academic year prior to the beginning of their term.

Each program also has undergraduate and graduate advisor positions which, because of the small size of the department and some of its programs, may or may not be subject to regular rotation and may sometimes be held by individuals filling one or more positions.

The Graduate Director: 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: 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.

Director of the Program in Comparative Literature and Cultural Studies: 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.

VII. APPROVAL AND AMENDMENT OF BY-LAWS

The by-laws must be approved by $\frac{3}{4}$ of the voting faculty.

Once approved, the by-laws will become effective the following semester.

The Chair and faculty of FLL will review and consider amending the departmental by-laws at least once every three years.

Amendments may be proposed at any time by any faculty member in the interim by requesting that such a change be placed on the agenda of a regular faculty meeting and will require the approval of $\frac{3}{4}$ of the voting faculty.

LLC Fees and Support Proposal

Course Fees

The proposal is for two types of LLC Course fees, one for regular use and one for classes that use virtual services, such as virtual exchange or video assessment programs. The rationale behind this is while these programs are popular and extremely beneficial for language learners, they are also expensive, and the regular course fee is not enough to cover this while also maintaining the regular expenses of the lab. Having a slightly higher course fee would make both possible, while still subsidizing the costs for students and minimizing the administrative burden for instructors and departments by having these programs and resources managed through the LLC.

Proposed Regular Course Fee: \$25 (currently \$20)

What does this include?	What are the associated expenses?
Use of classroom spaces Use of LLC technology Use of LLC media resources (films, PressReader, board games, etc.) Consultation with LLC staff on educational technology	Student worker salaries Cleaning Supplies (more in COVID times!) Physical maintenance of the lab Technology maintenance Replacing old technology Purchasing and maintaining media (films, board games, etc.) Media subscriptions (Press Reader)

Proposed Virtual Services Course Fee: \$40

What does this include?	What are the associated expenses?
Everything in the regular course fee Use of virtual exchange programs (e.g. TalkAbroad, SRAS) Use of video assessment programs (e.g. Go React)	Same as above Virtual exchange fees (~\$30-50 per student) Video assessment fees (~\$50-60 per student)

Contribution in Support of Language Learning:

This would be an annual amount contributed to the LLC from the department. As a result of this contribution, department faculty whose courses do not pay a course fee would be able to

- Schedule one-off events in the LLC (like a thesis defense, movie showing, or social event)
- Request LLC resource purchases and use

The purpose of this is to make LLC resources available to faculty and classes who want to use the LLC in a limited fashion (e.g. students shouldn't pay a \$25 course fee to use a room once to watch a movie). This year, use of these resources will be tracked to see if this makes sense and what the demand is. The initial contribution would be \$250, with an estimate of roughly 10 requests at \$25 each. This money would go to the LLC Operating Budget (separate from the Course Fee budget) and be used by the LLC in marketing efforts to highlight and promote language programs and events at UNM, so there would potentially be an additional return on it as well. It would be paid annually, rather than by event, to minimize paperwork.

Appendix D: Faculty Credentials Template (FOR USE IN CRITERION 5)

Directions: Please complete the following table by: **1)** listing the full name of each faculty member associated with the designated department/academic program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); **3)** listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., “X”); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

Please add rows as necessary

Name of Department/Academic Program(s): Department of Languages, Cultures, and Literatures (LCL)

Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
1. Susanne Baackmann	TAP	Ph.D. 1993 in German Studies, UC Berkeley	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
2. Stephen Bishop	TP (50% FTE in Africana Studies Dept)	Ph.D. 1999 in French and Francophone Literature, University of Michigan	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral	x	
3. Machiko Bomberger	LT	M.A. 2009 in Japanese Pedagogy, Columbia University; ACTFL~OPI 2013, 2018	Undergraduate	x	TDD
			Graduate		
			Doctoral		
4. Lorie Brau	TAP	Ph.D. 1994 in Performance Studies, New York University	Undergraduate	x	TDDR
			Graduate		
			Doctoral		
5. Pamela Cheek	TP (100% FTE Academic Affairs)	Ph.D. 1994 in Comparative Literature, Stanford University	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral	x	
6. Monica Cyrino	TP	Ph.D. 1992 in Classical Philology, Yale University	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
7. Rachele Duke	LT	Ph.D. 1988 in Classics/Medieval Latin, UCLA	Undergraduate	x	TDD
			Graduate		

Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
8. Lorenzo F. Garcia Jr.	TAP	Ph.D. 2007 in Classics, UCLA	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
9. Luke Gorton	LT (50% FTE in Religious Studies Program)	Ph.D. 2014 in Classics, The Ohio State University	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
10. Francis ‘Pim’ Higginson	TP	Ph.D. 1997 in Comparative Literature, UC Berkeley	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral	x	
11. Tanya Ivanova-Sullivan	TAP	Ph.D. 2005 in Slavic Linguistics, The Ohio State University	Undergraduate	x	TDDR
			Graduate		
			Doctoral		
12. Irina Vasilyeva Meier	LT	Ph.D. 2016 in Comparative Literature, University of South Carolina	Undergraduate	x	TDDR
			Graduate		
			Doctoral		
13. Carmen Nocentelli	TAP (50% FTE in English Dept)	Ph.D. 2004 in Comparative Literature, Stanford University	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
14. Katrin Schroeter	TAP	Ph.D. 1996 in German Studies, Brown University	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
15. Heather Sweetser	LT	M.A. 2012 in Arabic, The Ohio State University	Undergraduate	x	TDDR
			Graduate		
			Doctoral		
16. Emma Trentman	TAP	Ph.D. 2012 in Second Language Studies, Michigan State University	Undergraduate	x	TDDR
			Graduate		
			Doctoral		
17. Osman Umurhan	TAP	Ph.D. 2008 in Classics, New York University	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral		
18. Raji Vallury	TP	Ph.D. 2001 in French Literature, University of Pittsburgh	Undergraduate	x	TDDR
			Graduate	x	
			Doctoral	x	

Full First and Last Name	Faculty Appointment <u>Continuing</u> <ul style="list-style-type: none"> Lecturer (LT) Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) Prof. of Practice (PP) <u>Temporary</u> <ul style="list-style-type: none"> Adjunct (AD) Term Teacher (TMT) Visitor (VR) Research Faculty (RF) 	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials <ul style="list-style-type: none"> Faculty completed a terminal degree in the discipline/field (TDD); Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR Other (Explain)
19. Jason Wilby	LT	Ph.D. 2008 in German Literature, UC Irvine	Undergraduate	x	TDD
			Graduate	x	
			Doctoral		
20. Peng Yu	LT	M.Ed. 2010 in Curriculum and Instruction in Foreign Languages (Chinese Language Education), George Mason University	Undergraduate	x	TDDR
			Graduate		
			Doctoral		
21.			Undergraduate		
			Graduate		
			Doctoral		
22.			Undergraduate		
			Graduate		
			Doctoral		
23.			Undergraduate		
			Graduate		
			Doctoral		

14th Annual Comparative Literature and Cultural Studies Graduate Student Conference

Where are we going? Human, cultural, environmental, and technological effects of human displacement in the Anthropocene Epoch

**University of New Mexico, Albuquerque
April 15-16, 2022**

Keynote lecture to be delivered by: Dr. Jesse Alemán, University of New Mexico

Friday, April 15

SUB: Santa Ana A & B

1:00 – 1:30 Panelist Check-In / Registration

1:30 – 1:45 Opening remarks: Mark Smith, University of New Mexico

1:45 – 3:15 Panel 1: Political Displacement

Chair: Laura-Martin Levensailor, University of New Mexico

Entidhar Al-Rashid, University of Texas at Dallas: “The Jews in Iraq: The Trauma and Forced Migration.”

Mark Smith, University of New Mexico: “What is (not) German? Anti-Semitism, the Other and German Identity.”

Rasha Aljararwa, University of Texas at Dallas: “Displacement and the Private Space: The Impact of the Syrian Refugee Crisis on Family Dynamics.”

3:15 – 3:30 Break

3:30 – 5:00 Panel II: Necropolitics, Planetary Politics & Decoloniality

Chair: Dr. Jason Wilby, University of New Mexico

Rachael Aderoju, University of Denver: “Effects of Colonialism: The Story of Liberia and Former Slaves that Ruled it.”

Brigitte Tsobgny, Florida State University: “A form of necropolitics in Thomas Reverdy’s *Les évaporés*.”

Syeda Nadia Hasan, University of Texas at Dallas: “*Happiness* and an Enchanted Living.”

5:00 – 5:15	Break
5:15 – 6:45	Keynote Address: Dr. Jesse Alemán, University of New Mexico: “Almost Dead: <i>Necromojados</i> and the Literature of the Living Dead.” Moderator: Laura-Martin Levensailor, University of New Mexico
7:00 – 9:00	Dinner and conversation at a local restaurant in Nob Hill

Saturday, April 16 SUB: Santa Ana A & B

8:30 – 9:00	Breakfast
9:00 – 10:30	Panel III: Gendered representations of displacement: Women experiencing repression and eco-anxiety Chair: Mallaury Gauthier, University of New Mexico Lea Briere, University of New Mexico: “Solastalgia in Dystopian novels written by women.” Marie Bellec, University of Pennsylvania: “The American desert in Chloé Zhao’s <i>Nomadland</i> (2020): a contemporary representation of nomadism.” Shahrbano Hamzeh, University of Texas at Dallas: “Welcoming in the front door.”
10:30 – 10:40	Break
10:40 – 12:10	Panel IV: Displacement as perceived through different media Chair: Lea Briere, University of New Mexico Christian Pattavina, Amherst College: “Myopic Music: A study on using music and other art to control space.” Sofia Calicchio, Old Dominion University: “The Anthropocentric Threat: The Need for Sustainable Initiatives in Argentinian Cultural Ecosystems.” Brittney Finley, University of Colorado, Denver: “Plant-Based Fear: The Epic and Eco-horror.”

12:10 – 1:30	Lunch
1:30 – 3:00	<p>Panel V: Native American Displacement Issues and the Ecological Aspects of Language Preservation</p> <p>Chair: Mark Smith, University of New Mexico</p> <p>Benjamin Jacobi, University of New Mexico: “Place-Name in an Era of Climate Catastrophe: An Ecological Argument for Language Preservation.”</p> <p>Anurima Chattopadhyay, Amherst College: “How Do We Hope Again?”</p> <p>Nadine Bravo, University of Southern Maine: “The Invisibility Aspect of Native American English Language Learners - Displacement, Disparity, and Depression in <i>Reservation Dogs</i>.”</p>
3:00 – 3:15	Break
3:15 – 4:45	Seminar-style conference workshop with Dr. Jesse Alemán, University of New Mexico.
7:00 – 9:00PM	There will be a post-conference reception beginning at 7PM. The reception will be held at 3909 Anderson Ave. SE, ABQ, 87108.

Appendix E: Peer Comparison Template (FOR USE IN CRITERION 7)

With the understanding that not all programs are included in every peer institution, the APR Office recommends selecting **3 peer institutions** to use as comparisons.

	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit UG Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Grad Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
University of New Mexico ~ Dept of Languages, Cultures, and Literatures (LCL)	~ 25,441 (Fall 21) ~ Ranking: #196 in National Universities ~ HSI ~ R1	<ul style="list-style-type: none"> 7 BAs: Classics, CL/CS, EAS, French, German, Russian, Languages 	110 (Fall 21, 1st + 2nd majors)	<ul style="list-style-type: none"> 4 MAs: CL/CS, Classics, French, German 1 PhD: French 	29 (Fall 21, all degrees)	18.5 = 12 TT 6.5 Lect	~ one semester lang req for UNM UG degree (waivable) ~ Spanish & Port is a separate dept ~ no UG or grad certificates offered	~ 11 UG minors ~ grad minor in CL/CS
1. Texas Tech University ~ Classical and Modern Languages and Literatures (CMLL)	~ 40,666 (Fall 21) ~ Ranking: #213 in National Universities ~ HSI ~ R1	<ul style="list-style-type: none"> 2 BAs: BA in LACU + 6 tracks; BA in Spanish 2 Certificates: Global Readiness; Translation and Interpretation 	108 (Fall 21, LACU majors); 76 Spanish majors	<ul style="list-style-type: none"> 1 PhD: Spanish 5 MAs: LACU + Applied Linguistics, Classics, French, German, Spanish 1 MA joint degree: w/ MEd in Curriculum & Instruction 2 Certificates: English for Prof Communication; Teaching 2nd Language 	56 MA LACU; 17 MA + 28 PhD Spanish (Fall 21)	57 = 38 TT 16 Lect 3 Instrs	~ One-year lang req for TTU UG degree ~ 2nd language research (MA in App Linguistics) ~ Spanish as a Heritage Lang	~ + Spanish, Portuguese, Korean, ESL and ASL ~ Language Lab and Research Center ~ 12 UG minors, 1 grad minor
2. University of Houston ~ Dept of Modern and Classical Languages (MCL)	~ 47,931 (Fall 21) ~ Ranking: #179 in National Universities ~ HSI ~ R1	<ul style="list-style-type: none"> 4 BAs: Chinese; French; Italian; World Cultures and Literatures + 6 tracks 	79 (Fall 21, total BA majors)	<ul style="list-style-type: none"> 1 MA: World Cultures & Literatures + 8 concentrations (Global cinema track) 2 Certificates: Global Cinema, and Applied Ling/ Teaching Chinese 	2 (Fall 21; on probation for low enrollment)	39 = 22 TT 17 Lect + Instrs	~ Two-year lang req for UH UG degree ~ Offers 17+ UG scholarships for different programs ~ Hispanic Studies is a separate dept	~ + Hindi, Turkish, Modern Greek, Vietnamese, Jewish studies ~ 11 UG minors ~ study abroad
3. University of Utah ~ Dept of World Languages and Cultures (WLC)	~ 34,462 (Fall 21) ~ Ranking: #99 in National Universities ~ R1	<ul style="list-style-type: none"> 8 BAs: Chinese, Classics, French, German, Japanese, Russian, Spanish, Religious Studies Planned new BA in World Languages & Culture + 7 tracks 	200 declared majors (Fall 21); 7800 total students registered in courses AY 21-22	<ul style="list-style-type: none"> 2 MAs: Literature ~ CL/CS, French, Spanish; MA in Language Pedagogy + 5 tracks 1 PhD: World Languages and Cultures, CL/CS track 1 Certificate: Languages and Cultures (10 different languages = 15 upper-level CH) 	35 (Fall 21, all degrees, cert not included)	70-75 = 28 TT 16 Lect 26-30 Instrs	~ Two-year lang req for Utah UG degree ~ offers 20+ UG scholarships for diff programs ~ Practical grad degrees: MA in Language Pedagogy w/ Licensure programs	~ + ASL, Spanish, Portuguese, Korean, Hindi, Urdu, Nahuatl, Navajo, Quechua, Samoan, Persian, Modern Greek, Vietnamese, and Religious Studies ~ 12 UG minors

