

**Report of the Academic Program Review Team
Department of Languages and Literatures**

September 30 - October 2, 2014

Review Team:

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Opening Comments and Acknowledgments

The review team is grateful for the expert guidance and assistance that we received prior to, during and after our visit to the University of New Mexico, September 30 through October 2, 2014. The structure of the review, clear guidelines for the process, and the friendly cooperation of these individuals helped to expedite our review process and allowed us access to the department's faculty, staff and graduate students.

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We are particularly pleased with the comprehensive and clear self-study report co-authored by Dr. Walter Putnam, Department Chair, and Dr. Marina Peters-Newell, Lower-Division and Assessments Coordinator. The Department of Foreign Languages and Literatures (hereafter FLL) has many moving parts, and the self-study report does an extraordinary job of clearly describing how those parts function individually and how they contribute to the goals and mission of the department as a whole.

Overview

Our report follows the sequence of nine criteria outlined on the Academic Program Review Team Worksheet (attached). We add a tenth and final section offering some general observations on what we believe are the most critical questions the department, with the assistance of the UNM administration, should address now and in the near future.

1. Program Goals

Given the complexity of FLL, which offers courses at the undergraduate and graduate level in ten languages, as well as courses in literary and cultural analysis, theory, and criticism for its minors, majors and graduate students, we find that the program goals and objectives as stated in the self study offer a clear and comprehensive vision for individual units within the department to follow. The department states its mission as follows: to provide “the UNM community with an opportunity to acquire in-depth knowledge of individual languages, literatures and cultures, and [to promote] cross-cultural awareness and analysis” in order to “enrich and promote the multilingual environment” at UNM and in the state of New Mexico (Self Study 14). This overall mission is certainly consistent with the flagship university’s commitment to foster “the values, habits of mind, knowledge and skills” that students need “to be enlightened citizens” who contribute at the local and national level; to the university’s aspirational goals to demonstrate strength through diversity, enable collaboration in the broad sense, and promote international engagement (18). The linguistic competence and global awareness inherent and articulated in the department’s goals are indeed vitally necessary for individuals to achieve enlightened citizenship in the twenty-first century. By helping students acquire second and third languages, explore cultural expression across a variety of media, and offering training in language pedagogy and literary and cultural analysis, FLL is enabling students to become active participants not just at the state and national, but at the international level.

Published Goals/Education Objectives The department currently offers twelve minors, six majors, four master’s degrees, and one doctoral degree (in French). In addition, the department sponsors the successful German Summer School at Taos (in collaboration with the CSU Long Beach), exchanges with several universities in France, Germany and Austria, and is expanding its curriculum with new faculty and minors in Arabic, Japanese, and Chinese. We do not expect to find complete uniformity and absolute consistency among these various programs, and overall we find the goals within each unit conform to the overall mission and vision statements articulated in the self-study report. We do believe, however, that, as with the curriculum discussed below, the department should review and as much as possible better coordinate the goals across languages, and across minors, majors, and master’s programs. There could be better parallelism across language program objectives and student learning outcomes (SLOs), something that could be accomplished by offering a template or model. These differences are most notable in those languages that offer only a minor. 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.

Student awareness of goals We recommend that not just the department but the college and university emphasize the role second language acquisition and cross-cultural awareness in promoting the kind of global citizenship a flagship university

graduate should be prepared to foster. In addition, 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.

2. Teaching and Learning: Curriculum

The department recently has expanded its curriculum, hiring new faculty and adding minors in Arabic, Japanese, and Chinese. In addition to the courses in language acquisition in Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin and Russian, FLL offers major programs of study in Classical Studies, Comparative Literature and Cultural Studies, and what is called "Languages"—a popular major in which students acquire minimal competency in two languages. The faculty has begun using program assessments to revamp their undergraduate curriculum—in Classics and in French—and the faculty in Classics and in East Asian Studies have advanced proposals for further curriculum changes that we applaud. 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. While the current enrollments in Comparative Literature and Cultural Studies (CLCS) are low, with the exception of Classics, which fall under that rubric, we do not think changing curriculum or adding faculty in CLCS would remedy the situation. As noted by several faculty members, CLCS offers the opportunity for faculty in language programs that only offer the minor to teach at the upper division and even graduate level. This opportunity is an important consideration that must be taken into account in any discussion of changes to the CLCS program. Stronger advisement, more prominence to the CLCS major and minor in promotional materials, and perhaps even a "rebranding" of the name might spur interest and enrollments in this program.

Curricular Goals, Objectives and Delivery Modes The curriculum, particularly with the addition of the minors in Japanese, Chinese and Arabic, is consistent with the mission of the department and university, although as in the case of the individual unit objectives in the previous section, we believe the department should review the requirements, especially among the minors, for compatibility if not for absolute consistency. The number of hours required for a minor, for example, ranges from 12 to 24 (Italian). Better alignment of the objectives and learning outcomes among the minors might help to better align the requirements across the languages. The mode of delivery, a mixture of face-to-face, hybrid courses, and fully online courses is appropriate for the learning objectives for the courses. The loss of EU funding that provided incentives for fully online offerings has diminished the number of online courses the department can offer, but we do not believe that this shift back to face-to-face in any way has negatively impacted the quality and effectiveness of teaching and learning in the department; in fact, it may be a positive outcome, given the exigencies of providing language instruction in the online format. Large lecture classes are web enhanced, and graduate students supported

by faculty offer some Core Courses with large enrollments fully online. Graduate students and faculty mentioned that they would like to see more courses offered in the language of study, rather than in English or in a mixed language environment. While this situation may be anomalous, 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.

Contributions to Other Units The contributions of FLL to other departments are extensive. FLL offers language courses at the undergraduate and graduate level to fulfill requirements, while offering upper division and some graduate courses as cross-listed courses to broaden the cross cultural awareness and literary and cultural critical competence of students in a variety of departments and colleges. The Core courses in Greek and Roman Civilization and Mythology, enrolling hundreds of students, puts a heavy service burden upon the faculty while generating thousands of student credit hours for the department and college. In addition, FLL faculty teach many 300- and 400-level courses that are cross listed with other departments. We note, however, 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. Consideration should also be given to awarding FLL credit for Study Abroad enrollments.

Extracurricular Programs Finally, FLL offers a robust suite of extracurricular and supplemental programs, such as study abroad, exchange programs and German Summer School that enrich the curriculum. Faculty and graduate students devote considerable effort to these extracurricular activities that facilitate language learning and cultural awareness. Graduate students, in particular, were glad to have the opportunity to help coordinate and implement the annual Cultural Studies Conference, and they praised the various colloquia and the language clubs sponsored by the department. We note that they could become more active in the Graduate and Professional Student Association at UNM, to give the FLL graduate students more voice in university-wide decisions impacting graduate education.

3. Teaching and Learning: Continuous Improvement

FLL has in place a strong assessment plan, 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 unit. In addition, the department's instructors participate in the college-wide student evaluation process, although we did not review any of those forms. Two programs, Classical Studies and French, have already implemented curricular changes based upon the formal outcomes assessment process. The department acknowledges, and we concur, that there is considerable lag time between the compilation of assessment data and the analysis of results. Four programs are currently awaiting analysis of outcomes assessments, with reports expected as early as spring 2015 and as late as spring 2016. In addition, at this point, there is no assessment program for the

minors. We believe the department should close the gaps between data gathering and analysis, so that improvements or changes can take place more quickly if needed. One reason, we believe, for the gap is that the onus for data gathering and reporting falls upon one faculty member, whose many other duties already stretch her time thinly. This is not to be construed as a criticism of that person; rather it is an observation that the department and administration needs to provide her with more support in the form of a Lecturer or another faculty member who can shoulder some of these responsibilities.

Peer Review We are impressed with the coordinated peer-review in place for faculty to learn from and mentor other faculty in teaching. We applaud the college and department for promoting this exchange of ideas and for integrating peer review into the T&P process.

4. Students

Policies for accepting new and transfer students are in place and are enforced

Undergraduate students: An articulation agreement is in place (with Central New Mexico Community College for Arabic and French), a dual-degree program (with high school students of Chinese) has been established, and online placement exams are available for students of French and German. These are valuable assets for smoothing the process of integrating new and transfer students into the FLL. Additional articulation agreements and placement exams in additional languages should be implemented. These not only encourage student enrollment but lighten the faculty workload.

Graduate students: Information about admissions policies was not made available. 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.

Student performance and progress are adequately monitored The FLL's commitment to excellent teaching is evident in its thorough and detailed assessment practices. Clear and appropriate learning goals and ways to measure them have been established in every minor, major, MA and PhD program. The inclusion of oral proficiency goals in assessment practices reflects an important trend in foreign language education but is a technically demanding and time-consuming process. It would be a wise investment to arrange for Marina Peters-Newell to receive the training for official certification as an Oral Proficiency Interview Tester. Additionally, the slow pace at which oral proficiency testing results are being analyzed should be accelerated by hiring an assistant for Dr. Peters-Newell.

All students receive adequate and appropriate advisement and referral to student support services Each language in FLL has named a specific faculty advisor for its majors and minors so students know whom to consult. More general

advising for students who have yet to declare a major or minor is less systematic. An effort by the university to provide better access to advising for such students by locating general advisors in each department failed in the case of FLL due to lack of space. Adequate space to provide access to advising for students interested in FLL should be made available.

All graduate students are required to attend a week-long orientation session run by the indefatigable Marina Peters-Newell, ensuring that they are well armed with full knowledge of the resources available to them.

Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness Generalized enrollment data and major/minor graduation rates suggest that FLL students are succeeding in their studies. Enrollment trends in the FLL department at UNM are steady or show increases, despite a decrease in foreign language study in the United States as a whole. More detailed data would allow a more finely grained analysis of trends in the individual language programs. For example, enrollment in Russian has apparently significantly increased recently, which might be attributable to unusually intensive advising efforts, but those efforts have not gained the notice of the Chair. 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. We learned anecdotally that enrollment in advanced language courses is relatively strong despite the minimal general education requirement. Apparently substantial numbers of students have decided for themselves to pursue advanced language study, probably in large part due to the talented and dynamic teaching found in FLL.

Success of graduates is tracked and assessed As is usually the case, faculty know fairly well how their graduate students fare in the workforce after earning their degrees at UNM, but the fate of undergraduates who earn a BA in FLL is harder to ascertain. The alumni association may be able to improve their data collection and such mechanisms as newsletters and social media might be employed to improve tracking of students who graduate from FLL programs.

5. Faculty

The department currently has 22.5 FTE in faculty. This number includes five Assistant Professors, one Visiting Assistant Professor, seven and a half Associate Professors, two Full Professors, six and a half Lecturers, and one half-time Visiting Lecturer. These numbers have grown since the last APR, with four additional tenure-track positions and three additional Lecturer positions added in the past three years. These faculty members are responsible for twelve separate programs in a department generating approximately 18,000 credit hours per academic year. The average teaching load for tenure-track faculty is 2/2 and for Lecturers, 12

hours/semester. With two to four faculty in each area (except Italian, which has only one), the department has reached a stable size, but potential problems could well arise with the growth of various areas in the department, particularly with regard to faculty/student ratios. When compared with peer institutions, FLL is quite small in terms of faculty in each language program. Their five-year hiring plan is more than reasonable, even modest, and should be supported by the administration, especially in a case such as the Classics section, in which enrollments are growing and there are only three faculty members.

By AY 2015, FLL will count 23 faculty spread across 12 degree programs. In AY 12-13, FLL served 6127 students and generated 18,652 student credit hours. This represents a considerable increase in students and credit-hour production, especially considering that they had three faculty members on leave at some point during that period. UNM's increased emphasis on international studies has made FLL the destination for many students and faculty across campus, both in A&S and beyond. Besides delivering language instruction to scores of students, FLL contributes to core humanities courses (Classics and Comparative Literature), participates in a range of interdisciplinary programs (Africana Studies, International Studies, Women Studies, Asian Studies, European Studies, Comparative Literature, etc.), and provides expertise in questions of cultural and literary theory that impact many disciplines in the humanities and social sciences. The addition of a junior position in Classics has restored the faculty ranks of one of the strongest programs to historical levels. The hires in Japanese (Assistant Professor and Lecturer), Chinese (Assistant Professor and Lecturer), Russian (Visiting Assistant Professor) and Arabic (Assistant Professor and Lecturer) offer timely strengths in critical languages.

Five-year Hiring Plan The positions FLL seeks to fill over the coming five years are:

- Tenure-track upgrade of VAP in Russian (2016)
- Tenure-track or Lecturer hire in Italian (2017)
- Tenure-track or Lecturer hire in Chinese (2018)
- Possible replacement hires in Classics and French

The departmental strategy involved in this plan is twofold, with the aims of consolidating the historical strengths of existing language areas and expanding the potential of newer language areas. In principle, FLL is more interested in strengthening the programs they have than in adding new ones, a decision with which we concur.

Research Activities FLL faculty are largely active in research at all ranks and across all areas of the department. The two Full Professors continue to be engaged in sophisticated research projects, each with numerous academic publications and scholarly presentations. Several faculty members at the rank of Associate Professor are also active, though some do seem to have slowed the pace of their research production in recent years. The plan of the A&S Dean to reinstate research

semesters for tenured faculty is particularly welcome with regard to this issue. Also helpful would be the implementation of a mentoring system particularly tailored to Associate Professors. Given the scarcity of resources, it is important that such 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. Also with regard to sabbaticals, the department is to be commended for having put into place a sabbatical calendar, thus minimizing the impact of having faculty away from campus during a semester. Junior faculty, four of whom were hired in the past three years, appear to have launched their research programs quite effectively and show every promise to continue to be productive. A mentoring system for these Assistant Professors is in place and appears to be quite effective. Junior faculty members also receive one teaching-free semester during their time on the tenure track. Lecturers are now eligible for one-semester research leaves, though here too the costs of instruction are not returned to the department. A Research Allocation Committee (RAC) fund accepts faculty applications for research support (up to \$10,000), specifically for projects lasting up to 18 months. Within the department, \$1500 is available annually for support of research, usually in the form of conference travel or archival work. It is unfortunate that the Extended University cost-sharing model, which provided supplemental funds for faculty support, was discontinued in 2013.

Teaching Activities All faculty members in the department who have active research agendas teach two courses per semester. Exceptions include the Chair (one course per semester) and the Graduate Director (who teaches a load of 1/2). Teaching Allocation Grants are available for up to \$5000 to help support projects aimed at maximizing teaching effectiveness. FLL faculty often teach courses that support the needs of other departments, while cross-listing of courses is also very frequent, both at the upper-division level and with graduate courses. 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. With regard to the modes of delivery involved in FLL teaching, both online and face-to-face formats are used. Several language courses were put on line in 2011, but pedagogical concerns arose and the financial incentive model changed, so the practice was discontinued in 2014. We concur with this decision. Currently, online sections of Greek Myth are still being offered.

Service Activities In their engagement in academic service, the faculty members in FLL far surpass standard expectations, on departmental, college, and university levels, as well as in the academy more generally. They also are responsible for all advising duties and participate in a number of time-consuming extra-curricular initiatives. Certain faculty members have taken on a great deal of service because

they care deeply about the success of their programs; assistance is clearly needed in these cases. 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).

Departmental Climate With excellent leadership and with the good will of its members, FLL has established a remarkably collegial and supportive atmosphere. We met with a number of students, all of whom expressed their strong satisfaction with their interactions with faculty, whom they described as helpful, nurturing, and highly qualified. In the words of one student, FLL faculty members embody “top-notch intellects with big hearts.” Policies and procedures governing faculty activities are clear and cogent. The Chair confers often with the Advisory Committee (made up of three tenured faculty members), and decisions are made in a transparent and inclusive manner. Faculty members are respectful of each other, and they collaborate in productive ways on a myriad of departmental endeavors, in meetings and through their annual retreat.

6. Resources and Planning

Resource Planning and Allocation FLL has been adept in shifting its strategic priorities to adjust to changes in the fiscal and planning environment at UNM, but to a considerable extent this has meant focusing on moving targets. Partly as a result, long-term planning has proved to be a difficult task, further exacerbated by the fiscal exigencies imposed by the University’s funding model. Curricular developments have also had a severe impact on the unit’s planning, the most egregious example of which is the recent elimination of the foreign language requirement in the College of Arts & Sciences. New lines were added to FLL as a result of the additional resource allocations attributable to the Extended University, but the elimination of those funds has created new budgetary and planning challenges for the unit. 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.

Institutional Support The unit did benefit from incremental allocations of FTE as a consequence of funding through the Extended University, and it is important to note that the increase in the unit’s faculty staffing resulted in significant increase in SCH production. Now that this source of funding has been eliminated, it is essential that the College of Arts and 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.

Likewise, the opportunities for support of scholarship must be increased if UNM is to maintain its profile as the state's uniquely positioned research university. UNM students benefit from classroom experience with faculty members who are actively engaged in the production of new knowledge. To enhance that experience, the university should generate, either through incremental funding or reallocation of existing resources, the support for faculty to advance their scholarly agendas. A disproportionate number of the tenured faculty members in FLL have been in the rank of Associate Professor beyond the national standard for advancement to Full Professor. FLL should identify the candidates whose advancement has been impeded by excessive instructional and service commitments and the University should make available the resources—in the form of teaching and service releases—to insure that those individuals have the opportunity to bring to fruition the scholarly projects appropriate at this stage of their careers. This process should also acknowledge, however, that promotion to Full Professor is not necessarily the aspiration of every faculty member and any available resources should be carefully targeted where they may accomplish the most good. In any event, the unit's and the university's first priority should be to assure the possibility of success for untenured faculty in the probationary phases of their careers.

Staff Composition and Deployment 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 and Sciences should find the resources to replace faculty on funded leaves or regular sabbaticals. The replacement costs represent an insignificant amount when measured against the resulting benefit, and faculty who are successful in funding a research leave create an overall savings benefit that can support unfunded research leaves. Under the current circumstances the faculty and leadership of FLL function with great agility in meeting the unit's instructional needs, but there is too large an element of luck involved. Finally, the talented and energetic junior faculty of the department should be encouraged, even incentivized, to pursue external funding as appropriate at this stage of their careers.

External Support Opportunities for extramural funding in the humanities are scarce in comparison with disciplines in the sciences and most of the social sciences,

and yet FLL has been surprisingly successful in garnering external support. For example, the German Summer School receives large amounts of private funding in support of its extremely successful program, and the faculty members in French are on the cusp of receiving a large gift from a private donor. Nonetheless, we believe that there are opportunities to be pursued, if the university collaborates by making available the necessary tools to cultivate support from the private sector. 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. Toward that end the University should also coordinate with FLL (and other units) in creating channels of communication with supportive constituents in the form of regular mailings (electronic and otherwise), newsletters, etc., which have the potential of engaging with potential contributors. Even as it enhances its efforts in this area, however, it is essential that the University continue to focus its energies on career enhancement for its faculty, especially, as noted above, for the untenured faculty who are its future.

7. Facilities

Faculty Offices FLL operates in cramped quarters; space is clearly a campus-wide problem, which the Department cannot address on its own. In the most recent APR, the review committee noted that “the Unit’s administrative offices are cramped and overcrowded and the interior of the building would not do credit to a budget motel.” The first issue is being addressed by the expansion and redesign of the FLL’s administrative offices incorporating adjoining spaces. The second issue, the condition of the building and the crowded quarters for faculty and teaching staff, remains unresolved. This issue is not trivial: faculty members in the humanities utilize their office space not only for meetings with students, but with colleagues and public constituents; this is also the primary space for research and creative work. 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.

Library and Computer Infrastructure Faculty and graduate students expressed satisfaction with the current level of support on both fronts. The library collection is viewed as adequate to the Unit’s teaching mission, and resources such as ILL are regarded as a satisfactory in supplementing the library’s holdings for faculty and

students engaged in research. Some members of the External Committee were surprised to learn that the Unit routinely rounds up second-hand computers to supply the needs of graduate teaching fellows, but FLL members expressed little or no dissatisfaction on this score. Nonetheless, 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.

Language Lab 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 and Sciences and its connection with FLL are opaque. In the course of our visit we received conflicting and inconsistent explanations of its operations, and faculty in FLL seemed to share this perception. 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.

8. Program Comparison

Institutional support and leadership sufficient to assure quality and continuity of the program 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.

Institutional services, financial support, and staff adequate to meet program needs Salary compression should be alleviated, TA stipends should be increased, and additional staff should be provided to assist the Lower Division Language Coordinator. The confusion regarding who has access to the resources of the language lab should be resolved.

Sufficient to attract and retain a well-qualified faculty and provide for their professional development 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.

Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment Additional office space for teaching assistants and departmental staff is

needed. The fee structure associated with use of the language lab seems illogically designed in that it appears to impede widespread access to its resources.

Sufficient to provide an environment to attain student outcomes Thanks to outstanding collegiality and the faculty's tremendous dedication to their teaching mission, student outcomes are impressive.

9. Future Direction

Under clear and effective leadership, FLL makes every attempt to engage in meaningful strategic planning, as with their hiring-needs document, but these endeavors have proven to be very challenging, in large part because of what is described in the self-study document as "the unpredictable nature of the larger landscape at UNM." With the dramatic changes in the leadership of the upper administration in 2011 (when the institution had an interim President, interim Provost, and interim Dean of A&S), larger institutional priorities have changed often. In FLL, strategic plans have thus been made in a manner more defensive than proactive, as decisions have had to be made in a reactive way, in response to shifts in institutional direction. Budget models have also changed radically, which adds to the unpredictable nature of the atmosphere. While we appreciate the support of the College of A&S, which has provided additional lines in recent years, we do note with some concern that the hires of 2010-2011 were decided by the College, rather than as a result of faculty-wide consultation or a long-term strategic plan. Given the uncertain university-wide climate, it is unfortunate that the department appears generally to be in a mode more preservative than innovative.

In planning for future initiatives, the department has worked hard to identify and obtain pertinent data, but one of the most important sources of useful information is through program comparisons, which is very difficult given the vast diversity of organizational formats for language and literature departments. They did work with data from 10 institutions from UNM's posted list of peer universities, but they point out that truer peers might be the University of Tennessee or Texas Tech.

The department leadership, along with the rest of the faculty, is quite aware of the unit's areas of strength and weakness, and the group has worked hard to address matters on a number of levels, from personnel issues, such as being understaffed, to curricular concerns, such as the updating of the French BA program and future developments in the areas of Asian Studies and Comparative Literature. The hiring-needs plan is carefully prioritized, as are the most pressing areas of challenge, such as the future of the lower-division language programs (now that the language requirement has been dramatically reduced at UNM).

Future (and Present) Challenges and Priorities There are a number of fronts on which FLL is facing notable challenges, which obviously represent their most pressing priorities. 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. Another important area of analysis has been the question of how to establish a sustainable growth model for the Asian components of the unit. A Chinese minor was recently approved, and it is likely that Asian Studies, currently housed in the International Studies Institute, will be brought into the department as a viable degree program. 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. An additional area under discussion concerns the future of the Comparative Literature and Cultural Studies (CLCS) undergraduate degree, which has been largely dormant in recent years. The graduate-level degree program in CLCS is also under review, as the unit rethinks the program's most effective curricular focus and overall identity. 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. Space issues continue to cause problems throughout the department and it is hoped that a long-term plan will soon be forthcoming from the College of A&S. Finally, 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.

CONCLUSIONS AND RECOMMENDATIONS

- FLL is highly cohesive and collegial department. Current chair has been highly effective.
- FLL, the College of Arts and 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.
- 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.
- 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.

- 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.
- FLL, the college and university should review the current policy for allocating Student Credit Hours in cross-listed courses and in Study Abroad programs.
- 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.
- 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.
- 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.
- 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 and Sciences and its connection with FLL are opaque.
- 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.