

Program Review for Languages and Literatures

Development of Action Steps

General Comment:

The Department is at a critical point. The Department “as a whole suffers from lack of investment and guarantees by the College and broader CUNY...system in terms of funds, faculty staffing, and faculty research time off.” These issues have “immensely hindered the Department’s growth and potential vitality and seriously jeopardized its future goals.” There is an “overburdensome teaching load..., underfunding of staff support for the department, and a lack of viable tenure-track and full-time lecturer positions.”

Commendations:

1. Lehman’s Spanish B.A. programs are among the strongest in CUNY. Both Spanish B.A. and M.A. programs have been growing.
2. The Irish program “seems to be in good health.”

Identified Issues:

1. Significant reliance on adjunct instructors to fulfill teaching duties. Spring 2022: 42 of 63 sections (67%) are taught by adjunct faculty. Three of the ten upper-division Spanish courses are taught by full-time faculty. Need at least 3 full-time faculty appointments in Spanish
2. Professorial ranks: 2012: 21; Currently: **14** (including a decline in Spanish faculty). There is only one full-time faculty member in Italian.
3. Since the 2010-11 self-study, the department has lost 4 language programs due to faculty retirements and low enrollments: Greek, Hebrew, Latin, Russian
4. Staffing shortage has made it difficult for full-time faculty in French to teach outside the department (CUNY graduate center and LEH/LSP programs). However, faculty are not required to teach outside of Lehman.
5. Linguistics is an interdepartmental program and participation is viewed as a “service,” which limits opportunities to improve and strengthen the program.
6. Students “voiced aspirations for more upper-level literature/culture courses, summer courses, and Saturday classes to be offered in French and Spanish.” Department feels this isn’t a problem for Spanish. There may be some issue concerning some French courses. Students want to finish degrees faster. Classes can’t be run if there were only 5 students. If students have the ability to graduate within four years, it’s not a problem. Key question: Do we have enough students in French to justify a new line? Department wants to replace a retiring professor not add a new one in French. Replacement of the retiring faculty member should be a priority.
7. Department is unable to provide faculty with support they need to perform their various duties.

Recommendations:

Recommendation	Strengths Leveraged/Issues Addressed	Notes	Responsible Parties	Actions Taken
<p>1. New faculty lines: At least 4 new tenure-track lines and, at the minimum, a full-time lecturer should be added to the Department. French has been sustained but could grow to accommodate an increasing student heritage speaker population from Africa and the Caribbean if a new line was added. Additional staff in Spanish, French, Italian and Japanese would benefit. New Lines: At least 3 in Spanish, 1 in French, and 1 in Italian</p>	<p>Issues #1 through #4 and #6</p>	<p>Reviewers note: “Lehman College’s mission is focused on cultivating the ‘world citizens’ of tomorrow. Multilingualism is essential in this aspiration.”</p> <p>Ideally two tenure-track and one lecturer for Spanish. Another lecturer could be “half-and-half” doing Italian, as well as French. Would be replacements for people who have left since 2012. Another lecturer in Japanese? That’s 4 lines, maybe 5. Maybe 3 Spanish, one Romance languages (French-Italian), one Japanese.</p> <p>Need to address growth. Japanese is one area of growth. Would probably prefer Japanese rather than Italian.</p> <p>CUNY’s initiative for diverse hires might provide an opportunity for a professor who teaches French-speaking African courses (much larger population than Caribbean/West Indian). French-speaking African.</p> <p>Focusing requests on areas of growth.</p> <p>Hebrew had low enrollments. It wouldn’t make sense to replace it.</p> <p>New lecturer lines would need to meet CUNY requirements.</p>	<p>Provost A&H Program</p>	<p>A language coordinator has been hired. She can teach Spanish and French.</p> <p>A lecturer has been hired for Spanish.</p> <p>One vacancy (replacement) exists in Spanish.</p> <p>A lecturer has been hired for Japanese.</p> <p>Discussion with faculty concerning the increase in heritage speakers will be held.</p>
<p>2. Increased opportunity for Study Abroad, assured by tenure-track and tenured faculty (instead of adjuncts) to entice students to study languages</p>		<p>Languages & Literatures should coordinate with Office of Prestigious Awards (OPA) and International Programs and Community Engagement (IPCE).</p> <p>How much growth could we expect? Might be interest from French students (Quebec and Paris)</p>	<p>A&H Program OPA IPCE</p>	<p>No barriers exist for collaboration with OPA and IPCE.</p>

3. Office staff	Issue #7	Issues with COAs. Current COA has been remote due to health issues. Moved another COA into the department. May become a permanent assignment. Have requested a CA in the FY 2023 budget. Would like to reassign the remote staff member. Want a fully operational COA. Perhaps a central HEO line can help. Perhaps an aHEO would be better.	A&H Program	
4. Offer outstanding adjuncts the possibility of becoming lecturers	Issues #1 through #4 and #6		A&H Program	Adjuncts are able to apply for the positions.
5. Scheduling of classes	#6	Students would like to earn degrees faster. They are interested in more evening and weekend courses.	A&H Program	A discussion with faculty will take place.

Notes:

1. The Number of undergraduate majors rose from 65 in 2012 to 129 in 2020; Spanish saw the biggest growth: 32 to 89)

