

THE DEPARTMENT OF LANGUAGES AND LITERATURES

LEHMAN COLLEGE



THE CITY UNIVERSITY OF NEW YORK



2021-2022 SELF-STUDY REPORT

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I. MISSION AND GOALS

The Department of Languages and Literatures is committed to its mission to educate and prepare students for global citizenship and to foster the ability and sensitivity to communicate effectively and interact productively with peoples of diverse cultural and linguistic backgrounds¹. We endeavor to accomplish this through the study of world languages, literature, and cultures. In this, the department's mission and efforts are, on all counts, solidly in line with, and instrumental to, the achievement of goal #1 in Lehman College's Strategic Plan to educate, empower, and engage students to participate in a global society while enhancing their career advancement. Specifically, we seek to provide all undergraduate Lehman students with:

- a) the skills needed to speak, comprehend, read and write French, Irish, Italian, Japanese, Spanish (as well as Chinese and Arabic through our language consortium program) at an elementary level, making it possible for them to participate in basic everyday conversations and comprehend and work with relatively simple texts, such as newspaper and magazine articles, letters, forms, email and text messages, social media and news feeds, etc.;
- b) an awareness of the diverse populations and cultures in which these languages are spoken and their attendant sociolinguistic aspects and dimensions;
- c) a basic understanding of the structure of these languages as compared to the English language.

In addition to affording the College's undergraduate population the opportunity to acquire the aforementioned knowledge and basic language skills, we offer students wishing to study beyond the elementary and intermediate levels the possibility of majoring and minoring in

¹ The department's [mission statement](#): "The Department of Languages and Literatures seeks to educate students to be global citizens, with the ability and sensitivity to communicate with people of diverse cultures. Our focus is on academic, professional, and personal development through our courses, in line with the mission of Lehman College and CUNY as a whole. We aim to accomplish this through the study of foreign languages, literatures, and civilizations."

French, Italian, Spanish. Minor degrees are also offered in Irish, Japanese, Arabic and Chinese (the latter two through Lehman's language consortium with two private colleges in the Bronx). The department is also home to two, largely autonomous interdepartmental programs, both of which offer baccalaureate and minor degrees: Comparative Literature and Linguistics.

Goals for our language majors are more ambitious than those for the general student population in elementary-level language courses. The department adheres to five broad goals for students majoring in French, Italian, and Spanish:

- a) develop oral and aural proficiency in the target language consistent with an ACTFL Proficiency rating of Advanced-Mid;
- b) develop written proficiency in the target language consistent with an ACTFL Proficiency rating of Advanced-Mid;
- c) develop reading proficiency in the target language consistent with an ACTFL Proficiency rating of Advanced Plus;
- d) develop broad cultural knowledge, understanding, and awareness of the nature of the culture(s) associated with the target language;
- e) develop proficiency in the literary accomplishments of the culture(s) associated with the target language;
- f) develop professional standards to present interpretations and analyses associated with academic work.

Our goals for majors in terms of professional abilities and skills include, but are not limited to, those needed to:

- a) teach their language of specialty at the secondary school level;
- b) undertake graduate studies at the master's and doctoral levels;
- c) engage in professional training as translators and interpreters;
- d) partake in interdisciplinary studies, such as linguistics, international studies, multilingual journalism, comparative literature as well as other professional studies, such as bilingual education, business, nursing, and accounting.

Faculty in the department are acutely aware of the circumstances and issues affecting the students we serve and are committed to addressing adequately and effectively their academic and professional needs. 52% of Lehman's students come from households with incomes of less than \$30,000. Approximately 93% are minority students, the two largest groups being Hispanic and Black/Non-Hispanic. About 60% of students reside in the Bronx, the most economically disadvantaged borough in New York City and one of the most poverty-stricken counties in New York State. Educational attainment rates at all levels in the Bronx are, regrettably, at the lower end of New York's 62 counties.

If Lehman is to meet its [90X30 challenge](#) and significantly increase the number of college graduates in the Bronx – thereby spurring economic growth, reducing unemployment, increasing civic engagement, bringing higher wages, and enhancing the social well-being and economic competitiveness of Bronx communities –, the department believes that it has a central role to play in such efforts. We are convinced that the knowledge we impart, the skills we help acquire and develop, and the cultural awareness and sensitivity we endeavor to foster among Lehman students are central to meeting the 90X30 challenge. This view is validated by many studies, including a recent report by the New American Economy (“[Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market](#)”). According to this report, the demand for bilingual and multilingual employees more than doubled from 2010 to 2015 and continues to rise, particularly in the areas of health care, legal services, finance, and customer service. The study also finds that the possession of world language skills often translates into “enhanced job opportunities and higher wages for today's workers” and that “proficiency in more than one language will be among the most important skills a job seeker can have” in the future. Simply put, college graduates who are proficient in more than one language are better prepared to compete and succeed in an increasingly global economy.

By their very nature, the department's linguistic training and cultural preparation of Lehman students are not only congruous with the College's efforts to meet the 90X30 challenge head on, but are also indispensable to the production of the type of college graduates envisioned in Lehman's Strategic Plan (Goal #1): individuals who are educated, empowered, engaged, and who possess the tools needed to participate effectively and productively in a global society.

II. UNDERGRADUATE CURRICULUM

We offer majors in French, Italian, Spanish, Comparative Literature, and Linguistics. Students can minor in any of these five major programs, as well as in Irish and Japanese, Arabic, and Chinese.²

1. Program Requirements

Admissions

Each major program requires between 30 and 36 advanced-level credits: French B.A. and French Teacher Education 7-12 B.A. (30); Italian B.A. and Italian Teacher Education 7-12 B.A. (30); and Spanish B.A. and Spanish Teacher Education 7-12 B.A. (36).³ The advanced-level credit graduation requirements are similar for the two interdisciplinary majors housed in the department, Linguistics (30 credits) and Comparative Literature (30-31). To graduate with a

² At the time of our last self-study report, our department offered a minor in Hebrew and a major and minor in Russian. The major in Latin and the minors in both Greek and Latin, offered until recently by our department, effectively ended with the retirement in 2021 of Prof. Gary Schwartz, our specialist in classical languages (a tenured position among others we have lost in recent years). German was taught in our department until the 1990s; Russian until 2012 (when we lost that faculty line, then held by an Instructor); Hebrew and Judaic Studies until Prof. Zelda Newman's retirement in 2014 (another full time position lost); Greek until 2018; and Latin until 2019.

³ The 36-credit Latin B.A. is still listed in the Undergraduate Bulletin, but is no longer offered.

minor, students take 12 credits above the elementary level, with at least 6 credits at the advanced-level. Minors are offered in the principal languages taught in the department as well as in Linguistics and Comparative Literature. Progress within each program is contingent upon the completion of advanced-level (coded 300 or above) coursework. Students begin language coursework at the beginning of the four-semester language sequence of elementary and intermediate-level courses, or they begin at a level determined by departmental placement.

Language study is also an integral part of Lehman's general education requirements. Since the CUNY-wide adoption of the Pathways general education framework in 2013, the study of languages other than English (LOTEs) represents 6 credits in the lower tier of Lehman's [College Option](#) (the general education curriculum specific to each CUNY senior college). While not always the case, the objective is that students fulfill these lower-tier requirements during their first 60 credits of undergraduate study. Our department benefits greatly from the requirement for a LOTE; many students choose to graduate with a major or minor in a LOTE after studying it early in their undergraduate careers. The [language requirement](#) is designed both to be flexible vis-à-vis students' degree progress at the time of admission (whether as first-year or transfer students) as well as to recognize students' prior learning in their chosen language of study. According to the number of undergraduate credits completed before admission to Lehman, as well as course-level placement, students with different profiles satisfy the general education language requirement in one of two ways: by completing 6 credits (two courses) in a LOTE or by taking 3 credits in a LOTE (with one course at the 112 level or above) and the remaining 3 credits in one of the designated courses in English, History, Philosophy or Political Science. No LOTE coursework is required of transfer students with an Associate's Degree (as College Option courses are intended for students' first 60 credits of their undergraduate degree).

Students studying a LOTE at Lehman thus enroll as beginners (in a 111-level course, or 113 if Spanish heritage speakers) or in more advanced courses through our placement process. Students in the Lehman Scholars and Macaulay Honors College programs typically have a four-semester LOTE requirement, with the possibility of substituting up to two of the required courses, based on academic factors such as placement that is higher than the elementary level.

Progression in Each Program

The [Undergraduate Bulletin](#) includes information on course prerequisites and requirements for progression. At the elementary level, language courses follow the established sequence of two, 4-credit classes numbered 111 and 112 (or 113 and 114 for the Spanish heritage sequence). The intermediate (200-level) and advanced (300-level) classes allow for some flexibility in course options. There are, however, structural and endemic budget constraints that limit our course offerings. In addition, our students have numerous obligations beyond their coursework (work, family, and community), which limit our scheduling possibilities. Nonetheless, we continue to find ways to provide our urban, working-class students with as much flexibility as possible, offering courses during the day, evenings, and on Saturdays.

Information on requirements for admission, progression and graduation of each program is available in the [Undergraduate Bulletin](#), which also includes descriptions of the interdisciplinary programs in which the department participates: Latin American and Caribbean Studies, Comparative Literature, and Linguistics. Additional information is available on the department's [website](#). Students can also consult with the chair, with individual faculty members from any of our language programs and designated advisors. [Academic Degree Plans](#) for all majors are available online for students to consult and download. Students may also check on requirements and progress toward their degrees in their [DegreeWorks](#) accounts.

Requirements for graduation with a major or a minor vary, depending on the programs and courses we offer, with each program presenting its particular strengths and challenges, as detailed below.

2. Undergraduate Language Programs

French

The French program at Lehman consists of two majors and one minor tailored to open doors to the cultural wealth and professional opportunities of the Francophone world. We offer courses in language, linguistics, and French and Francophone cultures and literature. We prepare our students to become global citizens and for careers in a competitive job market where mastery of French and a solid grounding in Francophone cultures serve as a stepping stone for upward economic mobility. This is important, given the diversity of global Francophone communities and top-tier institutions, organizations, and international businesses for which French is a primary language. Our French program attracts majors and minors as well as students majoring in many other fields with a wide range of offerings, from courses in translation to those that build a foundation in the Francophone world's history, art, cinema, and literature.

Our two majors in French include a B.A. in French and a B.A. in French Teacher Education 7-12.

The aim of our B.A. in French is to provide our students with a solid foundation in the French language and Francophone cultures and literature. It is a 30-credit major, requiring advanced coursework, distributed as follows: 9 credits in FRE 300 (Introduction to French Literature and Literary Criticism), FRE 303 (Advanced French Grammar), and either FRE 301 (French Literature from the Middle Ages through the Seventeenth Century) or FRE 302 (French Literature from the Eighteenth Century to the Present). An additional 21 credits are required in

other 300- or 400-level courses. French majors with a high GPA who wish to graduate with honors are encouraged to complete our FRE 481 Honors Course in their senior year.

Our B.A. in French Teacher Education 7-12 program also provides a foundation in French and Francophone Cultures and Literature, with the additional focus on sociolinguistics and French language pedagogy to prepare students for the New York State Teacher Certification Exam and for careers in middle and high school education as teachers of French. It is a 30-credit major requiring advanced coursework, distributed as follows: 9 credits in FRE 300 and FRE 303 and either FRE 301 or FRE 302; 6 credits in FRE 3180 (French Sociolinguistics and Dialectology) and FRE 319 (Francophone Cultures); and 15 credits from other 300- or 400-level FRE courses. Students majoring in this track must also declare a minor in the Department of Middle and High School Education in Foreign Language Education after completing 50% of required major coursework.

The 12-credit French minor requires four courses at the 200 level and above (with at least two of them at the 300 or 400 level). A minor in French prepares students for engaging with communities and organizations steeped in French and Francophone cultures. The French minor benefits greatly from the College's general education requirement for LOTE coursework. For the many students who place directly at the intermediate or advanced level, such required courses not only satisfy the language requirement; they can be and are often used toward completion of a French minor.

Study abroad programs are an important complement to our curricula, especially when it comes to students who begin studying French early in their undergraduate careers and who, after completing intermediate coursework, desire a more immersive experience in the language. The CUNY-Paris exchange program has welcomed students from Lehman and CUNY for over 40 years. While in Paris, our students inevitably improve their language skills while also taking

advantage of the city's enriching cultural life and travel opportunities elsewhere in France and Europe. Other students, even after only one year of elementary French, choose to take intensive summer language courses at one of several campuses in Quebec. Most students who choose to travel abroad to study in a Francophone setting return with an avid desire to continue their studies in French at Lehman, often completing a major or a minor.

We recognize student performance yearly by awarding The Elizabeth S. and Henry Peters Prize for Excellence in French to graduating students who have demonstrated a high degree of academic excellence in French. Since 2018, when Prof. Francisco Montaña and (now retired) Instructor Lynne Van Voorhis reactivated Lehman's chapter of the Pi Delta Phi French National Honor Society, annual induction ceremonies have offered occasions to honor students for their outstanding academic achievements, providing them with access to benefits of the Pi Delta Phi network and a welcome distinction to include on their curriculum vitae.

Thanks to the decades-long work of Professor Thomas Spear, our French program has been a pioneer in digital humanities, presenting Francophone resources on the [French @ Lehman, CUNY](#) website since 1996. More prominently, Prof. Spear's website [Île en île](#) (1998-2021) is a world-renowned cultural archive showcasing over 400 French-language writers from the islands of the Caribbean, the South Pacific, and the Indian Ocean. In Spring 2020, a grant from the Organisation Internationale de la Francophonie (OIF) allowed for the hiring of assistants to create a definitive version of *Île en île* so that the 23-year archive remains available for future generations: specialists, the general public, and the global classrooms – including those at Lehman – where it serves as a unique and invaluable resource.

Our student population includes a great number of Francophone speakers residing in the Bronx (and throughout New York), especially from Haiti and West Africa. We also have students from English and Spanish-speaking Caribbean countries (as seen with our many

students from the Dominican Republic that shares the island of Kiskeya with Creole and French-speaking Haiti) and from English-speaking nations of West Africa who have studied some French at the elementary or intermediate level and recognize the regional and global importance of the language. Two common profiles of students with Francophone backgrounds are: 1) students educated in French, especially West African polyglots who are majors in other fields and take a single, advanced course for their language requirement, and 2) first- and second-generation immigrants from Haiti, North Africa, and especially West Africa who speak another language at home, but whose national media and family members are fully or partially Francophone. These “heritage” students in French (who often have never studied the language) are not as numerous as our Spanish-language heritage students to warrant special instruction. While many Francophone students initially enroll in a course offered in French merely to complete their general education requirement, we have been successful in attracting some of them into intermediate and advanced courses. Motivating more of them to pursue a degree in French is a challenging yet potential area of growth.

Student enrollment in French has grown consistently in the last decade, including those declaring French majors and minors. The pandemic has reduced these numbers, but we expect enrollment figures to return to previous levels when pressures of the health crisis subside.

Regrettably, certain conditions prevent the program from reaching its full potential. In elementary courses, for instance, we rely excessively on adjunct instructors, many of them inadequately trained and susceptible to a high turnover. In the past decade, several of our majors began learning French at a time when more of our elementary courses were taught by full-time faculty who inspired them to continue in the program. We are proud of high-performing, non-native learners of French who begin in our elementary language courses and opt to continue their studies into intermediate and advanced levels. The number of such students has decreased,

however, in direct correlation with the augmentation of adjuncts teaching elementary courses. We currently have only two full-time faculty in French teaching advanced literature courses, Professors Spear and Amin Erfani, and one full-time faculty in Romance languages, Professor Montaña, who primarily teaches French language and linguistics courses, but occasionally teaches outside of French within the department.

With the implementation of the decrease in teaching hours of full-time faculty and research leaves granted to junior faculty, we face an increasing need for adjunct faculty to teach elementary French courses. The French program benefited greatly from its participation in the College's Freshman Year Initiative (FYI) through which incoming freshmen studied a full year of elementary French. Faculty who teach for the FYI program are funded outside of our department; nonetheless, French (unlike other languages) was recently excluded from the FYI program, eliminating the class sections of first-year students studying French, while also negatively affecting the French program's staffing needs. These budgetary and staff limitations have made it increasingly difficult for full-time faculty in French to teach outside the department (not only at The Graduate Center, but in Lehman's LEH and Lehman Scholars programs), which, in the past, has helped attract students to the French program through courses taught in English. We must consistently rely on adjunct instructors for more than the number of courses that could be taught by a new, full-time hire in French. This position would help reinstate stability for our lower-level students, who would again find motivation to pursue French beyond the College's language requirement, and permit us to expand our French course offerings. Our first-year language classes regularly fill to capacity; were we to offer more of them, intermediate and advanced-level enrollment unquestionably would rise.

Students who graduate with majors and minors in French find employment in many fields where their advanced language and analytical skills are valued (see portraits of [Alumni of the](#)

[French Program](#)). The successful bilingual French program in NYC public schools is expanding: there has been an increased need for teachers of French in the metropolitan NYC area and beyond. To better prepare our students for an increasingly global economy, where French opens doors of opportunities on five continents (and is especially flourishing in Africa), and to serve the interests of all Lehman undergraduates, including many who are of African and Caribbean heritage, a new, full-time position (a West African specialist, for example) could reduce our need to hire as many adjuncts in French and provide an opportunity for a justified expansion in our course offerings.

Irish

Over the past decade, the Irish language program has become an established part of the department. There are three notable groups of students who have been attracted to Irish language courses: 1) those in the 18-28 age range with interests in Irish language and Celtic Studies, 2) mature students with similar interests, and 3) students seeking to try a new language or needing greater flexibility in scheduling. Prof. Tomás Ó hÍde teaches a wide variety of courses in the program, and, from 2010 to 2013, has been assisted by annual Fulbright Foreign Language Teaching Assistant stipends. As a result of renewed immigration to the NYC area since 2012, we have been able to hire adjunct lecturers trained in Ireland.

Lehman offers the elementary curriculum in Irish for students wishing to complete the language requirement. A smaller number of students are required to take courses at the intermediate level. For example, students with previous knowledge of the language can be asked to take IRI 112 and 201 instead of IRI 111 and 112. Over the past decade, a number of students in the honors program who are required to take two years of a LOTE have taken the full sequence of IRI 111, 112, 201 and 202. Comparative Literature majors (Irish Language Track)

complete half of their courses at the advanced level, mostly taking literature courses in Irish. Three Comparative Literature majors recently graduated with courses from the Irish language track. They have been joined in their advanced classes by fluent members of the community, a unique feature of studying Irish at urban universities on the northeast coast of the United States.

In addition to modern Irish language and literature, we offer two other sorts of courses. Two classes are offered in English with the intended purpose of attracting students to our elementary level courses: IRI 230 (Irish Language Film) and IRI 350 (Folklore in the Irish language). These courses provide students with English translations while at the same time exposing them to Irish language material. Coded as LEH 352 and taught in English (outside of our department), LEH courses habitually reach maximum enrollment capacity, as they are required for graduation. The other course offering that is not part of our modern language learning strand is IRI 701 (Old Irish). This course and IRI 781 are offered at the graduate level, attracting students from The Graduate Center as well as medieval studies students from other institutions in New York.

In terms of curriculum changes, in addition to the approved minor in Irish language and literature and the additional track to the Comp. Lit. major, an “Irish Studies Minor” was added in 2018. Similar to other area studies concentrations, this minor allows students to use both courses in Irish and English from a number of departments to fulfill the two 200-level and two 300-level course requirements. A student could thus fulfill the minor requirement by taking, for example, IRI 201, IRI 202, and two Irish concentration LEH courses.

The Irish language program has received annual funding from the Irish government (coordinated by the Fulbright Commission). In addition to the Fulbright FLTAs, grants have also funded scholarships for 16 students in the past ten years who have studied abroad in Ireland.

Funding has also permitted the development of curriculum materials that have been used at Lehman and at neighboring institutions.

As with other programs, the Irish program has been negatively impacted by the pandemic. Mature students in the past 18 months have withheld from registering for online versions of intermediate and advanced classes. Also, prior to (and including) the entire 2019-2020 academic year, Irish 111 and 112 was the only language sequence offered online at Lehman. However, during the 2020-2021 academic year, all of the courses in the department were offered online, meaning increased competition for students needing greater flexibility in scheduling. While overall enrollment has decreased during the pandemic, enrollment in the LEH courses (in Irish language film and Irish language folklore) has remained strong.

Italian

Italian has a 30-credit major requirement for graduation. There are 6 credits of required courses: ITA 303 and ITA 447 or 448. The other 24 credits are to be selected from 300- and 400-level courses (numbered ITA 305 and above). There is also an option for a minor in Italian, which consists of 12 credits: ITA 201, 202, and two advanced upper-level courses (which can include ITA 303). Enrollment in Italian elementary courses has increased over the last several years and continues to grow at a steady rate. The program has attracted and continues to attract interest from Italian-American communities residing in the Bronx and NYC areas; it therefore has a tremendous potential for growth. Over the past decade, Italian has attracted not only students in the humanities but also those with majors in the social sciences, business, nursing, computer science, and engineering. As such, Prof. Alexandra Coller has proposed creating new courses, including Italian for Business, tailored for students interested in learning Italian for the purposes of international affairs, travel, and commerce. She is working on revamping the

major/minor curriculum in order to add some non-traditional courses, such as Fashion and Ideology in Italy and Beyond, geared to encourage students to view the subject from an interdisciplinary perspective and as a bridge course for the recently instituted M.A. in Liberal Studies (Fashion) at the CUNY Graduate Center.

Unfortunately, the program's full-time faculty has decreased significantly in the past decade: from three to one.⁴ In Fall 2010, there were three full-time faculty members and several adjunct instructors in Italian. As a result, we had more majors/minors in the program. Since 2014, Prof. Collier has been the only full-time faculty member. The reduction in full-time instructional staff has had a profound (negative) effect on sustaining the program's majors and minors. Nevertheless, Prof. Collier has made every effort to maintain the program's growth to teach the full spectrum of upper-level courses in addition to organizing various extracurricular activities for our students, such as taking them to the opera, theatrical productions, and encouraging them to take part in the cultural events offered by the Italian Academy (Columbia University), the Casa Italiana (NYU), the annual Gracie Mansion Italian Heritage Gala (organized by the Mayor's office), and the Italian Cultural Institute (sponsored by the Italian Consulate). Our students may also take advantage of the College of Staten Island's study abroad program in Florence at the Lorenzo de' Medici Institute, which provides a rich variety of courses ranging from the culinary arts and creative writing to the fine arts and international business.

Furthermore, one time per term since 2010, Prof. Collier has organized the *Italian Film Series* to attract students who are not already part of the Italian program. Prof. Collier is also the College's delegate to the Calandra Italian-American Institute, which fosters communication and collaboration among all CUNY programs in Italian as well as Italian-American faculty in various

⁴ Professor Manfredi Piccolomini retired in 2014 and Maria Grazia DiPaolo in 2016.

other fields of study. As such, meetings are held two times per term to discuss each program's needs, enrollment, shortcomings, and in order to implement changes that will maintain Italian programs across CUNY's twenty-five campuses.

In Spring 2022, we are offering five sections of elementary Italian (2 sections of ITA 111 and 3 of ITA 112), one section of intermediate Italian (ITA 202), and one section of advanced grammar (ITA 303). Regrettably, no steps have been taken to add full-time faculty members in the Italian program.

Japanese

The number of minors in our Japanese program has increased steadily over the past decade. The minor requires 12 credits, six of which must be from 300-level JAL courses. General enrollment in Japanese courses has also grown substantially. In Fall 2021, we offered five sections of first-year courses, rather than the four sections per semester that had been the norm in the previous ten years. Elementary (111 and 112) and intermediate-level JAL sections (201 and 202) have always been offered as regular (non-tutorial) courses. We also offer at least two advanced-level courses every semester, regardless of enrollment: if enrollment in an advanced course is insufficient for it to be taught as a regular class, it is offered as a tutorial.

In addition to Lehman students, a number of Manhattan College and College of Mount Saint Vincent students enroll in our Japanese courses through our language consortium, which not only increases our in-house enrollment, but also establishes our presence in a larger multi-campus Bronx community.

Since 2009, we have hosted the Japanese Language Proficiency Test (JLPT) at Lehman. The Japan Foundation and the Association of International Education in Japan devised the Japanese-Language Proficiency Test, administering it since 1984. Outside Japan, the Japan

Foundation co-sponsors the administration of the test (through its local offices) with local educational or cultural exchange institutions. Lehman is one of only 18 testing sites in the U.S. and is the only testing site in New York.⁵ Hosting this examination has allowed Lehman to be a member of the Sakura Network, a worldwide association of select Japanese language education institutions. Membership in this network makes our Japanese program eligible for various exclusive educational grants.

Many of our students have participated in study abroad programs, as we strongly promote such opportunities in close collaboration with the study abroad coordinator and the scholarship office. We have also built strong relationships with partner institutions in Japan to promote direct exchange programs. As a result, the number of participants in study abroad programs increased steadily until the onset of the Covid health crisis in 2020. During the previous five academic years (2015-2020), more than 40 students had traveled to Japan to study. The pandemic inevitably had a negative impact on study abroad programs. Students who were in Japan during the Spring 2020 semester were forced to interrupt their stays and return to NYC, while others were forced to abandon their study abroad plans.

To counter the pandemic's negative impact, Japanese program faculty members started working on new collaborative projects. First, they started participating in a series of workshops and seminars to enhance their online teaching skills, which led to a more expansive CUNY-wide project during the 2020-2021 academic year: the CCI-2020 (CUNY-wide Collaboration and Innovation for the New Digital Era of Japanese Language Education). The project aims to develop a large-scale, cross-institutional repository of online instructional resources for instructors of Japanese. Our program was granted \$10,000 by the Japan Foundation to fund the

⁵ The testing in 2020 and 2021 was canceled due to the pandemic.

project in conjunction with other CUNY colleges. Another effort to make our program more attractive and help our students enjoy learning Japanese during the pandemic was our introduction of COIL (Collaborative Online International Learning) and other virtual language exchange projects that we embedded into our courses. Starting in Spring 2021, we implemented aspects of international learning experience at all levels, which has had a dramatic impact on our students' learning outcomes, especially at the advanced level. Not only did it make learning the material more enjoyable, but the progress our students made, in terms of proficiency and the work produced, greatly exceeded expectations. As a result of our success in these trials, we plan to incorporate COIL projects in our curriculum even after resumption of our regular study abroad programs

Spanish

Spanish language and Hispanic cultures have a prominent place in our department. Our course offerings serve non-native learners of Spanish as well as heritage speakers from the Bronx and NYC areas. Many Spanish-speaking communities and countries are represented by students in our classes, especially those from the Dominican Republic, Puerto Rico, Ecuador, México, Perú, Venezuela, Guatemala, Nicaragua, and El Salvador. For many Latinx immigrants, our courses and degrees offer opportunities to reconnect with their roots and strengthen cultural and family bonds. Through exposure to the cultural diversity of the Hispanic world, they also expand their cultural knowledge and appreciation for other Spanish-speaking countries, national literatures, and linguistic variations, while also gaining a new appreciation for the vibrant Hispanic communities in the NYC areas. Our Spanish program serves as a perfect example of the mission and values espoused by and promoted in Lehman's 2025 Strategic Plan, particularly

those connected with global engagement, support for social mobility, appreciation for diversity, inclusion, and the attainment of social justice.

We offer two undergraduate majors in Spanish: a Spanish B.A. and Spanish Teacher Education 7-12 B.A., the latter in collaboration with the Department of Middle and High School Education. Both majors have a 36-credit graduation requirement and share the requirement of six specific courses: SPA 300 (Introduction to Literature), 306 (Advanced Spanish Composition), 309 (Advanced Spanish Grammar/Spanish Linguistics), 331 (Cervantes's Don Quixote), one course on Latin American literature and one on Peninsular literature. For the Spanish B.A., the remaining 18 credits are chosen from other 300 and 400-level courses. Students in the Spanish Teacher Education 7-12 B.A. complete only 12 elective credits from 300 and 400-level offerings, but must complete a program-specific requirement of two courses: SPA 3180 (Spanish Dialectology and Sociolinguistics) and 3190 (Hispanic Culture). In addition, students in this track must obtain a minor in the Department of Middle and High School Education in Foreign Language Education (after completing 50% of their required major courses). PRS 302 or 303 (Puerto Rican Literature I or II) may be used as substitutes for any of the elective courses in both B.A. programs. Spanish majors wishing to graduate with honors must have a cumulative GPA of 3.2, and an index of 3.5 in Spanish. In addition, they must successfully complete either the Spanish 481 or Spanish 482 honors seminar.

Lehman's Spanish B.A. programs are among the strongest in CUNY. Between Fall 2016 and Fall 2020, we had a total of 415 students enrolled in our Spanish B.A. programs, 77 of whom graduated from the Spanish B.A. program and 4 from the Spanish Teacher B.A. program. Within CUNY, our combined numbers (415 enrolled, 81 degrees awarded) are only surpassed by those of Queens College (559 enrolled, 140 graduated). Our Spanish B.A. ranks third in CUNY, both in graduation growth rate (89%), and overall enrollment (339), right after Hunter (357) and

Queens (430). Our Spanish Teacher Education B.A. holds one of the most impressive enrollment growth rates in the entire CUNY system (600%, from 5 students in Fall 2016 to 76 in Fall 2021).

ENROLLMENT - SPANISH B.A.	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
Queens	98	86	92	74	80	430
Hunter	57	65	75	81	79	357
Lehman	65	69	82	69	54	339
Staten Island	39	53	44	42	58	236
John Jay	35	38	38	39	38	188
Brooklyn	12	15	23	25	39	114
York College	27	27	29	17	14	114
Baruch	9	8	6	11	8	42

ENROLLMENT – SPANISH TEACHING EDUCATION B.A.	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total	Growth rate
Queens	19	28	25	29	28	129	47.37
Lehman	5	8	8	20	35	76	600.00
York College	10	7	7	11	16	51	60.00
Staten Island	5	5	10	9	10	39	100.00

Data compiled from the *Academic Programs Inventory*. CUNY, Fall 2020.

Numbers unequivocally show the growing demand for our Spanish majors. In the last decade, we went from 48 to 89 enrollees, a growth rate surpassing 85%.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Spanish B.A. + Spanish Teaching B.A.	48	48	32	45	45	47	70	77	90	89	89

Even more impressive is the observable growth in the number of degrees granted. We went from granting 8 degrees in 2011 to awarding 28 in 2020. Putting this into perspective, the data shows a positive growth rate of 250%, more than tripling the starting data point.

Beyond our B.A. programs, we provide an invaluable service to Lehman students by offering courses at all levels, which can be used to satisfy Lehman’s [College Option requirement](#). For the last three years, an average of over 1600 students every year have taken Spanish. Despite the undeniable effects of the pandemic in 2020, our numbers remain robust.

Academic Year	Non-heritage	Heritage	Total Enrollees	Non-heritage %	Heritage %
2018-2019	995	668	1663	59.83	40.17
2019*-2020	1017	645	1662	61.19	38.81
2020-2021	972	569	1541	63.08	36.92
Averages	994.67	627.33	1622.00	61.32	38.68

Demand for our heritage courses has likewise been on the rise, from 429 students enrolled in 2012-2013 to 569 in 2020-2021:

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
429	414	488	526	561	647	668	645	569

Enrollment numbers in our heritage-speakers track between 2012-2021

These figures show a consistent demand for courses in Spanish at all levels. Unfortunately, increases in this demand have not been commensurate with the hiring of new

faculty. In fact, the number of full-time faculty in Spanish has shrunk when precisely we have reached a moment of higher demand, a contradiction that represents a major challenge in Spanish.

Spanish Heritage Students

We offer a dedicated sequence for heritage speakers of Spanish to help them to preserve and enhance their knowledge of Spanish while fostering a sense of cultural and ethnic pride.

Courses are designed for students who have been raised in a Spanish-speaking environment and speak or understand (at least some) Spanish as a result of having been exposed to it at home and in their communities. We offer four lower division courses at the elementary and intermediate levels (113, 114, 203, and 204), which can fulfill the general education requirement and can prepare students to advance to upper-level courses if they wish to minor or major in Spanish. After SPA 204, students take courses at the advanced, 300-level, where they are expected to speak, read, and write Spanish with advanced proficiency.

Our mission is to build upon the language base students already possess and to advance literacy in Spanish. In addition to the emphasis on linguistic abilities, we seek to prepare Spanish heritage learners to compete in diverse linguistic job markets. After completing the program, not only will students be capable of speaking registers of Spanish needed to succeed in professional settings, but they will also have developed a deep appreciation for their heritage language. Through the study of language and culture, our students develop a sense of community that is vital to their development as future shapers of our diverse cultures here in the United States.

At the time of our last self-study, all upper-level (300, 400) and graduate courses were taught by full-time faculty in Spanish. In Spring 2022, only 30% of such courses will be taught by full-timers. Although the number of Spanish majors has more than doubled since our last self-study (52 in Fall 2009 versus 118 in Fall 2020) we have witnessed a worrisome contraction of

our full-time faculty in Spanish. In fact, four tenured colleagues who have retired in the last 10 years have not been replaced.⁶

Among the faculty initiatives from the Spanish program that have benefitted students and faculty alike are the two-day symposia that have been hosted at Lehman on Iberian and Latin American Literature and Cultures. The first symposium, led by Professor Cristina Guiñazú (Emerita) in 2011, had New York City and its representations in literature as its central subject. Since then, two other symposia have been held, organized by Professors Marco Ramírez and Juan Jesús Payán, with the support of other faculty in Spanish: in 2017 (Representations of Fashion and Clothing in Hispanic Literature) and in 2019 (Economic Imaginaries in the Literature and Cinema of Spain and Latin America). The response has been decidedly positive, from the dean of Arts and Humanities and our own faculty and students to participating scholars from other institutions, in the U.S. and abroad. The pandemic prevented our hosting of a symposium in 2021, but plans are underway to resume this tradition in 2022.

World Foreign Language Courses (“WFL”)

The “WFL” (World Foreign Language) designation was created in recognition of our students’ occasional need to study languages not offered in the department. Students can take WFL courses through the Mexican Studies Institute (Mixtec and Nahuatl), at other CUNY campuses (Bengali, Haitian Creole, Korean, etc.), or at institutions external to CUNY. WFL courses are added to students’ records with a comment indicating the language studied. WFL courses count toward the College’s language requirement, or, if at an intermediate or advanced

⁶ Professor Cristina Guiñazú retired in 2016, José Muñoz Millanes in 2016, Gerardo Piña-Rosales in 2017, and Carmen Esteves in 2021.

level, can be used toward completion of an independent major or minor. In all, we have made 54 WFL courses available to students covering all levels of language, literature, and culture⁷.

Comparative Literature

Our interdisciplinary program in Comparative Literature serves primarily students in three literature programs: Spanish, English, and Irish. The number of students matriculated is small: some 15 students. Students select a track (Spanish, English, or Irish)⁸ and usually take their literature courses in the language of their chosen track. We offer three introductory courses in English that all students can take: IDW 211 and 212 (Classics of the Western World I and II) and IDW 213 (Classics of the Asian World). Only three or four Comp. Lit. students enroll in any of these individual class sections that are open to the general student population. Occasionally, courses are cross-listed with LEH 352, which ensures sufficient enrollment. The major advantage of the Comp. Lit. degree for students of literature in English or Spanish is that it is a 30-credit major, compared to the 36-credit Spanish major or the 40+ credit English major. This is especially advantageous to students completing a minor with the Elementary Childhood and Childhood Education Department, which requires 24 credits, double that of most minors at Lehman. While the small number of students in the program is a concern, major classes are usually at full capacity as a result of their designation as general education courses. The program's director receives no release time, so this degree is not a burden to the department and contributes to the College's general education program.

⁷ Such courses include, for example, WFL 206 (Business Language); WFL 251 (Topics in Health/Science); and WFL 307 (Translation). To view full list of available WFL course titles, click [here](#).

⁸ No students of a French or an Italian track have matriculated into the Comp. Lit. program in recent years.

Linguistics

Our interdisciplinary program in Linguistics, which offers a major and a minor, has been available since the 1970s. It has undergone many changes over the years, leading to a strong and well-rounded program. In 2012, the program moved from the Speech-Language-Hearing Sciences Department to our department. Since then, the number of students majoring in Linguistics has increased from 10 in 2012 to 32 in Fall 2021.

The Linguistics major consists of 30 credits, 18 of which are required courses: LNG 246 (Introduction to Linguistics), LNG 245 (Articulatory Phonetics), LNG 321 (Introduction to Syntax), LNG 323 (Introduction to Phonology), LNG 324 (Semantics), and LNG 335 (Sociolinguistics). The 12 remaining credits, taken as electives, are primarily cross-listed courses offered by other departments, such as Speech, English, Anthropology, and Philosophy. The minor consists of 12 credits, at least 6 of which must be at the 300- or 400-level.

The Linguistic Advisory Committee (LAC) oversees the program and consists of 14 faculty members from 6 departments (Africana Studies, English, Languages and Literatures, Speech-Language-Hearing Sciences, Middle & High School Education, and Philosophy). Current active LAC members from our department include Professor Beatriz Lado (program director since 2012) and Prof. Montaña (acting director in Fall 2019, Fall 2020, and Spring 2021). Other department members who have collaborated in recent years on various LAC duties are Professors Evelyn Durán, Thomas Ihde, and Óscar Martín. The LAC meets once per semester and communicates more frequently through email to ensure appropriate program functioning and progress. It also collaborates with The Graduate Center by being one of the few CUNY institutions providing Linguistics Ph.D. students with the opportunity to receive experience as instructors of core courses in Linguistics. There are currently 4 graduate teaching fellows in the program.

Mission and Goals of the Linguistics Program

Our mission is to provide students with a robust learning experience based on knowledge of theoretical and applied linguistics related to LOTEs. Goals and outcomes for students were reevaluated as part of a 7-year assessment process and are listed on our [webpage](#).

As mentioned, Linguistics is an interdepartmental program, which means that LAC faculty have commitments in their own departments. Participating in the program is a service added to their already busy schedules. Although we have been able to count on generous colleagues who have collaborated on many tasks, such as conducting GTF observations and providing feedback on curriculum development, it is challenging for LAC members to collaborate more actively. This results in fewer opportunities to improve and strengthen the program as the director (who receives 3 credits of release time per year) bears the responsibility of completing most duties without assistance (scheduling, GTF supervision and mentoring, student advising/mentoring, curriculum revision and development, assessment, etc.).

3. Undergraduate Assessment

As part of the college-wide Assessment Initiative, the department has articulated a set of goals for majors, each associated with specific, measurable outcome objectives. Briefly presented on the page of the department's [Learning Goals & Objectives](#), six primary goals – with the assessed outcomes – have been integrated into a four-year assessment cycle coordinated, since 2013, by Prof. Erfani under the supervision of Lehman's Office of Assessment and Educational Effectiveness. This has involved the evaluation of our programs in French, Irish, Italian, Spanish, and Comparative Literature. Different goal objectives and learning outcomes are assessed every year of the four-year cycle: Year 1 - Speaking Assessment (Goal I), Year Two -

Reading Assessment (Goal III), Year Three - Cultural and Literary Assessment (Goals IV and V), and Year Four - Writing Assessment (Goals II and VI).

Each year, the assessment coordinator provides faculty with a rubric corresponding to the year's specific goals. The rubric breaks down the set of outcomes for those goals into five categories, assessed on a scale from 1 to 4 (from 1, "inadequate," to 4, "excellent or outstanding"). On an overall maximum of 20 points, the target proficiency level is a score of at least 15, the ideal being a level of 17.5 or above. The coordinator provides faculty members with separate instructions for elementary, intermediate, and advanced courses. General rules are offered for the purpose of uniformity to study assessment results, but instructors determine material to be assessed based on their syllabi. They are asked to submit their results throughout the academic year; the coordinator tabulates, analyzes and submits the findings to the department and the Office of Assessment and Educational Effectiveness. Yearly reports include detailed comments and recommendations for each assessed outcome as well as a general action plan. If scores for a particular category do not meet established goals, members of the department discuss strategies for a new action plan during the first faculty meeting of the following academic year.

For the past eight years, our undergraduate students have consistently maintained a high level of proficiency in speaking, writing, and reading, as well as in literary and cultural knowledge. In the majority of cases, they have reached the department's goals. As designed, the assessment rubrics, instructions, and agreed-upon action plans have demonstrably succeeded in setting clear expectations for students and instructors alike. In fact, some instructors have incorporated specific assessment rubrics into their permanent course syllabi.

4. Other Features of the Undergraduate Curriculum

Collaborative and Articulation Programs

The department participates in collaborative and articulation programs within CUNY and beyond. Most faculty members are familiar with programs across CUNY when, for instance, students need to take courses at a CUNY college other than their home campus by [e-permit](#).

Regrettably, we have serious articulation issues as regards CUNY community colleges whose students, even when completely fluent in LOTEs, do not have the opportunity to take advanced courses appropriate to their level, rarely available at the community colleges where they are often allowed – and obliged – to enroll in classes well below their proficiency level. Also, pricing differences between CUNY junior and senior colleges prevent community college students from enrolling in advanced-level language courses at Lehman by e-permit. Our incoming transfer students encounter an additional problem when their transcripts have been incorrectly evaluated at the community colleges they attended prior to transferring to Lehman, as community colleges have a tendency to not give students credit for upper-level coursework done in LOTEs in foreign institutions. Many students who transfer to Lehman would be excellent major and minor candidates had their transcripts been adequately evaluated and had they been allowed to enroll in advanced courses through e-permit while completing their associate's degrees. As such, CUNY administrative and financial policies deprive us of a great number of potential majors and minors, especially from the two CUNY community colleges in the Bronx.

We have developed some collaborative programs with colleges outside of CUNY. For more than twenty-five years, for instance, we have collaborated with Manhattan College (MC) and The College of Mount Saint Vincent (CMSV) through a consortium agreement, coordinated by Instructor Asako Tochika. These Bronx colleges send their students to take Japanese at

Lehman, while Lehman students can take Arabic, Chinese, and Filipino as well as some 300-level French courses at Manhattan College or CMSV. This consortium allows students from Lehman and the private colleges to complete their degree requirements without delaying graduation, even when their home institutions are not able to meet their individual degree-completion needs. Many MC and CMSV students have minored in Japanese via this consortium, and in recent years Lehman has created minors in Arabic and Chinese to accommodate students wishing to pursue study of these languages in the Bronx. Since Fall 2004, a Lehman instructor has taught one course of first-year Japanese at Manhattan College; because of increasing demand, two sections were taught at MC for the first time in Fall 2021. An advantage of this program is that courses taken off campus through the consortium are counted as courses taken at Lehman, where at least half of the courses of a graduating student's major must be completed.

Curricular Revisions

Our curriculum committee has been active during the past five years by introducing new courses and programs and by revising existing ones. During the 2016-2017 academic year, changes introduced affected only FRE 111, ITA 111, JAL 111, and SPA 111. These specified and made clear the linguistic profile of students for whom 111 courses are intended: those new to a language as well as non-heritage learners with less than three years of high school instruction.

Department language minors had previously been listed in the undergraduate bulletin with a catch-all phrase, which the committee changed by listing them individually along with their respective specific requirements (2017-2018). Courses CHI 201-302 and ARB 301-302 as well as minors in these languages were also introduced. In addition, two new special topics courses in Spanish were added: SPA 360 (Peninsular literature) and 362 (Latin American

literature). Additionally, prerequisites for SPA 3180 were modified and the number of possible repeats for the special topics course SPA 352 was increased from 2 to 3.

Changes to the French program in the last five years include the approval of two new courses, FRE 346 (Modern French and Francophone Theater) and FRE 360 (Cinema for French Conversation) and a modification, in Fall 2019, of the existing course FRE 342 (Twentieth and Twenty-First Century French Literature II: Post-War to Contemporary Literature). In Spring 2021, six new courses were approved to include the study of Francophone literature and cultures in the historical and geographical contexts of Quebec (FRE 332), Haiti (FRE 333), the Caribbean (FRE 334), the Maghreb and the Mashreq (FRE 335), Sub-Saharan Africa (FRE 336), and the Indian Ocean (FRE 337). Except for the African-centered courses (335 and 336), for which we have an interested student population (but for which we do not have a qualified specialist to teach), the new additions represent courses that were previously taught under the generic listing of FRE 352 Special Topics in French. These changes made curricular options and students' transcripts more clearly reflect the subject of course offerings in the French program.

Since moving to our department in Fall 2012, Linguistics has undergone a number of important curriculum changes to meet our students' needs, such as the development of LNG 3430 (Internet Linguistics) and the offering of courses that had never been offered before: LNG 339 (African-American Languages) and LNG 340 (Pragmatics). In addition, we have cross-listed several courses with a linguistic component which can now be taken as electives, such as LNG 3500 (History of a language) and LNG 266 (Symbolic Logic), as well as other Language and Literatures and Philosophy courses. As a result of these changes, students currently have more choices and flexibility to combine their Linguistics degree with other related fields.

Distribution and Support Courses

The department contributes to Lehman's general education requirements through faculty who teach LEH 352 (General Education Capstone courses in literature). We regularly also offer two distribution courses in literature, IDW 211 and 212 (Classics of the Western World I and II). Our faculty contribute substantially to a number of other departments and programs both inside and beyond the College. Professor Gary Schwartz (emeritus), for example, directed the Lehman Scholars Program and the [Macaulay Honors College](#) for many years; Professor Durán is currently serving as associate director of these programs. Other programs directed by the department members in the recent past have been the CUNY Mexican Studies Institute and the CUNY Institute for Irish-American Studies. Our faculty members also actively collaborate with other departments at Lehman, such as Africana Studies, Latin American and Latino Studies, and the Women's Studies Program. In addition, we have special sections of students taking classes in our department through College-wide programs: College NOW and the Freshman Year Initiative.

Beyond Lehman, we make a significant contribution to The Graduate Center, where members of our faculty teach and supervise doctoral dissertations in French and Linguistics. Prof. Montaña serves on the executive committee of The CUNY Council on World Language Study. Ms. Tochika coordinates the language consortium program we have with two local private colleges.

Study Abroad, International Exchanges, and COIL

Over the last five years, we sent approximately 380 students abroad to study in 34 countries, including Cuba, England, France, Greece, Italy, Japan, and South Korea, many of them participating in semester- or year-long programs. Five students participated in the [CUNY-](#)

[Paris Exchange Program](#), while 43 traveled to Japan to study Japanese. In the last decade, Lehman has also hosted students on exchange programs from Brazil, France, Japan, Korea, and Singapore. These exchanges were on pause during the 2020-2021 pandemic, and are expected to recommence in 2022.

While finances remain an obstacle for many, student motivation to participate in study abroad programs had grown significantly until the onset of the pandemic. Once motivated, students are often able to participate, as state and federal aid as well as scholarships are available. In fact, Lehman was recognized in the 2018-2019 academic year as a top national producer of [Benjamin A. Gilman International Scholarship](#) recipients.

[Global CUNY](#) centralizes the dozens of study abroad programs available to students, including ongoing exchange programs, short-term programs led by CUNY faculty (usually during summer or winter sessions), and affiliated international exchange programs hosted by other institutions.

We continue to work with Lehman's [Study Abroad Office](#) and co-host the International Day at Lehman, an annual event that promotes foreign language education and study abroad programs and opportunities. More than 200 students enjoy food tastings and mini language and culture lessons at this festive, enriching event.

When recent conditions led to a temporary suspension of study abroad programs, some faculty members incorporated COIL (Collaborative Online International Learning) and other virtual language exchange projects into their curriculum to fill the void. In Spring 2021, the Japanese program began a collaboration with Sugiyama Jogakuin University to develop virtual language exchange projects. Every elementary-level student is matched with a partner student in Japan to work on a project through video recordings exchanged via Flipgrid. Intermediate and advanced students work with their partners to present topics related to their home campuses and

cities. Through the COIL project in Fall 2021, students in advanced-level Japanese courses worked with economics majors at Osaka City University on the topic of “Discrimination and Social Injustice.” Through this project, our students showed remarkable progress in reading and writing skills as well as in critical thinking and research skills. In a joint project with other CUNY and SUNY colleges, our Japanese program will start a “Virtual Language Table” project with Osaka City University in Spring 2022 to offer our students hour-long online conversations twice per day, five days per week throughout the semester. There will be up to four students from Japan in each session to practice speaking Japanese with our students.

While continuing with COIL projects, we hope that most study abroad and exchange programs will resume in 2022. Our students frequently take advantage of the multiple opportunities available – academically and financially – for exchange and study abroad programs. Exposure to authentic language and cultural experience offered through these programs is an integral part of our languages, literature, and world culture curriculum.

III. GRADUATE CURRICULUM

M.A. Programs in Spanish

The department offers two graduate degrees: a Spanish Literature M.A. and Teaching Spanish M.A. The former is housed in our department and is coordinated by one of our faculty members. The latter is housed in the Department of Middle and High School Education and is coordinated by two advisors, one from each department. Each M.A. program has its own distinct curricular path and degree requirements. Admission requirements are also distinct for each program ([see the admission requirement details](#)).

Spanish Literature M.A.

The Spanish Literature M.A. program provides students with a solid foundation in linguistics, grammar, literary analysis, cultural knowledge and awareness, as well as in research methodologies, which in turn prepares them for careers in middle and high school education, for applying to Ph.D. programs in Literature, or pursuing other career paths requiring a high degree of proficiency in Spanish and in-depth knowledge of the Spanish-speaking world.

The assessment of these skills is conducted in every one of our seminars and at the end of students' last semester in the program. In M.A. seminars, the assessment of advanced writing, reading, and research skills is performed through research papers that must reflect course contents and meet established learning objectives. Such assignments must also demonstrate adequate levels of complex critical thinking, structural organization, linguistic accuracy, and understanding of specific subject contents. Students are required to provide in-depth analyses of one or several literary works, which must demonstrate sophisticated interpretative abilities and an efficient use of secondary sources with strict adherence to MLA standards.

Assessment of oral skills is performed through presentations and in-class discussions of literary works and academic articles. As part of a preliminary research project and/or an exercise of literary interpretation students must undertake in every seminar, they are asked to lead class discussions based on their individual projects, in connection with the subject matters of the seminars and following an appropriate pedagogic model. The assessment takes into account linguistic proficiency, communicative skills, accuracy of critical terminology, and the relevance of the contents presented and discussed in class.

The comprehensive exam, conducted at the end of students' last semester, is the final assessment they must undergo. During the first two weeks of this last term, students are provided with a list of questions reflecting the materials covered in their graduate seminars, which allows

them to review and prepare for the comprehensive exam. The exam itself includes questions selected from the initial list. Each question must be answered in the form of a short essay and must demonstrate an adequate level of critical thinking, sufficient understanding of the topics discussed, a high level of proficiency in academic writing and argumentative skills, and satisfactory use of secondary sources. The comprehensive exam is graded on a Pass/Fail basis.

Degree Requirements for Spanish M.A.

In addition to passing the comprehensive exam, in order to obtain their Spanish M.A. degrees, students must successfully complete a total of 30 credits, distributed as follows: SPA 601(Hispanic Linguistics); SPA 701 (Seminar in Research and Methodology); SPA 619 (Seminar in Studies of Hispanic and Latin American Cultures); a minimum of one course in Peninsular literature; a minimum of one course in Latin American literature; and five elective graduate courses in Spanish.

Teaching Spanish M.A.

This program is housed in and under the administrative preview of the Department of Middle and High School Education. The official advisor for the program is a member of this department. The program requires students to complete courses in both the Department of Middle and High School Education and the Department of Languages and Literatures. Each department sets forth and adheres to a distinct set of admission and graduation requirements.

The Teaching Spanish M.A. program aims to equip students for careers as teachers of Spanish. As such, it prepares them for obtaining the New York State Certification in Teaching Spanish grades 7-12. The program's curricular design is divided into two components: 1) pedagogical training, and 2) preparation in linguistics, culture, and literature in Spanish. The

former provides psychological, educational, pedagogical, and occupational training that prepares students for their teaching careers. The latter offers a solid foundation in Spanish linguistics, sociolinguistics, Latin American and Spanish literature and cultures, as well as in critical thinking, professional writing, and research skills. Graduate seminars offered by our department are intended to provide students with the linguistic tools, cultural knowledge, and literary analysis skills that they will need as teachers of Spanish.

Given that our participation in this program is restricted to the field of literature, linguistics, and culture, the assessments we undertake are limited to the knowledge and skills acquired in courses in such areas. That is, we do not participate in the assessment of the pedagogical training, teaching practices, and models students receive in the Department of Middle and High School Education. The assessment of the subjects pertinent to the seminars offered by our department is almost identical to that performed in our regular Spanish M.A. program (research papers, in-class presentations, and comprehensive exam during last term of studies), the difference being the evaluation of linguistic and sociolinguistic knowledge (phonetics, phonology, syntax, dialectology) attained in the program.

Degree Requirements for Teaching Spanish M.A.

Students in the Teaching Spanish M.A. program can select to follow one of two tracks. Both sequences, however, consist of 33 required credits: 12 credits in Educational Foundations; 6 in Methods of Teaching Spanish; and 15 credits in Spanish Language, Literatures, and Culture. The latter 15 credits include 6 elective credits and three, three-credit courses: SPA 601 (Hispanic Linguistics), SPA 618 (Spanish Dialectology and Sociolinguistics) and SPA 619 (Hispanic Culture). Additional 3-6 credits are determined by the sequence followed:

Sequence 1 (36-39 credits) is for candidates seeking initial New York State certification in Spanish grades 7-12. This sequence includes 3 to 6 credits in Student Teaching or a Teaching Internship and Seminar.

Sequence 2 (36 credits) for transitional B graduate students seeking initial New York State certification in Spanish grades 7-12. This sequence includes a 3-credit Teaching Internship.

In addition to successful completion of coursework with a minimum overall GPA of 3.0, all candidates must pass a comprehensive examination with our department.

Graduate Program Enrollment and Registration

We have observed an increase in the number of students enrolled in the Spanish M.A. programs in the last several years. For the Spanish M.A. program, there was 1 student enrolled in 2017, 4 students in 2018, 3 in 2019, 6 in 2020, and 8 in 2021. The figures for the Teaching Spanish M.A. for the same years were 3 (2017), 5 (2018), 1 (2019), 9 (2020), and 3 (2021). In Spring 2022, there are 14 students in each of our M.A. programs.

This increase is due in part to Professor Ramírez's active advertising and recruiting efforts. As part of these efforts, initiated upon assumption of the role of graduate advisor in 2019, Prof. Ramírez has coordinated in-person and Zoom sessions each semester to provide information to prospective students and has been active in contacting Lehman Spanish B.A. students directly for the purpose of recruitment. Prof. Ramírez also obtained inclusion of our programs in the Office of Graduate Admissions' larger recruitment campaign.

The increase in M.A. enrollment has allowed the program to grow and, as a result, offer more courses that are exclusive to graduate students (courses not cross-listed with undergraduate sections). In fact, Prof. Ramírez has advocated every semester for the addition of such courses; the dean has received such requests favorably, allowing us to expand our offerings. In

collaboration with other faculty members, the graduate advisor proposed the addition of several new courses. Courses added in Fall 2019 were: SPA 757 (20th and 21st Centuries Contemporary Latin American Poetry); SPA 756 (Latin American Global Novels – 20th and 21st Century Narratives), and SPA 732 (Defying the Real: Fantastic Realism in the Hispanic World). Courses added in Fall 2021 were: SPA 602 (Bilingualism and Spanish in the US), SPA 603 (Critical and Social Justice Approaches to Teaching Spanish), and SPA 725 (Captivity in Cervantes).

Graduation and Professional Success of M.A. Students

Graduating M.A. students and alumni have reported high rates of employment and levels of professional success after completing their M.A. degrees. Many of them pursue careers as teachers in both public and private schools in the NYC area. Their rate of employability is high, given the great demand for Spanish teachers and bilingual educators in New York.

In the last two academic years, 3 students graduated from the M.A. program in Spanish in 2019-20 and 5 in 2020-21 (2 students graduated in Fall 2021). In the Teaching Spanish M.A. 3 students graduated in 2019-20, 4 in 2020-21, and 2 graduated in Fall 2021.

IV. FACULTY

Annual evaluation conferences with faculty members afford the chair (or appointed designee), the ideal occasion to clarify expectations and to assess and discuss progress toward tenure and/or promotion. Faculty members generally understand tenure and promotion criteria, although, when in need of clarification, they may consult with the chair. When the time to present a case for tenure and/or promotion is near, it is the chair who provides candidates with the assistance they require as regards procedures, deadlines, documents, and the organization and

presentation of their dossiers. Detailed procedural information associated with tenure and promotion matters is also available on the Office of Academic Personnel's [website](#).

The department holds monthly meetings during the Fall and Spring terms or, if needed, more often, as was the case during our difficult transition to remote learning in Spring 2020. During such meetings, faculty members are informed of College and University-wide activities, initiatives, deadlines, and changes. The chair also sends information, reminders and requests for feedback when needed via email. Word of mouth is another helpful source of news. Prior to the onset of the pandemic, the physical layout of our offices greatly contributed to fostering a sense of community and a wholesome level of collegiality. Although we have tried to maintain an adequate level of interaction using all technological means at our disposal, doing so has been challenging. Thus, we look forward to being back at Carman Hall, where our faculty members can truly feel at home.

At the end of each academic year, the department honors its students' achievements with an awards ceremony. In addition, the provost hosts a reception every year as a celebration of faculty research, teaching, and service. A College gathering every year brings all faculty together to celebrate the holidays and exchange greetings and ideas. We have strived to keep these important traditions alive as best as we could despite not being able to gather in person.

Workshops, round tables, symposia, and conferences organized by department members provide faculty and students with opportunities for intellectual enrichment and exchange. Regrettably, our departmental budget to sponsor such events is next to negligible. That being said, the dean's office occasionally provides limited, discretionary support when available. When organizing special events, faculty often rely on willing international personalities who happen to be in NYC, invited by other, better-funded institutions in the area, as the honoraria we can offer are nominal at best. Events hosted are often interdepartmental, and at times are planned in

association with CUNY doctoral programs or other NYC-based organizations. Affiliated student clubs also often sponsor receptions. On occasion, faculty find outside funding or use dedicated PSC-CUNY grant funds to hold such events. With advance notice, Lehman's Media Relations Office can produce flyers and assist in event promotion. Despite our faculty's demanding teaching, service and research obligations and the scarcity of funds available, they have been successful in organizing and hosting many enriching events and activities.

Full-time faculty members are encouraged to accept committee assignments and carry out service at the department, College, University, and professional levels as a way to bolster their CVs in view of tenure and promotion expectations. Department members serve on many College and University-wide committees. They also teach at the Graduate Center and at other CUNY campuses, and participate in study abroad programs.

All faculty in the department share the responsibility of advising students during registration as well as administering language placement exams and assessing proficiency level results as needed. Students enter our courses via placement exams, transfer courses, and individualized advising interviews and are required to obtain direct department authorization to register. Providing authorization in Lehman's registration network on a case-by-case basis is, of course, onerous and time-consuming work, but it ensures that students are placed in courses appropriate to their language proficiency levels.

For a number of years, the department has organized and hosted annual orientation workshops on teaching methods and course policies. These orientations are especially useful in providing guidance to new instructors as regards departmental policies and pedagogical approaches. Essential information is provided on various aspects of foreign language pedagogy, textbooks, teaching materials, exam preparation, instructional technology, use of class time, and other topics relevant to LOTE teaching and learning. Faculty members are invited to make

presentations in areas of their expertise. A member of the department –the language coordinator– is charged with training and mentoring new instructors and graduate teaching fellows.

We take pride in our diverse faculty with advanced degrees from prestigious universities. All members are actively involved in professional activities as participants in conventions, conferences, invited talks, members of professional organizations, boards, and committees. Our faculty as a whole maintain an excellent record of publication despite demanding teaching loads, large classes, and taxing service obligations.

Full-Time Faculty

Professors: Thomas W. Ihde, Thomas C. Spear.

Associate Professors: Karin Beck (Associate Dean of Arts & Humanities), Alexandra Coller, Daniel R. Fernández (chair), Beatriz Lado, Óscar Martín, Marco Ramírez Rojas, Carmen Saen de Casas.

Assistant Professors: Evelyn Durán, Amin Erfani, Francisco A. Montaña, Juan Jesús Payán.

Lecturers: Evgueni Bezzubikoff (one-year substitute instructor), Asako Tochika.

Language Coordination

Our beginning-level Romance language classes (111/112 or 113/114 for Spanish heritage students) are popular among students seeking to fulfill their general education requirement in a LOTE, and represent, taken together, a substantial share of our total enrollment. Multiple sections of such courses are offered every semester.⁹ In all, we offer approximately 25-30

⁹ Approximately 3-4 sections of each beginning level in French, 2-3 in Italian, 6-13 in Spanish (and 4-6 in Spanish 113/114). There are generally more first-semester sections (111/113) offered in the fall and more second-semester sections (112/114) in the spring.

sections of 111 and 112 in French, Italian, and Spanish every semester that are taught by some full-time faculty, but primarily by part-time adjuncts and Graduate Teaching Fellows (GTFs).¹⁰

The language coordinator is charged with overseeing these elementary level courses. Specifically, the person in this capacity is responsible for curriculum development and maintenance, faculty training and guidance, and assisting instructors with material needs and logistics. Prof. Montaña served in this role from 2009 to 2019 until the conversion of his title from Lecturer to Assistant Professor. Since 2019, he has performed a subset of these coordination responsibilities in a transitional nature until we hire a full-time language coordinator. Prof. Ihde also served as transitional language coordinator in 2019-2020, after Fall 2019 curricular and training preparations had been completed by Prof. Montaña. From Fall 2020 to Spring 2022, Prof. Montaña served as curriculum coordinator, supported by Prof. Carmen Esteves (Emerita) in 2020-2021 and by Prof. Lado in 2021-2022. Since 2019, when coordination duties were split among two or more faculty members, and release time was divided according to the tasks each performed, Prof. Durán has also received reassigned time for coordinating the Spanish heritage sequence.

Faculty training constitutes one of the principal responsibilities of this role. Each year, the coordinator has organized a day-long faculty orientation workshop focused on communicative language learning methodology, building contextualized activities and pedagogically-principled lesson plans and exams, as well as communicating guidelines, policies, and procedures. These sessions are meant to orient new instructors as well as to update and refresh returning faculty. For the past two years, they have been held online, with sessions

¹⁰ Graduate Center Ph.D. students on three-year teaching fellowships. There are fewer GTF positions because the size of incoming doctoral classes at The Graduate Center has been curtailed and the graduate students are better funded, with less need to teach than in previous years. We have not had a GTF in French since 2014 and in Italian since 2019; we now have only one GTF in Spanish, as opposed to three per year as was typical until 2017.

broken up over several days and focused on different aspects of language learning. Before each spring semester, the coordinator organizes a smaller but similar session especially intended for midyear hires. Additional workshops (on topics such as lesson structure, activities and presentations, and learning technologies) are also offered occasionally. The coordinator serves as the primary point of contact for guidance, questions, concerns, and problem-solving for 111/112 instructors in French, Italian, and Spanish.

The coordinator is also tasked with developing, updating, and maintaining course curricula. Each semester, curricular and informational materials and guides are updated and disseminated among faculty teaching 111 and 112 sections in French, Italian and Spanish.¹¹ Some of these materials are common across languages, but many are language or course-specific. Since 2021, these materials are housed in a shared Dropbox folder for continued updating and reference.

In providing a shared curricular base for 111-112 courses in our three Romance languages within a cohesive methodological framework, the objective has been to balance the need for uniformity and coherence across sections and languages, while providing individual faculty members freedom to incorporate their own content and vision into their students' learning experience. The departmental tradition has been for instructors to create their own exams and assessments, submitting them to the language coordinator for review.

The textbooks and online platforms used are uniform across sections and are selected via a democratic process among faculty in each language section. The selection to evaluate course material is led by the coordinator, who also negotiates package contents and pricing with

¹¹ Syllabus templates, methodological and examination guidelines and models, information for course materials (including textbooks and online learning platforms), tools and guidance to double-check appropriate student placement, information to assist students in obtaining course materials or temporary access to online platforms while awaiting financial aid funding, and numerous other pedagogical and practical needs.

publishers to ensure that textbook packages are available to our students at a significant discount, with a range of option to meet their budgets and preferences.

The work of the coordinator has become more challenging over the past decade as the number of full-time faculty teaching elementary courses has diminished and the department's unhealthy overdependence on adjunct instructors has become more pronounced. This is also the case with intermediate-level (201/202) courses as well as with Spanish heritage classes, which not long ago were taught primarily by full-time faculty or by seasoned part-time instructors. Regrettably, the precariousness, instability and high turnover rate characteristic of the large adjunct workforce have made coordination responsibilities more demanding and time-consuming, requiring the coordinator to be continually training, guiding, mentoring new instructors who, at times, teach at Lehman for no more than one or two semesters.

These adverse staffing changes have unfortunately been met with a divestment of resources rather than an expanded and stronger investment as urgently needed. In 2014, for instance, the number of reassigned hours given for language coordination was reduced from 9 to 6 annual workload hours. As for our Spanish heritage language sequence, the department's continued requests for dedicated reassigned workload hours for this crucial function have not been granted; instead, hours have occasionally been diverted from the language coordinator or the chair's allotment to compensate for the work performed by the Spanish heritage coordinator.

For the reasons outlined above, it is critical for the department to have a full-time coordinator not only for the 111/112-level sequences, but also for our intermediate level and heritage courses. Such a coordinator will help us address our need for stronger content coherence across courses and sequences, for improved alignment between elementary, intermediate and advanced-level courses as well as with the learning outcomes we need our students to achieve. A greater investment of resources is, thus, of the utmost urgency, including expanded reassigned

time to meet evolving coordination needs and, above all, a full-time faculty line dedicated to centralizing these diverse needs. In 2021, the department was given approval to begin the search process for a full-time language coordinator, with the prospect of a new faculty appointment for Fall 2022.

V. STUDENTS

In the diversity of their cultural and ethnic backgrounds, Lehman students reflect the general population of the Bronx and NYC. Representing some 136 cultures, a third of our students were born outside of the U.S. Women make up more than two thirds (68%) of the student body. Lehman is a recognized Hispanic-serving institution (HSI), with a higher percentage of Hispanic students than any other CUNY senior college. Roughly half of our students identify as Hispanic (49.9%) and one third as non-Hispanic Black (32.3%). Because of family and work obligations (some 1/3 of the students work full-time, and 1/3 part-time), many of them have little time for campus activities outside their classes. Lehman is a non-residential college with most students commuting to campus by public transportation. As mentioned earlier, over half of our students come from households of annual incomes less than \$30,000; some 73% receive grants or scholarship funding (see [Facts About Lehman](#)). That said, Lehman consistently ranks among the best colleges for social mobility in the U.S. (see the [2018 report](#) in *The Chronicle of Higher Education*), and our students, the majority of whom are first-generation college students (57%), graduate with [little or no debt](#), as compared to other universities in the Northeast.

Lehman is committed to serving as an engine of upward mobility by providing students with opportunities for applied and experiential learning and career engagement. Our department

serves a broad population of students across the College in various capacities. Undergraduates enroll as majors or minors or to fulfill the College's language requirement. We also have two M.A. programs in Spanish, serving students who are either already teaching in local schools or plan to do so upon completion of their degrees. Students may, of course, also enroll for elective credit in any departmental course appropriate to their level.

As with Lehman's general student population, our students often speak a language other than English (LOTE) as their first language. Many choose to continue with their heritage language, either to improve their competency at the elementary and/or intermediate levels or, if their proficiency level permits it, to enroll in advanced courses, either as majors or minors, or for elective credits. At a minimum, the College requires completion of one year of LOTE instruction (6 credits), or one course at the 200-level or above. This means that most students who begin their undergraduate studies at Lehman will take at least one course in a LOTE in our department.

Our majors in Spanish are predominantly native and heritage speakers of the language. Because heritage Spanish speakers are placed in courses designed to meet their specific linguistic needs, by the time they reach the 300 level, they are prepared to take on more advanced work than would normally be possible at the same level of "foreign" language study. Spanish also attracts large numbers of non-Hispanic students seeking bilingual skills for many reasons, including the potential to communicate with their fellow citizens of the U.S. – and of NYC – where Spanish is the unofficial second language; the 6 to 13 sections of elementary Spanish (as well as the sections of the Spanish heritage sequence) offered each semester are always filled to capacity.

Elementary French attracts students of diverse backgrounds, notably from Asia, the English-speaking Caribbean and West Africa, and especially from the Spanish-speaking world, as noted previously. Attracted by our upper-level program and in global Francophone cultures,

students who begin to study French at Lehman are among those who progress to 300-level courses. Advanced study in French also appeals to Lehman's large Francophone student body, not only to fulfill the language requirement, but also for in-depth study of French and Francophone cultures and literature. Students in advanced courses tend to speak at least two languages in addition to French; the majority of our French majors and minors have been students who were French or Spanish speakers prior to their college studies.

Learning Italian is an attractive option for students from the large Italian-American NYC community, by no means limited to those with a connection to Bronx's famous Little Italy, not far from our campus. Many Spanish-speaking students study Italian and do well, attracted to the language and its proximity to Spanish. New York also has a large community of Irish heritage interested in connecting with their roots through the study of Irish. As noted earlier, Irish appeals to students with interests in the language and in Celtic Studies, some who choose the Irish-language track in Comp. Lit. Those who study Japanese tend to have a strong interest in Japanese culture, especially pop culture (Anime, Manga, etc.) and are typically highly dedicated students, ever eager – as are so many students who undertake the challenge of studying a new language in our programs – to explore beyond what they learn in the classroom.

We are not only an institution serving a large Hispanic community, but also a “United Nations” of urban students, often first- and second-generation immigrants, learning our diverse languages and studying literature in LOTEs for numerous reasons, not least being that they live in a vibrantly multilingual metropolis where analytical and linguistic skills have marketable value, opening doors of opportunity for employment and cultural enrichment.

1. Enrollment and Recruitment

While enrollment figures have always been important, in recent years, as both state and federal financial support has decreased, CUNY colleges have become increasingly dependent on tuition revenues. It is, thus, critical for the department to examine our enrollment over the last several years, to determine if there are any trends, and, if necessary, to make adjustments.

As a whole, comparing the numbers of declared majors in our programs from 2016 to 2021, there has been a noticeable increase. In 2017, we had 95 declared majors; in 2018 there were 113; in 2019, 139; in 2020, 129; and in 2021, 137. Conversely, there has been a decrease in the total number of minors: 98 in 2017; 119 in 2018; 113 in 2019; 102 in 2020; and 84 in 2021.

Majors	2016	2017	2018	2019	2020
COMPARATIVE LIT	6	2	1	8	8
FRENCH	3	6	10	8	9
ITALIAN	5	3	1	0	0
LINGUISTICS	12	19	14	14	23
SPANISH	70	77	90	89	89

Minors	2017	2018	2019	2020	2021
COMPARATIVE LIT	0	0	1	1	1
FRENCH	18	15	13	7	6
ITALIAN	5	4	3	3	3
JAPANESE	23	31	29	29	25
SPANISH	51	68	64	59	46
OTHER ¹²	1	1	3	3	3

¹² The “Other” category includes Irish only in the first two years and one student each for Arabic, Chinese, and Irish in the last three years.

Departmental Course Enrollment

Examined as a whole, enrollment in language courses has increased by a total of 194 students over the last five-year period. Enrollment went from 1,319 in 2016 to 1,402 in 2017. It continued to grow in 2018 to 1489, and to 1,514 in 2019. It remained at that level despite the pandemic, at 1,513 in 2020. French and Spanish showed the most sustained growth. See table below for enrollment in individual sections.

Enrollment of students in our Spanish M.A. programs was at an all-time high during the pandemic. In fact, we observed an increase of 16 students, from 23 in 2016 to 39 in 2020.

	2017	2018	2019	2020	Fall 2021
AC (Classics)	5	10	0	0	0
ARB (Arabic)	31	30	17	38	21
CHI (Chinese)	8	8	8	2	1
FRE (French)	329	318	341	345	161
GRK (Greek)	10	6	-	-	-
IDW (Comp. Lit.)	64	35	35	56	12
IRI (Irish)	38	37	47	48	7
ITA (Italian)	284	196	233	234	106
JAL (Japanese)	153	165	177	160	58
LAT (Latin)	22	34	9	0	0
SPA (Spanish)	1,796	2,005	2,062	1,992	902
WFL ¹³	7	4	5	5	1
GRADUATE					
SPA M.A.	21	25	46	66	32

¹³ The WFL group is composed of courses offered through the CUNY Mexican Studies Institute (Mixtec, Nahuatl).

Numbers by Levels

Another approach to analyze data is presented by the faculty workload form. In this approach, courses are identified as lower-level (100-200), upper-level (300-400), and graduate level (500-700). The charts below share this data as well as break down the difference in Spanish between the two tracks of elementary and intermediate level courses.

Enrollment in Language Courses by Course Code (numbers include fall, winter, spring, and summer sessions). Lower equals 100-200 courses. Upper equals 300-400 courses. Graduate equals 500-700 courses.

	FRE Lower	IRI Lower	ITA Lower	JAL Lower	SPA Lower
2016-2017	295	30	194	139	1543
2017-2018	301	76	200	131	1667
2018-2019	286	37	201	154	1752
2019-2020	324	79	251	152	1764
2020-2021	304	29	218	132	1668

	FRE Upper	IRI Upper	ITA Upper	JAL Upper	SPA Upper
2016-2017	37	1	22	22	264
2017-2018	36	1	8	14	268
2018-2019	52	0	4	22	348
2019-2020	41	0	1	23	464
2020-2021	52	0	0	18	403

	SPA 111, 112, 201, 202	SPA 113, 114, 203, 204
2016-2017	956	572
2017-2018	996	663
2018-2019	1038	714
2019-2020	1130	634
2020-2021	1036	538

	SPA Grad
2016-2017	38
2017-2018	26
2018-2019	35
2019-2020	57
2020-2021	76

According to a report published in 2019 by the Modern Language Association (MLA), the profession's preeminent organization, in the space of a mere three years, between 2013 and

2016, institutions of higher education across the U.S. lost a total of 651 LOTE programs¹⁴. Sadly, in consonance with this trend, the department has lost three of its language programs since the last self-report: Russian, Hebrew, and Latin. Be that as it may, fortunately, we have not seen at Lehman the overall 9.2% decrease in LOTE enrollments observable elsewhere as noted by the report. For the most part, enrollments have either remained stable or increased across our programs.

3. Advisement

Advising is critical to ensuring student retention and success. A solid advising system is indispensable, providing students with adequate support, guidance and a well-thought-out roadmap toward graduation to ensure that significant progress is made to meet the College's 90x30 challenge. For this reason, in addition to having advisors available to students during scheduled registration periods, the department has several advisors available throughout the semester; in fact, all members act as advisors as needed during their office hours and via email.

The advice we provide is effective in supporting academic development because it is carried out on multiple levels, through registration consultation, the guidance of designated program advisor, and consultation with faculty members, whose office hours are included on syllabi and posted on the department's web page. Majors and minors must consult with their respective program advisors in reference to the courses they need to enroll in each semester.

During registration periods, faculty advisors and the chair are available to place students in courses according to their language proficiency levels. Students must see a department advisor, and take a placement exam if necessary, before being given clearance to enroll in

¹⁴ Looney, Denis and Natalia Lusin. "[Enrollment in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2019: Final Report](#)".

language courses. This procedure, while extremely demanding on the department faculty, is absolutely crucial to make certain students are in courses appropriate to their language levels. Adjustments can also be made during the first days of the semester if issues in placement arise.

All faculty members take turns serving as advisors during registration periods. The advisement schedule is made available to students on our web page. Advisors determine when students need to take the placement test based on their previous exposure to the language they wish to take. There are two designated Spanish advisors: one for undergraduates and one for M.A. students. Each of these advisors receives 3 hours per year of reassigned time to perform advising-related duties. The heads of all other programs are equally available for advising but receive no reassigned time for their services. Advising often covers areas outside the academic sphere since the complex lives of many of our students impact their academic success.

4. Grievances

Student complaints are ordinarily brought before the chair, who investigates and evaluates the case after discussion with all concerned parties with the aim of finding a solution acceptable to all. If the chair is unable to settle the matter, a committee of three faculty members is appointed by the chair to review and resolve it. To date – and this only on rare occasions- – only grade grievances have required the convening of a committee. The Office of Student Affairs also addresses student complaints if a resolution is not possible at the departmental level.

5. Student Clubs

There are several student clubs associated with department programs, in which students can gather for networking, community building, and cultural enhancement. These clubs have, at times, sponsored cultural activities, such as films, concerts, and lectures; these activities are

important insofar as our students' work and family responsibilities challenge the creation of a cohesive learning community and experience beyond the classrooms. Student clubs must be registered anew each semester. Budgets for student clubs come from the Student Activity Fee (\$99.60 for full-time students), but the majority of the funds thus raised (over \$1.3 million in Spring 2021) are applied rather to services such as the Urban Male Leadership Program and to the Student Health Clinic. Funds must be used for activities on campus (not, for example, for cultural excursions in NYC), and most often serve to purchase food and beverages for the relaxed gatherings where students share common linguistic and cultural interests with their peers.

The student-run Francophone Club is an integral part of student life, organizing events on campus (bake sales, movie nights, conversations and creative writing contests in French, and exam review sessions). The club helps promote the French program at events, such as International Day and the Major and Minors Fair. It organizes receptions to welcome guest speakers, offering students memorable occasions to interact with Francophone authors, journalists and professionals. A summary of these many [events](#) includes, most recently, campus visits and lectures by the Haitian-Canadian author Marie-Célie Agnant in 2015; Professor Lydie Moudileno in 2017; translators of Indian Ocean literature Allison M. Charette and Jeffrey Zuckerman in 2018; and, in 2019, Mamadou Niang, Lecturer on African Cinema and Media (and the founder of Television Production Company NextMedia.tv), and the Malagasy novelist Johary Ravaloson.

The students of Japanese have formed two clubs in recent years: the Phoenix Animation club and the Hanamaru Circle. Students in the Phoenix Animation club gather to share their love for Japanese animation and pop culture, frequently offering film screenings and workshops on animation creation. The Hanamaru Circle is more closely associated with the Japanese program, its officers usually being students enrolled in advanced-level JAL courses. The Hanamaru Circle

offers cultural events such as film screenings, bake sales, and cooking workshops. Both clubs traditionally work with Japanese faculty members to fund and help out on International Day.

Linguistics students formed a club in 2016, which was active in organizing activities on campus until Spring 2019, when most active members graduated. The goal is to reactivate it when in-person activities resume on campus in Spring 2022.

The Italian Club has been, regrettably, inactive in the last years because of funding problems, administrative burdens, and faculty shortages.

The Theta Alpha Chapter of the National Hispanic Honor Society Sigma Delta Pi promoted activities related to Spanish and Spanish American cultures (lectures, films, concerts, and poetry readings). Theta Alpha has been inactive since the retirement of Professor Gerardo Piña-Rosales, the chapter's faculty advisor, in 2016.

VI. RESOURCES

1. Office Equipment, Classrooms and Other Resources

Faculty have either desktop computers or their own laptop computers to use in their shared offices. All offices have Ethernet outlets for (wired) high-speed Internet access and Internet connections at slower speeds via wifi (wireless) access.

Most classrooms have either computer stations or smart-room capacity for projecting material from the instructor's laptop (notes, presentations, online textbooks and activities, etc.). About half of our classrooms have whiteboards, permitting instructors to highlight and write on projected images when the drop-down screen is raised. Other classrooms only have canvas drop-down projection screens, behind which there are traditional chalk blackboards, in need of replacement. Our classrooms on Carman Hall's second floor are decidedly less low-tech than those on the third floor, in the IT Center at the plaza level, and on the B- and C-level concourses

of the building's Multimedia Center. Beyond much-needed teaching technology improvements, there is the more urgent need to upgrade our classroom spaces (such as air filtration systems) for the scheduled campus reopening in Spring 2022.

Virtual classroom management is established through "Blackboard" software, used universally at CUNY. Some faculty use Blackboard's built-in virtual classroom, but many prefer to use Zoom (also available universally). Faculty also have professional Dropbox accounts to store and share their research and teaching documentation; many use it to exchange material with students (who also have Dropbox accounts).

There is one photocopy machine for the department with limited use. Even prior to the pandemic, we had been encouraged to be eco-friendly and make material available digitally rather than in paper copies. Some faculty offices have printers, rarely used because of limited budgets for ink and toner replacement. When necessary, printing can be done (with several days' advance notice) through the campus print shop or in the faculty computer lab in Carman (where there are also large-size scanners). The Information Technology Resources staff (ITR) can loan faculty computer and audiovisual equipment and reserve smart-rooms and state-of-the-art studios for film projection, videoconferencing, or recording. The ITR Center at Carman's plaza level includes open labs for faculty and students, computer classrooms, and the IT Help Desk. The primary studios and classrooms are located on the B- and C-level concourses of the Multimedia Center in Carman Hall. In addition to reserving equipment and studio spaces, the IT department supports our faculty with respect to Blackboard accounts, the YuJa multimedia server, and software needs (such as MS Office, McAfee antivirus, and Adobe Creative Suite).

2. Library Services

Students and faculty have access, through Lehman and CUNY library services and online database subscriptions, to enormous amounts of material in all of the languages we teach for use in the classroom and off campus. For journals in particular, such databases have helped alleviate the loss of subscriptions to relevant journals because of library budget cuts. There remain small budgets for annual purchasing of books that have been requested by the faculty in French and Spanish; some texts are now purchased for borrowing in electronic format. The Leonard Lief Library has recently undergone major improvements in its physical spaces. To make room for new acquisitions in the stacks, a weeks-long project (by Professors Vanessa Arce-Senati and Spear) was completed in 2019 to cull the collection of many obsolete and damaged books (primarily in literature) in French; a similar effort is planned soon, with assistance from our department, for the collection in Spanish. In recent years, Prof. Arce-Senati has given an increased number of library orientation sessions for students at diverse levels of study in Spanish and for advanced students in French. These sessions are devised in coordination with faculty of our department. Prof. Arce-Senati exemplifies the many colleagues outside of our department who support our work in LOTEs, not only by offering their expertise and providing assistance with the library reference services staff, but also by ensuring that the resource and technological needs of our students are met in the library.

The Lehman library was closed for more than one year during the pandemic. The library staff initiated an online “chat” service (available 24/7) and scheduled hours for drop-in reference questions via Zoom. Many such services will continue when the pandemic ends, including the service (available for the last few years) whereby librarians scan material requested by faculty to make it available to students through an online reserve system. Although access to the stacks was still not possible, regular borrowing services resumed by Fall 2021; these include interlibrary

loan services for faculty, and student and faculty borrowing privileges for all 23 CUNY libraries. Through the Manhattan Research Library Initiative (MaRLI), many of our faculty make use of library access and borrowing privileges from the libraries of NYU and Columbia University. With numerous specialized libraries and the extensive New York Public Library system, our faculty and students have privileged access to vast library and archive resources.

3. Laboratories

In the mid-1990s, when we transitioned from magnetic tape to computerized language learning and recording, the department lost over two thirds of its laboratory space at Carman Hall's B-level concourse (which now houses a distance-learning classroom and production studios for Journalism and Media Studies). In addition to the loss of funded laboratory staff, we lost the space to seat students in large classes as well as additional space for students to work on their own. The computer laboratories created at the time (rooms 249 and 251 of Carman) have also since been ceded to other departments. We have a single remaining laboratory for our entire department, Carman B37, that cannot accommodate many of our large, first-year language course sections. Various reasons discourage regular use of the lab for teaching, including the fact that instructors are at times given only an alternate week schedule for lab use, and the short periods scheduled for lab use – half of single class sessions – create disturbances in our (100-minute) elementary courses. Many faculty have found alternate strategies for accomplishing similar exercises, even if asynchronously.

A single IT assistant makes up the remaining lab staff in B37 (we had more, until recently, allowing for more hours when the lab was open) to assist instructors and students with their technical needs. During the pandemic, several spaces in Carman were made available for students to work. For example, by Fall 2021 (when most of our courses were still being taught

remotely), the lab was staffed and open on weekdays. In normal times, however, such spaces with sound isolation at individual stations are otherwise not available on campus. Students have no choice but to do such work at home. Looking beyond the current health crisis, our students would benefit immensely if there was laboratory space available for independent language work (including listening and recording).

The language lab is used primarily in first-year French, Italian and Spanish courses, but has lost much of its original function and centrality since audio can be played and video projected in our classrooms that can accommodate more students. Unfortunately, there was never a centralized effort in language programs to establish an archive of audiovisual material for students at all levels of language and literature courses to use in the laboratory. Media can now be archived and shared amongst instructors for student use, as is done with instructors of French, using our YuJa server, without need of the laboratory server.

Although rarely in an interactive manner, many instructors ask students to make recordings using Blackboard's VoiceThread feature or with PowerPoint demonstrations. The textbook programs we have adopted for use in elementary language courses include extensive interactive features that could be better utilized by students – and monitored by instructors during class sessions – if a multimedia laboratory were more readily available.

Many instructors and students make productive use of multimedia technology both in and outside of the lab. Were the lab more accessible, more of us could benefit from class sessions where all students are working at individual computer stations, and we can assist them one by one, for example, when working on grammar exercises or writing assignments. Advanced students in French are encouraged to use the “Antidote” correction software installed on eleven computers in the lab¹⁵. Students use the lab to take the Spanish placement exam, and it serves

¹⁵ The software has not been updated since 2012; we have requested new licenses to be purchased and installed.

those who seek entry into the Spanish education graduate courses to take the Oral Proficiency Interview (the OPIC exam).

These important functions and uses notwithstanding, the lab and its resources could be employed much more effectively. For instance, the multiple-language Rosetta Stone software is an example of a rarely used program that was acquired without prioritizing more important needs. A [video presentation](#) prepared in 2019 by the lab's technology coordinator, Ms. Sonia Rai, provides a summary of the reasons a fully functioning, interactive language resource center is essential to LOTE teaching. Our own lab, unfortunately, is far from satisfactory in this regard. There are no webcams on the computers for video recording or participation, for example. And, especially because of its limited seating capacity and available hours for class and individualized student work, advanced multimedia work in the lab is impracticable.

In the mid-2010s, funding was obtained to install the Robotel classroom management software (SmartClass). Robotel allows audio sharing between computer stations, projection of the instructor's screen to student stations (although it does not work well with video), monitoring of student screens, and an audio interface, via headsets, from the instructor station. Few faculty members teaching languages master the features of the SmartClass software that is not user-friendly. The lab's IT assistant can help faculty with the software, and tutorials are offered during our faculty orientations, but more training could help faculty make better use of its synchronous, interactive features.

Although our smart classrooms are suitable for multimedia demonstrations during regular class sessions, we do not have a fully functioning primary laboratory where a classroom – instructors and students – could interact at length with textual and multimedia material in LOTEs, nor do we have a secondary space available at all times to students for independent work.

As mentioned elsewhere, we are looking forward to making a new faculty appointment to take on the crucial role and functions of a full-time language coordinator. Ideally, the person in this position will assist us in a much-needed transition to state-of-the-art hardware and software and will help prepare and equip us with the proper technological tools to meet our students' needs, especially for listening and speaking in new languages. In addition to requesting a primary (if not also a secondary) laboratory that could better serve our needs for classroom use, we will ask the administration to make available – post-pandemic – soundproof computer stations on campus to fulfill students' need to work during free hours with headsets to listen to and record their work in world languages.

4. Distance Learning and Online Teaching

In the 1990s, CUNY, and especially Lehman, were pioneers when it came to distance learning. At the time, for example, German and Haitian Creole were taught in distance learning courses, allowing Lehman students to enroll even if the course was taught from a different CUNY campus. Our department has benefited from multilingual programming and collaborations with BronxNet Television (public-access television, whose studios are based in Carman Hall), and has established productive partnerships for special events with CUNY colleagues, often entailing multiple platforms while working internationally and in LOTEs. This includes collaborations with doctoral faculty and students in programs and other entities based at The Graduate Center, such as the Center for the Humanities, the Segal Theater, and CUNY-TV. Even prior to the pandemic, many of our faculty taught courses using distance-learning technologies for synchronous and asynchronous elements of their classes (videoconferencing, discussion boards, testing, etc.). Using material developed at Lehman, Irish language courses

have been taught regularly and for a number of years in a fully online format, with students from Lehman and Queens College as well as from campuses outside of CUNY.

Our faculty use different features of Blackboard, the course management system used throughout CUNY. With Blackboard, faculty can share material with students and colleagues; produce and post assignments, tests, and grade books; integrate multimedia material with the YuJa media server; use interactive discussion forums (by text or VoiceThread); and employ Bb Collaborate Ultra for video conferencing. The extent to which the platform and its functions are used depends entirely on the needs of individual instructors. Prof. Spear, for example, created and maintains the Blackboard templates used in all French courses, providing standardized information for students and instructors: detailed textbook presentations for elementary students, additional grammar resources and reading material for intermediate students, and general resources (integrated with and supplementing the French program's public website) for students at all levels of French.

Lehman's head reference librarian, Prof. Arce-Senati, created the [French Language and Literature](#) research guide, available on the library's public website. Since Fall 2019, this guide is integrated into Blackboard for all of our French courses and includes information for students learning the language as well as for those studying literature in French: language learning tools, research guides and resources, texts, sample papers showing correct bibliographic and citation usage in French. Prof. Arce-Senati produced a similar reference guide for [Spanish Language and Literature](#) that has been in use and integrated with Blackboard since Fall 2020.

All students enrolled in classes at Lehman are automatically included in the Blackboard sections of their courses. At the very least, Blackboard provides a convenient method for instructors to contact their students.

5. Teaching During the Covid-19 Pandemic

At the onset of the pandemic in Spring 2020, all courses at CUNY moved to emergency remote instruction mode. We continued fully online for the remainder of 2020 and 2021 (with the exception of a few biweekly, in-person courses in Fall 2021). The drastic shift to remote learning presented challenges – for both faculty and students – to adopt and implement appropriate online learning technology. According to the [NYC Government Health](#) figures, one out of every five individuals residing in Lehman’s Bronx zip code tested positive for Covid. This figure does not reflect the numbers of those turned away from hospitals in Spring 2020, or the immeasurable medical, economic, and psychological impacts the pandemic has had on our faculty, staff, and especially students. The shift to online instruction was not a smooth one, but the administration and staff (and broader community) took concrete steps to enable students to borrow laptop computers and to have affordable Internet service installed in their homes. After Lehman faculty’s less than ideal experience with Bb Collaborate Ultra, the College proceeded to make Zoom Pro accounts widely available. During the transition and altered calendar, our department organized emergency Zoom meetings to address our practical and technical needs, and to share advice (on the use of microphones, cameras, and chat forums and recording, testing, and grading tools).

Nonetheless, teaching online proved problematic, especially in language courses where students benefit from face-to-face interaction. Simultaneous class pronunciation, for example, is not possible, as only one microphone can transmit sound at a time. Students’ learning conditions were far from ideal, with distractions in learning spaces often shared with others and with endless technical challenges (malfunctioning Internet connections, cameras, microphones, etc.) preventing full and effective student class participation. Students are also tempted to use online translating tools when learning remotely. Although our faculty will most certainly keep using

some of the remote learning tools at their disposal to complement and support our teaching, we wholeheartedly welcome the opportunity to return to face-to-face teaching.

The Department Website

www.lehman.edu/academics/arts-humanities/languages-literatures

The department had a pioneering presence on the Internet; our website was online in January 1996. In the early years, resources were developed primarily for our French, Italian, Japanese, and Spanish students and for the global community, especially the case for French. As of the 1990s, two major online projects were founded by department faculty, the [Île en île](#) archive (1998-2021), by Prof. Spear, and [Ciberletras](#), the journal of literary criticism and culture, online since 1999, edited at the time by Prof. Guñazú (Emerita) and her team, and currently edited by Professors Ramírez and Payán.

With a first redesign of Lehman's website in the early 2000s, control of our department's web pages was transferred to the Media Relations Office. While awaiting an announced transition to a new website structure, changes to online department material (except for the French program and resources pages) are currently processed through the Office of the Dean of the School of Arts and Humanities. For a timelier process, management of such pages should return to the department, for reviewing and effective updating such material, and for a more dynamic online presence. Nonetheless, our current pages contain vital information for our faculty and students, including contact information, faculty biographies, language requirements for graduation, major and minor programs, and links to campus services and graduate and undergraduate bulletins.

Lehman's homepage includes a link to a [Virtual Tour](#) of our beautiful, 37-acre campus, with student narrators welcoming visitors to Lehman, presenting the different buildings and program offerings in three different languages: English, French, and Spanish.

VII. Our Strengths and Challenges

Ours is a department composed of an engaged cadre of scholars and educators committed to serving the needs of our urban, mostly immigrant and working-class students. Teaching such students is a wondrous challenge we eagerly and joyfully embrace. It is not always an uncomplicated undertaking, but rewards us with a deep sense of gratitude as well as an acute understanding of how privileged we are to be part of their journey forward as they seek their place in the world. Hearing a student utter her first full sentence in a new language, or sensing the joy in a student's voice, in her writing as she makes sense of a complex literary text for the first time in her life, is nothing short of miraculous. Yet these rewards and mirthful discoveries are tempered by the suboptimal material and labor conditions in which we teach. We are also expected to pursue our research interests and perform demanding administrative services, all of which imposes limits on our time and interaction with students.

As academics we revel and take pride in our research and are appreciative of the opportunities the University affords us to pursue our scholarly work. Contractual changes in the last years have made it easier for CUNY faculty to be awarded fellowship leaves. In addition, required annual teaching hours have been thankfully reduced to 18 (from 21)¹⁶; depending on the credit hours of classes taught, full-time faculty can now usually teach a maximum of 6 courses per year (a 3-3 teaching load, compared to 3-4 previously). Teaching three courses per semester is still not a light teaching load. Departmental faculty, who depend on publications for tenure and promotion, have welcomed these changes with gratitude, valuing what time can be found for research and intellectual growth.

¹⁶ For the Lecturer positions, this reduction was from 24 to 21 annual workload hours.

That said, it is impossible to deny that these very same benefits have also had unintended yet logical adverse effects, particularly concerning our ability to furnish our students the kind of preparation and training they deserve to embody the ideal of competent and empowered individuals with the wherewithal to succeed and be productive in a global society and marketplace, as envisioned in Lehman's Strategic Plan (Goal #1). As a direct result of the full implementation of the workload reduction in Fall 2020, we have become undeniably more dependent than ever on adjunct instructors. This is exemplified, as mentioned in this report, by the inordinate number of courses currently taught by temporary and often poorly qualified adjunct instructors, unquestionably undermining the quality of education our students receive. The 2021-22 academic year is the second for which the 18-hour workload policy has been in effect, and our department has yet to receive the full-time faculty positions it needs to counteract the deleterious imbalances brought about by this misguided shifting of resources, at once giving more research time to professors, while at the same time reducing the number of courses taught by permanent faculty. In practical terms, the workload reduction means that each of our 14 full-time faculty teaches one less course yearly; added together, this translates into a loss of 42 total teaching hours for the department. Not even two new full-time faculty lines could cover those hours. Compounded with our loss of faculty members over the past decade – 21 full-time positions in 2012, compared with 14 today – we are effectively teaching more students with *nine* full-time positions fewer than we had a mere decade ago.¹⁷ That is an effective loss of one third of our full-time teaching staff. For a department of our size, these losses have been calamitous, overwhelming the remaining faculty who make extraordinary efforts to ensure that our programs remain strong and that our students receive appropriate attention and guidance.

¹⁷ Or *ten* fewer positions. Of the 14 full-time faculty in our department, Professor Karin Beck is Associate Dean and is not part of the usual teaching staff; there are thus only 13 full-time instructors who teach in our department, including Mr. Evgueni Bezzubikoff, employed on a one-year, substitute instructor contract.

In Spring 2022, the department is offering 63 class sections. Of these, only one third (21) are taught by full-time faculty. With 42 sections taught by adjunct faculty – 66% of courses – it is clear that budget cutting has been prioritized over the quality of education offered to Lehman’s students. While we have a number of competent part-time instructors, most of our adjuncts must take on heavy teaching loads, commuting to more than one campus as they cobble together temporary teaching appointments to try to make ends meet in one of the most expensive cities in the world. And, as mentioned, there is a great turnover with such temporary staff, and many instructors arrive with little to no teaching experience; this is not surprising given that we are often obliged to make desperate, last-minute hires to fill positions suddenly left vacant by adjunct instructors when more appealing opportunities arise elsewhere. It goes without saying that even an exceptional language coordinator could never suitably oversee and advise such a large contingent of apprentices in constant need of mentorship and guidance. We speak not primarily as a privileged minority, with our full-time positions, but rather in the name of our students who deserve better. The figures speak plainly: a majority of our courses are taught by instructors who have neither the time nor, and understandably so, the slightest reason to invest more in our department or in our students beyond their minimal obligations. Here today, gone tomorrow, they know perfectly and painfully well that they are dispensable, so need not be concerned about the short- or long-term consequences of their teaching in our programs, nor, ultimately, about the well-being and educational needs of our students.

The administration has been made aware of our acute need for more full-time faculty. In the Fall 2021, for instance, at the request of the Office of the Provost and in consultation with the Office of the Dean of Arts and Humanities, the chair of the department submitted a strategic plan requesting the necessary administrative approval and resources to:

[...] hire four (4) new faculty, with (2) of these lines being replacement hires (for retiring Schwartz and Esteves). These new full-time faculty hires are needed to meet its current

needs and those of the future: one (1) a specialist in language pedagogy and acquisition who can take on the role of language coordinator. A language coordinator is of critical importance, providing training to adjunct instructors, overseeing courses in the department's language programs, and ensuring that our students receive the effective and high-quality foreign language instruction that they need in order to function and succeed in a global society and workforce. Additionally, at least three (3) tenure-track assistant professors in Spanish, where enrollment numbers and those of students majoring and minoring in Spanish have been steadily increasing. In short, the department needs to be in a position to meet the ever-increasing demand for courses and services provided to its students. (Note that with the retirements of professors G. Schwartz and C. Esteves, the department has lost a total of six tenure-stream faculty since 2014).

As stated earlier, the department is currently conducting a search with the object of making a faculty appointment (effective Fall 2022) at the rank of Lecturer for the position of languages coordinator. Apart from this most vital appointment, it is urgent that the department make at least two (2) of the requested three (3) tenure-track positions in Spanish forthwith. Apart from the requests made in the above-mentioned strategic plan, in the near future the department will need to make a faculty appointment in French to compensate for the loss of Prof. Thomas Spear, expected to retire in 2024. We anticipate that our growing Japanese program will soon need an additional instructor or lecture line. An appointment in Italian, at the rank of lecturer or instructor, is also needed if the department is to revitalize a program that has suffered severe losses in terms of faculty lines, majors, and minors since the last self-study in 2010-2011.

Much has happened in the department since that previous external review. The main recommendation issued by external reviewers then, at the end of the process, was that a strategic plan needed to be developed to ensure the replacement of retiring faculty, given that 50% of the department's faculty members were at the age of 60 and above. A strategic plan was indeed developed to plan for the replacement of three (3) faculty members, yet, in the long run, these appointments proved to be incommensurate with the actual number of full-time lines lost with retirements. That the strategic plan proved to be inadequate and that it failed to properly address the issue is borne out by our faculty roster. The 2011-2021 self-study lists 21 full-time faculty

members, whereas today, as of the writing of this report, we can only list 14 full-time faculty members in the department. An additional recommendation made in 2010-2011 was the development of a long-term plan for continued upgrade of the department's language lab. Regrettably, the department's requests for funds to implement such a plan have not yielded tangible results. So, if the language lab was beginning to be out-of-date in 2010-2011, it is most decidedly obsolete today.

As educators, we are aware that we are not alone in this context of mounting apprehension and anxiety in the face of disquieting trends, and that the challenges before us reflect, in many ways, ongoing transitions in institutions of public education in the U.S. where humanities and cultural fluency in general, and language competency in particular – in English, and even more so in the LOTEs – are unduly undervalued, and often inadequately funded and staffed. According to a report published by the Modern Language Association (MLA), the profession's preeminent organization, in the space of a mere three years, between 2013 and 2019, institutions of higher education across the U.S. lost a total of 651 LOTE programs. Sadly, in consonance with this trend, the department has lost three of its language programs since the last self-report: Russian, Hebrew and Latin. However, we have not seen at Lehman the overall 9.2% decrease in LOTE enrollments elsewhere as noted by the report. For the most part, enrollments have either remained stable or increased across our language programs.

With priorities given to the STEM disciplines (science, technology, engineering and math), we aim to counter with the missing A of the Arts (STEAM), to provide a challenging and quality educational experience to prepare students – and not only our majors and minors – with the analytical, cultural, and language skills of a well-rounded liberal arts education. Scientists, nurses, teachers, accountants, ... whatever career paths Lehman graduates choose, they are better

prepared after the study of languages and literature, not only for the job market, but also as engaged citizens – locally, nationally, and globally.

This self-study report, prepared with contributions from each of our permanent faculty members, summarizes our individual programs and our unique strengths, our diverse curricular options and degrees, regular assessment of teaching goals and student outcomes, and the composition of our student body and faculty. We have also presented the challenges we face, having written this report during the Covid-19 pandemic, as we transition from the complete upheaval of our accustomed teaching lives and practices toward, we hope, a return to our classrooms in Carman Hall in 2022.

Having so far weathered (hopefully) the worst effects of the pandemic as a cohesive, dynamic, adaptive, resilient and, above all, a solidary and humane department, we are ever more strengthened, and confident in our belief that we have the resolve to meet future challenges. In this trying time of great losses, we have gained invaluable experiences, developed new skills, explored new avenues and ways of teaching, doing scholarship, and serving our students and colleagues in the department and beyond. A heightened, renewed sense of purpose and optimism guides our steps. More than ever, we are convinced of the enormous, unquantifiable value of the work we do in languages and literature – and in the arts and humanities –, and of our contribution to the University, the Bronx and, above all, to the thousands of students who make our jobs and our lives, not only possible and bearable, but also meaningful and gratifying.

We conclude our self-study report, having made this productive review of our diverse programs, with the principal reiteration that our department, for the sake of our students above all else, is in desperate and justifiable need of more permanent, full-time faculty members.

APPENDIX: FULL-TIME FACULTY PROFILES

Karin A. BECK, Associate Dean of Arts & Humanities.

- Associate Dean of the School of Arts and Humanities since August 2018.
- Teaches primarily courses on women on literature (undergraduate and graduate), Russian Culture, and introduction to college classes.
- Areas of research include 19th century Russian literature and Czech literature, with a focus on multilingual texts and communication in literature. She also does research in the area of SOTL (Scholarship on Teaching and Learning).
- Articles, essays and reviews have appeared in various publications, such as *Tolstoy Studies Journal*, *Bildung und Hochschule*, and *Dostoevsky in Context* (Cambridge University Press).
- Presents regularly at conferences on Slavic Studies in Europe and the U.S.
- Is an active member of ASEES (Association of Slavic, Eastern European and Eurasian Studies).
- Writes grants for Lehman College and oversees grant implementation.
- Is a member of the Provost and Deans Council.
- Co-chaired the hiring committee for the Dean of the School of Health Sciences, Human Services and Nursing.
- Served on Lehman's Re-Accreditation committee.
- Served on the Task Force for the Strategic Plan – Lehman 2025 – Roadmap to the Future.
- Participates, in cooperation of Lehman College, with the AASCU (American Association of State Colleges and Universities).

Evgueni BEZZUBIKOFF, Substitute Instructor of Spanish (2021-2022).

- Previous to current position, worked as an adjunct lecturer at Lehman from 2017 to 2021. Since 2017, also taught as an adjunct lecturer at John Jay College (CUNY).
- Teaches Spanish at the elementary and intermediate levels (both in the heritage and non-heritage tracks).
- Has published 4 volumes of poetry: *Laponia* (2018), *Los disparos* (2013), *Crónicas del Adiós* (2010), and *Cartas de Nueva York* (2008).
- Articles, poetry and interviews have appeared in a variety of publications, including *Revista Zócalo*, *Tráfico: Revista de cultura y literatura*, *Revista Temporales*, and *Los bárbaros*.
- Was awarded the first-place prize in the “Libertad bajo palabra” poetry contest (2000).

Alexandra COLLER, Associate Professor of Italian.

- Coordinates and directs the Italian Program.
- Teaches courses in Italian language and literature and has contributed courses to the Comparative Literature and General Studies (LEH) programs.
- Has held visiting professor posts at SUNY Stony Brook, Dickinson College, and Fairfield University prior to joining Lehman in 2010.
- Specializes in early modern Italian literature and culture, women's and gender studies.
- Peer-reviewer for *Quaderni d'Italianistica* (Canadian Association for Italian Studies).
- Co-organizer (with Prof. Erfani) of an international conference on translation, "Open Borders: Translation and its Perils" (October 15-16, 2021).
- Co-organizer of a workshop on "Women, Gender, and Performance" as part of an international conference sponsored by the Newberry Library, *Attending to Premodern Women*, September 30-October 1, 2022.
- Author of two books: *Amorous Hope*, an edited translation of Valeria Miani's seventeenth-century pastoral drama, *Amorosa Speranza* (Toronto: ITER/University of Toronto Libraries, 2020) and *Women, Rhetoric, and Drama in Early Modern Italy* (New York and London: Routledge, 2017).
- Author of numerous scholarly articles published in top-tier, international, peer-reviewed journals (*Modern Language Notes*, *Italian Studies*, *Italian Quarterly*, *California Italian Studies*, *Italica*).
- Recent and forthcoming scholarship: *Isabetta Coreglia's La Dori and Other Verse Compositions* (Toronto: ITER/University of Toronto Libraries); "Women Writing in Italy" for *Oxford Bibliographies* (Oxford: Oxford University Press, 2021); "Parenting in Late Renaissance Florence: Domenico Cornacchini's *Gl'Inganni* (1605)" in *From Gl'Ingannati to Twelfth Night: Metamorphoses of a Shakespearean Source* (Oxford: Legenda/MHRA, 2022).
- Fourth book in progress: *Women and Letterati in Italian Dialogues and Treatises of the Late Renaissance*.
- Has received several PSC-CUNY grants to fund research in Italy (Venice, Lucca, Florence, Pistoia) and to subsidize the publication of her books.
- Serves as a general advisor for the department and has served on several college committees.
- Represents Lehman's Italian Program at various cultural venues around the NYC area (e.g., Italian Academy at Columbia University, Casa Italiana at NYU, and the Calandra Italian American Institute).
- For a more complete profile, click [here](#).

Evelyn DURÁN URREA, Assistant Professor of Spanish.

- Current research interests: bilingualism, Spanish-English code-switching, Spanish in the U.S., and teaching and learning Spanish as a heritage language.
- General advisor for the Spanish B.A. program, since Fall 2018.
- Teaches courses in Spanish, Spanish Linguistics and seminars for LSP and Macaulay Honors at Lehman College.
- Former full-time lecturer in the department (2012-2019).
- Served as heritage Spanish language coordinator (Fall 2018-Fall 2021).
- Serves as associate director for LSP and Macaulay Honors College at Lehman College, since Fall 2021.
- Author and co-author of several research articles that have appeared or are forthcoming in journals such as *EuroAmerican Journal of Applied Linguistics and Languages*, *Heritage Language Journal*, *Texas Linguistic Forum* and *Divergencias. Revista de estudios lingüísticos y literarios*. Co-author of chapters in research-oriented volumes, including *New case studies of openness in and beyond the language classroom* and *Serie Memorias del IX Encuentro Internacional de Lingüística en el Noroeste*.
- Has presented academic papers in numerous conferences and has been invited to give lectures and workshops in different local, national, and international institutions.
- Funded by two grants (ILETC and PSC-CUNY) to develop the Spanish placement test for the department, in collaboration with Prof. Lado.
- Has obtained research grants to fund projects about pedagogies in the classroom (e.g., PSC-CUNY Cycle 45 & 48, ILETC Innovations in Language Education Grant and CUNY OER Scale-Up Initiative).
- Has served as faculty advisor, for the Lehman D.R.E.A.M Team, since January 2015.
- Member of Hiring Committees for the Jaime Lucero Mexican Studies Institute, 2018 and 2019.
- Committee member for the CUNY Becas Scholarship Program, since January 2015.
- Co-organizer of the 8th National Symposium on Spanish as a Heritage Language (2020 and forthcoming 2022).
- For more information, see Prof. Durán's [faculty profile](#).

Amin ERFANI, Assistant Professor of French.

- Area of specialization: 20th and 21st century French and Francophone literature; comparative literature; theater; psychoanalytic & critical theory.
- Translation books: Valère Novarina, *An Incomprehensible Mother Tongue* (2015); *Bernard-Marie Koltès: Seven Plays* (forthcoming, 2022).
- Currently completing a scholarly monograph: *Secular Prayers: Theatricality Beyond Disciplines* (recipient of the Faculty Fellowship Publication Program, CUNY, 2020-2021).
- Author of numerous peer-reviewed articles in academic journals and chapters in books, and presenter at national and international academic conferences on topics such as avant-garde European theater, new media, critical theory, translation theory, psychoanalytic studies, as well as French 19th and 20th century poetry (see the link below for details).
- Invited guest speaker on various campuses and theaters in the U.S. and France for work on Bernard-Marie Koltès and Valère Novarina.
- Co-organizer (with Prof. Coller) of the international conference on translation: “Open Borders: Translation and Its Perils,” sponsored by Lehman College and The Graduate Center of the City University of New York, October 15-16, 2021.
- In addition to teaching courses on language, literature, and cinema in the French program at Lehman, has taught courses in the Comparative Literature program, Lehman College’s liberal arts honors program, and in The Graduate Center of CUNY’s French doctoral program (cross-listed with the Comparative Literature and Theater doctoral programs).
- Assessment coordinator of the Department of Languages and Literatures at Lehman College, since 2015.
- Complete list of publications, presentations, and services to the college and the profession: aminerfani.com/portfolio/academia

Daniel R. FERNÁNDEZ, Associate Professor of Spanish and Chair of the Department of Languages & Literatures.

- Department chair since May 2019.
- Teaches primarily courses in Spanish for heritage speakers as well as Mexican, Chicano, and Latin American literature.
- Served as acting chair of the CUNY Mexican Studies Institute (2013-2014).
- Areas of research include Mexican, Chicano, and Latin American narrative.
- Articles, essays, and reviews have appeared in publications such as: *Revista Hispánica Moderna*, *Ciberletras*, and *Revista de la Academia Norteamericana de la Lengua Española*.
- Served as co-editor of the first and third edition of *Hablando bien se entiende la gente*: (ANLE: New York, 2010 & 2021).
- Is an active member of the North American Academy of the Spanish Language.
- Served on Lehman's Fellowship and Awards Committee (2019-2021); chair of the committee for the academic year 2020-2021.
- Currently serves on the College's TPCCE (Tenure and Promotions) Committee.
- Has been a member of the department's Planning and Budget Committee since Spring 2018.

Thomas IHDE (pen name - Tomás Ó hÍde), Professor of Languages and Literatures.

- Directs the Comparative Literature program.
- Teaches courses in comparative literature, Irish, and elementary Spanish.
- Previously served as chair of the department for nine years.
- Served as director of the CUNY Institute for Irish-American Studies and as a visiting professor at Queens College and the CUNY Graduate Center.
- Primary author of five books and numerous research articles.
- Two most recent books: the monograph research volume *Seáinín Tom Sheáin: From Árainn to the Silver Screen* (Comhairle Bhéaloideas Éireann, 2019) and the collaborative textbook volume *Colloquial Irish 2: The Next Step in Language Learning* (Routledge, 2020).
- Some of the journals in which he has published articles are: *Béaloideas*, *Béascna*, *Éire-Ireland*, *Estudios Irlandeses*, *New Hibernia Review*, and *Teanga*.
- Invited to contribute chapters in several research-oriented books.
- Has obtained numerous mini-grants to fund the development of the Irish language program.
- As is the case with all his colleagues in the department, he has served as a general advisor. He has placed special focus on advising graduating seniors over the years.
- For a more complete profile, see Prof. Ihde's [faculty profile](#).

Beatriz LADO, Associate Professor of Spanish and Linguistics at Lehman College and at The Graduate Center.

- Research interests: bi/multilingual language acquisition, the interaction between pedagogical interventions and individual differences, language placement, and critical and social justice approaches to language teaching and learning.
- Director of the Linguistics program since Fall 2012.
- Assessment coordinator and liaison for the M.A. in Teaching Spanish 7-12 since Fall 2018.
- Responsible for overseeing examination, testing, and evaluation materials in 111-112 language sequence, Fall 2021.
- Teaches courses in Spanish and Spanish Linguistics at Lehman College and in Applied Linguistics and Language Pedagogy at The Graduate Center of CUNY.
- Distinguished ARC fellow, The Graduate Center, CUNY, Fall 2019.
- Author and co-author of numerous research articles published (or forthcoming) in journals such as: *Heritage Language Journal*, *Hispania*, *Applied Psycholinguistics*, *Applied Linguistics*, *Language Teaching Research*, *Foreign Language Annals*, *L2 journal*, *Language Learning*, and *Critical Multilingualism Studies*.
- Author and co-author of several chapters in research-oriented volumes, including *The Cambridge Handbook in Language and Linguistics* and *The Encyclopedia of Language and Education*. Co-editor of the 2013 AAUSC volume, *Individual differences, L2 development & language program administration: From theory to practice*.
- Has presented academic papers in numerous conferences and has been invited to give lectures, keynotes, and workshops in local, national, and international institutions.
- Developed the Spanish placement test for the department with Prof. Durán.
- Obtained several mini-grants (PSC-CUNY, ILETC) to fund research and language placement development (with Prof. Durán).
- Served as general advisor and Linguistics advisor at Lehman, and graduate student mentor at The Graduate Center, participating in several qualifying papers, dissertation committees, and is directing two doctoral dissertations.
- Served as member of the department's P&B Committee (Spring 2018-Spring 2019; Spring 2020), and, at The Graduate Center (LAILaC), as member of the Executive Committee (Spring 2016-Spring 2020) and of the Curriculum Committee (Fall 2019, Spring 2020, Fall 2021).
- For a more complete presentation, see Prof. Lado's [faculty profile](#).

Óscar MARTÍN, Associate Professor of Spanish.

- Teaches primarily courses in Spanish language as well as medieval, early modern literature and, occasionally, the History of the Spanish Language.
- Areas of research include medieval Spanish literature and Spanish historical linguistics, with an emphasis on medieval epic and sentimental fiction.
- Articles and reviews have appeared in various international publications, such as *La coronica*, *Diacritics*, and *Romance Quarterly*.
- Served as editor of special volumes on medieval vengeance and sentimental fiction.
- Author of *De la historia al mito: El primer siglo de la tradición cidiana: Textos y Contextos*, Edwin Mellen Press, 2015.
- Presenter and panel organizer at international conferences, and invited presenter at a number of conferences.
- Invited visiting professor at Yale University (Spring 2017, 2018, 2020).
- Co-organizer of symposium on Hispanic literature at Lehman College (2011).
- Served in Faculty Senate representing the department (2011-2019).
- Served as graduate director of the MA-Spanish Program (2015-2019).
- Member of the department's P&B committee since 2017.

Francisco Antonio MONTAÑO, Assistant Professor of Romance Languages (French, Spanish) and Linguistics.

- Dual Ph.D. in French (French Linguistics track) and Linguistics (general linguistics), Indiana University-Bloomington (2017).
- Areas of research and specialization: French linguistics, comparative Romance linguistics, phonology, historical linguistics, language contact, language methodology.
- Author of forthcoming articles on French historical phonology.
- Presenter at international and national linguistics conferences including the Romance Linguistics Forum of the Modern Language Association (2019, 2021), the Linguistic Symposium on Romance Languages (2019, 2020), Manchester Phonology Meeting (2018).
- Served as Language coordinator (2009-2019) and transitional curriculum coordinator (2020-2022) for FRE/ITA/SPA 111/112.
- Received School of Arts & Humanities Faculty Recognition Award in Teaching (2012).
- Department representative (2009-present) and elected member of the Executive Committee (2018-present) for the CUNY Council on World Language Study.
- Interim director of Linguistics (Fall 2019, AY 2020-2021); member of the Linguistics Advisory Committee.
- Chapter moderator of the Lehman chapter of Pi Delta Phi (French honor society).
- Treasurer and chapter officer, Lehman chapter of Phi Beta Kappa.
- Elected member of the MLA Romance Linguistics Forum Executive Committee (2018-present); Secretary, MLA Romance Linguistics Forum (2021).
- Curricular leadership and service: department representative on the ad hoc Pathways general education committee, advocating for and crafting new general education language requirement (2011-2013); assessment and curriculum liaison for M.A. in Teaching Spanish 7-12 with School of Education (2014-2018); department assessment coordinator (2009-2011); Languages & Literatures scheduling committee, coordinating French schedule (2009-present) and French placement exam schedule.
- For a more complete presentation, click Prof. Montaña's [faculty profile](#).

Marco RAMÍREZ ROJAS, Associate Professor of Spanish.

- Areas of research and specialization: Latin American *modernismo*, cosmopolitanism and World Literature, representations of socio-politically inflicted fears in Latin American contemporary narratives.
- Author of *Cartografías cosmopolitas: León de Greiff y la tradición literaria*. Forthcoming in Purdue UP, 2023.
- Co-editor of two volumes on the representations of socio-politically inflicted fears in contemporary Latin American narratives (Peter Lang 2018, Tamesis 2022).
- Author of several peer-review academic articles and book chapters on Latin American poetry and contemporary narratives. His publications have appeared in *Hispanófila*, *Revista Canadiense de Estudios Hispánicos*, *Chasqui*, *Romantic Circles*, *Revista ILCEA*, *Revista de Estudios de Literatura Colombiana*.
- Translator of literary texts from Spanish to English, and from French to Spanish.
- Invited presenter and keynote speaker at a number of conferences and colloquia.
- Head editor for the academic journal [Ciberletras](#).
- Co-organizer of the two international symposia on Hispanic literature at Lehman College (2017, 2019)
- Advisor for the Spanish M.A. program since 2019.
- Member of the College Senate since 2019.
- Member of the department's P&B committee, 2016-2018.
- For a more complete presentation, see Prof. Ramírez's [faculty profile](#).

Juan Jesús PAYÁN, Assistant Professor of Spanish.

- Ph.D. in Hispanic Languages and Cultures, UCLA (2015); Ph.D. in Hispanic Philology, University of Cádiz (2008). Doctoral Award, Best Dissertation in the Humanities, University of Cádiz (2010).
- Areas of research and specialization: 19th-century literature; fantastic aesthetics in literature, painting, graphic novels; Goya; nationalism and imagination; translation and creative mistranslations; 18th- and 19th-century female writers.
- Author of the following books: *Los conjuros del asombro: expresión fantástica e identidad nacional en la España del siglo XIX* (forthcoming, 2022); *El mundo dividido de Washington Delgado* (2012); *Vida y obra del músico gaditano Antonio Escobar Perera* (2006); *Entre las dos orillas. Lírica Hispánica en RevistAtlántica de Poesía* (2005).
- Author of 16 peer-review academic articles and book chapters on 19th-century Spanish short-story writers, and 20th-century Latin American poets. His publications have appeared in *Dieciocho*, *Hispanic Review*, *Siglo diecinueve*, *Brumal*, *Cuadernos de ALDEEU*, *Ateneo*, *Lindaraja* and *Caleta*, among others.
- Presenter at over 30 international conferences and colloquia in the U.S., Spain, Italy and Perú.
- Editor for the academic journal [Ciberletras](#), in collaboration with Prof. Ramírez.
- Co-organizer of the two international symposia on Hispanic literature at Lehman College (2017, 2019) with Prof. Ramírez.
- Member of the ad hoc Committee, [Academic Assessment Council](#), since Fall 2021.
- Member of the department's P&B committee since 2019.
- General advisor for the Spanish B.A. program, Fall 2020.
- Member of the Hiring Committee for the Jaime Lucero Mexican Studies Institute, 2018.
- Creator of a number of OER/ZTC courses, including “Conociendo a Galdós,” which led to a students’ publication: “[Vigencias de don Benito](#).”
- Published poetry: *Cadencia Rota* (forthcoming, Dalya 2022), and poetry included in the anthologies *Estrafalarios* (2009) and *Primera Antología del FILNYC* (2020).
- For a presentation and list of publications, see Prof. Payán's [faculty profile](#).

María del Carmen SAEN DE CASAS, Associate Professor of Spanish.

- Areas of research and specialization: early modern Spanish literature, with an emphasis on court studies and the representation of kingship and queenship in historiography and drama.
- Teaches courses in Spanish language as well as in medieval, early modern and Latin American colonial literature.
- Author of *La imagen literaria de Carlos V en sus crónicas castellanas* (Edwin Mellen Press, 2009).
- Author of numerous articles and book reviews published in peer-reviewed journals such as *Rilce*, *Boletín de la Fundación Federico García Lorca*, *Talia dixit*, *Bulletin of Spanish Studies*, *Ciberletras*, *Anuario Lope de Vega*, *Bulletin of the Comediantes*, *Confluencia*, *Renaissance Quarterly*, *The Sixteenth Century Journal*.
- Co-editor of the Proceedings of the Symposium *The City and Hispanic Literatures*. 1-2 April, 2011. *Ciberletras* 27 (2012).
- Research awards and grants funding: PSC-CUNY Research Award, George N. Shuster Fellowship, and Faculty Development Program Award.
- Presenter and panel organizer at numerous international conferences.
- Co-organizer of two international symposia on Hispanic literature at Lehman College (2011, 2017).
- Member of the RSA (Renaissance Society of America) since 2011 and of the ASPHS (Association of Spanish and Portuguese Historical Studies) since 2010. Member of the Nominating Committee of the ASPHS, by election (2016-2019).
- Has served the department as member of the P&B Committee (2011-present); the Languages & Literatures Scheduling Committee (designs Spanish schedule, 2019-present); search committees (2011, 2013, 2016, and 2022); and Foreign Language Education Committee (Spring 2014).
- Prior service to the department, has served in roles including: graduate advisor (Fall 2012-Fall 2015), deputy chair (Fall 2010-Spring 2012); acting language coordinator for Spanish (2006-2008); faculty co-advisor to the Honorary Society Sigma Delta Pi (2006-2007).
- Has served the College as member of the Search Committee for the Dean of Arts and Humanities (2012, 2018); the ad hoc Committee for International Programs & Global Partnership (2016-2018); Budget and Long-Range Planning Committee (2009-2015), Reappointment, Tenure and Promotion Task Force (2011-2014), Shuster Award Committee (2010 -2012); Middle States Working Groups (2007-2008).
- Has served the university as member of the Select Faculty Committee (Fall 2019) and the Graduate Center's Hispanic and Luso-Brazilian Doctoral Alumni Council (2006-2010).
- For a more complete presentation, see Prof. Saen de Casas' [faculty profile](#).

Thomas C. SPEAR, Professor of French at Lehman College and at The Graduate Center.

- Specialist of autobiography and contemporary Francophone literature, including a focus on teaching the literature and cultures of Québec and Haiti.
- Editor (or co-editor) of five books, most recently (2020), a collection of original short texts by 30 Haitian authors, *Une soirée haïtienne*, published with a second edition of *Une journée haïtienne* (the 2007 edition was out of print).
- Author of over 40 articles published in books and journals; author of several short works of fiction, and some short and book-length translations.
- Principal editor of *Île en île* (1998-2021), an archive featuring the literature of the world's French-speaking islands. Recent events presenting the website include a webinar hosted by CUNY's Center for the Humanities (2020) and an interview for the OIF (Organisation Internationale de la Francophonie, 2021), both filmed and available online, and a featured interview for Words Without Borders (March 4, 2021). In early 2022, a special section of archipelagosjournal.org will include articles by scholars who attest to the importance of the *Île en île* archive.
- Invited and keynote speaker at a number of international colloquia and book fairs.
- Interviewed for radio and television programs in France, Haiti, Mauritius, Réunion and elsewhere, and contributed 14 short cultural chronicles to Radio-Canada (2013-2017).
- Recent distinctions: The trophy of the *Gardien du Livre* (the first non-Haitian thus honored), Port-au-Prince, 2016; *Le Prix du rayonnement de la langue et de la littérature françaises*, one of the "Grands Prix" of the Académie Française, Paris, 2018; Inducted into the *Ordre des Francophones d'Amérique*, Québec, 2018.
- Serves on the department's P&B committee, manages the website of the French program (with online resources) and the Blackboard platform in French, and is the current faculty advisor of the Francophone Club.
- Complete list of publications and access to media: thomasspear.com.

Asako TOCHIKA, Lecturer of Japanese.

- Coordinator for the Japanese program at Lehman.
- Coordinator for the Foreign Language Consortium with Manhattan College and College of Mount Saint Vincent.
- Site Administrator of the Japanese Language Proficiency Test.
- Group leader and principal investigator for CCI-2020: CUNY-wide Collaboration and Innovation for the New Digital Era of Japanese Language Education, recipient of a \$10,000 grant from the Japan Foundation. <https://japanese.commons.gc.cuny.edu>
- Invited to present a webinar, “New York Tough: Working Together for Creating Online Teaching Materials” at The American Association of Teachers of Japanese (AATJ) <https://www.aatj.org/teaching-resources/new-york-tough> (March 2021).
- Served on the search committees for the Study Abroad Coordinator (2017) and for the Manager of the Office of International Programs and Global Partnerships / Study Abroad (2018).
- Served on the ad hoc Committee on International Programs and Global Partnerships (2017-2018).
- Served on Advisory Board for Center for Global Engagement (2019).
- Appointed to serve as the faculty coordinator for COIL (Starting Fall 2022).
- Serves as a general advisor as well as the consortium program and the Japanese program advisor, and manages the website of the Japanese program, with its online resources <http://japanese-lehman.info>. Previously managed the department website.
- Faculty advisor of the Japanese club *Hanamaru Circle*.