Structures of departments vary greatly

- German and Russian (7 full-time faculty, 3 assistants)
- Department of Business Management - deciding how many semesters and what type of courses to offer for a new Global Business Management B.A.
- Modern Language Department – combining full and part-time instructors offering French, Spanish, Italian, Arabic and Chinese
- Humanities Department with one full-time language instructor 8 – 10 adjunct instructors offering Spanish and French
- School of Education – Foreign Language Liaison

Decision making – quite similar - all part-time and non-tenure track instructors have input into decision making, full-time faculty (or faculty senators) have voting rights in faculty senate-based decisions

Suggestions: Use Elluminate or similar platform to allow more people to participate in meetings that take place during the work day or could participate from home in the evening.

Need to educate

A clear need to educate administrators and our colleagues about what we do, why it is important and how foreign language education, including cultural and linguistic competence affects multiple fields, disciplines and the future of our students and country.

Need to educate recruiters who are going into the high schools to tell students how important it is that they continue to take foreign language throughout high school. Emphasize the importance of foreign language for any career. Emphasize the relationship between the study of foreign language and literacy in your native tongue as well as improved test scores on standardized exams.

Need to set a SUNY-wide foreign language minimum

Require all students attending SUNY institutions (2 year transfer degrees and all 4 year degrees) to complete 6 credits of foreign language

Adopt the ACTFL proficiency standards throughout the SUNY system to better prepare students who need to pass the Oral Proficiency Interview and to help with articulation among institutions.

Need for more communication

Implement coordinator status for each level of a course taught at a particular institution where there are multiple sections of the course (at some campuses this already exists). Implement more mid-level management to help coordinate and supervise adjunct instructors (at one institution there are no department chairs so there is no supervision of adjuncts).
Set goals for the entire year which include all instructors, follow-up with information regarding the success or areas that still need improvement.

**Generalists vs. Specialists** – all instructors were generalists teaching a wide range of courses and levels from beginner and intermediate courses to advanced courses, culture, literature etc. The two-tiered system (between language courses and advanced courses) did not seem to exist on these campuses. There is a two-tiered system between full-time and adjunct faculty.

Larger schools have an Advisory Group which makes decisions about the structure of the major, minor and tracks.

**Collaboration is already taking place**

Accreditation process necessitates collaboration across departments, with schools of education, business etc.

Team-taught courses do exist at some institutions, difficult to define as far as contract, contact and remuneration.

At some institutions college faculty do observe high-school teachers who are teaching college credit courses (at another with a ratio of one full-time faculty member to 30 high-school teachers no observation takes place)

**Miscellaneous Notes:**

One institution’s external reviewer for the PPR regarding globalization stated that foreign language was not necessary because everyone speaks English. The external reviewers never met with anyone from the Foreign Language faculty