2012-2013 Annual Report
Department of French, Francophone & Italian Studies

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Professor of French & Francophone Studies
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Executive Summary
Last year the department encountered a couple of expected and unexpected bumps which tested the resilience of the faculty. A longtime administrative assistant relocated; a faculty went on a sabbatical leave; another took a leave of absence; another colleague resigned and accepted a position elsewhere. In the meantime, the department was conducting a tenure and promotion review of two of its members. As we were navigating the bumps we learned that one of the newly tenured faculty had accepted a position in a big research university and that another longtime colleague had accepted an offer in a sister institution. The department by the way was conducting an outside search for a new chair although the search was unsuccessful. The above bumps hardly affected the normal functioning of the department. The new capstone seminar was taught for the second time with an amazing success. The written and oral performance of majors in the course was remarkable and so was the staler performance of students who did bachelor’s essays and independent projects. The strong performance of our students was in large measure a consequence of their participation in the La Rochelle program which reinforces and complements our efforts and fosters more fluency and corresponding self-confidence in students. The success of La Rochelle experience strengthens the case for a second semester program in France, preferably in Avignon.

In the high impact projects like bachelor’s essay as well as the capstone seminar, a team of faculty got involved in evaluating students’ written and oral performance. Recently, a student’s paper was blind-reviewed and accepted for presentation in a national conference. As the students’ role models, the faculty as usual engaged in research and professional development
activities. Last year, one book was published and another submitted for publication. Three book-length projects were in progress. At least 10 quality articles were either published in refereed journals or forthcoming. Two other articles were published in respectable albeit non-refereed journals. Six poems were produced and the author of the poems was invited to read poetry and make presentations in Europe. Faculty members attended conferences at the local, regional, national or international levels. Some faculty members organized a panel, or played a major role in the planning and organizing of a major international conference. In all, 11 conference papers were presented some of which were invited presentations and a few others blind reviewed prior to acceptance for presentation. Faculty also engaged in service at different levels, including college-wide committees. One faculty member served in the Graduate Council, one had a major role in the college assessment efforts, and one served as Faculty Marshal. At the national level, a colleague was a leading member of the National Board of Program review for ACTFL (American Council on the Teaching of Foreign Languages).

The department hired three visiting professors: two in French and one in Italian. An interim chair was also appointed. One of the questions facing the department in the coming year is how soon to convert the visiting positions into tenure-track lines. The sooner the lines become tenure-track, the better for the students and the department. The department is understandably in a transition mode and may stay that way for quite some time given that two or perhaps more faculty members might be retiring within the next few years if not sooner. For the sake of stability and continuity, it is best to delay hiring a new (outside) chair until the department becomes once again well constituted. It is essential that a new chair coming from outside understand the dynamics, vision and terrain of the department but that cannot happen in a situation of flux. It is also advisable that no major curriculum review or change be undertaken until a new chair is hired.

Every department operates under its culture and may have its issues and ours is no exception but on balance, the department of French, Francophone and Italian studies has, in the last 10 years, been an inviting place for collaborative innovative initiatives, teaching and learning. On
the matter that counts the most—our students—the department’s accomplishments are unparalleled. The quality of instruction has been consistently high and appropriate infrastructure (notably study abroad, French House, French Club, advisement system, among others) provided for a viable and sustained learning experience. Faculty commitment and interest in the total wellbeing of the students has been remarkable. The faculty believe that our students are getting quality and well-rounded instruction and recent graduate surveys indicating a satisfaction rate of over 90% seems to supports that assertion. The previous year, the satisfaction rate in our program was 100%. In general, an ambiance of calm, collegiality and relative harmony, have characterized a department where open-minded and well-meaning colleagues feel a sense of belonging and empowerment, believe they are being treated fairly, and feel a need to participate in shared governance. While recognizing and addressing its challenges, the department deserves to hear from the administration an acknowledgement and recognition of the myriad tangible and intangible accomplishments of its faculty over the years.

To maintain the integrity and identity of this department, it is imperative that tenure-track positions bound to become open in the next year or two REMAIN in this department.

**The Program**

The strong reputation our program enjoys in the region has not diminished. The overall satisfaction index of our former students seems to correlate with the growth in the major and minor as the table below indicates.

**French Majors and Minors: The Trend**

<table>
<thead>
<tr>
<th>Fall 2007-Spring 2013 5 Year Enrollment Trends</th>
<th>Number of Students Selecting French as their Major/Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Major</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>47</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>46</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>47</td>
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<tr>
<td>Fall 2008</td>
<td>50</td>
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<td>Spring 2009</td>
<td>49</td>
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<td>Fall 2009</td>
<td>52</td>
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<tr>
<td>Spring 2010</td>
<td>61</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>62</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>62</td>
</tr>
</tbody>
</table>
While on the average, 53 students declare French as their major every year since 2007, the drop to 45 last spring is hardly comforting. A number of variables some of which could be traced to the disruptive factors mentioned in the executive summary might account for this deviation. That having been said, the department will have to go beyond those variables for a possible explanation. This issue will be addressed again in the discussion about our recent graduates’ satisfaction rate.

Italian Program
The Italian program continues to grow both qualitatively and quantitatively. The small dedicated group of instructors working as a team has consistently produced very motivated students anxious to learn more about the Italian culture, language and literature. This interest is fueled by sometimes high profile cultural events that bring together students, faculty, and local community businesses and members. The net result of quality program and meaningful cultural activities is increase in the number of students wanting to study abroad in Italy* and appreciable growth in enrollment which the sporadic increases in the number minors barely capture. The Italian program has two minors: minor in Italian and minor in Italian Studies. Last year, I indicated that the minor has not exhibited any consistent pattern except that it goes up and comes down although it reached a peak of 14 in 2012. But that peak is surpassed in 2013 with a healthy enrollment of 21. Although the enrollment in the Italian minor has either been holding steady or zigzagging somewhat, (see the Table below) enrollment in the Italian Studies minor has been trending up from 10 in 2009 to 18 in 2010 to 19 in 2011 with an all-time high of 27 in spring 2012. In fall 2012 and spring 2013 however, the enrollment came down to 19 and 18 respectively.

*It is worth noting that for the first time, the Italian program sent a healthy number of students to two different study abroad sites in Italy under two professors last summer.

Trend in the Italian Minor:

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<tr>
<th>Fall 2007-Spring 2013 5 Year Enrollment Trends</th>
<th>Number of Students Selecting Italian as there Minor</th>
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<tr>
<td>Semester</td>
<td>Minor</td>
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<tr>
<td>Spring 2007</td>
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<tr>
<td>Fall 2007</td>
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<td>Spring 2008</td>
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<td>Fall 2008</td>
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<td>Spring 2009</td>
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<tr>
<td>Fall 2009</td>
<td>9</td>
</tr>
</tbody>
</table>
The problem highlighted last year regarding the challenge in recruiting qualified Italian adjuncts still persists. The resultant effect is that the roster faculty cannot be freed to concentrate on building the program which appears to explain the uneven growth in the minor. This year however, the department was authorized to hire a visiting professor in Italian which promises to alleviate the problem somewhat. Judging from current enrollment, the department might need to hire yet another full-time adjunct instructor to meet the enrollment demand in the lower level sections. As indicated last year, the department is still not quite ready to commit to expanding the program beyond what it has the resources to support.

**Mission Statement**
To ensure sufficient knowledge base that builds fluency in the major and minor and enhances the experience of non-majors/minors by providing skills which complement their chosen fields and further interdisciplinary collaboration. Through linguistic and cultural immersion abroad the department promotes global awareness and cultural literacy and fosters the application of language skills to kindred disciplines in response to changing needs and times.

**Program Goals**
The goals are basically as they were last year. As stated in last year’s report, the program goals are a reflection of our mission statement. The goals are in synch with MLA statement which can be summarized as the development of both the linguistic and cultural competence of our students in order to produce a less ethnocentric and less patronizing global citizen less ignorant of other cultures. The mission of LCWA is “to prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.” The program goals of the department of French, Francophone and Italian Studies identifies with both the MLA goals and the LCWA mission.

The College Strategic Plan recognizes the study of languages “as cornerstone of the general education program [and a means of providing] “a strong foundation for...the global and interdisciplinary perspectives necessary to address the social, economic issues of the 21st century.”

The goals can be summarized as providing students with language skills to cope with the challenges of a constantly changing world and market place. The department pursues the essential elements the LCWA’s mission and the relevant portions of the College’s Strategic Plan
all of which are embodied in its mission and program goals through the following well-defined strategies:

- Student-centered undergraduate language teaching that emphasizes fluency in oral and written communications
- A broadened and dynamic curriculum that encompasses the cultural worlds of Italy, France, and the Francophone regions
- Interdisciplinary collaboration through participation in FYE
- Business language courses that interface with cultural studies and the International Business program
- Required study abroad for the majors and providing similar albeit optional opportunity for our minors.
- Language and Culture taught in the target language
- High-impact individual projects like Independent Study, Bachelor’s Essays, and capstone seminar.
- An Assessment instrument that outlines student learning outcomes in specific behavioral terms.
- Faculty participation in the Global Scholars program

Priorities
The priorities outlined in last year’s annual report remain the same but with modifications reflecting the slightly changed landscape of the department.

Basic Language instruction: High premium is placed on undergraduate language instruction at all levels but more especially at the elementary and intermediate language instruction where the foundation of viable language instruction is laid. The department is of late heavily depending on adjuncts for the teaching at these levels and class size and IT infrastructure remain major challenges.

- Although the average class size is slightly lowered this year than the previous year (from 19 to 18) for the roster faculty, it still remains high (22 for the adjuncts). The goal is to reduce the average size (especially at the basic level) to 18 on the average for all instructors.
- The limited number of smart or equipped classrooms still remains an issue although the situation is not as acute as it was in the previous year. Yet, there are always more faculty members requesting for smart rooms than are available. As indicated in last year’s report, limited smart classrooms work against our teaching goals given that elementary and intermediate textbooks are web-based. At the upper-level courses, smart classrooms further collaborative learning experience. To alleviate the program in the short run, the department is purchasing 6 I-Pads this year the functionality of which will enable instructors to use technology even in non-equipped classroom. It is expected that more I-Pads and equipment will be purchased next year.
Upper-level Curriculum Delivery: The recent resignation of two roster faculty members necessitates an urgent hiring of their replacements. The expectation is that the two visiting lines will revert to tenure-track lines without delay. That however will not obviate the need for at least two additional faculty positions at least at the visiting or instructor positions to assure a fairly adequate delivery of our curriculum. In the last three years, the department has lost 4 roster faculty. At the very least, the department needs two additional faculty lines one of which could be a visiting line. It is still worth noting that we do not have faculty in a number of areas:

- There is no faculty qualified to teach the 17th century French literature or the Medieval or 16th-century literature. Professors formally teaching courses in these areas retired but were not replaced.
- There is a need for a faculty with expertise in the sub-Sahara African literature and culture given the prominence of the region in our curriculum and vision.
- We need faculty with expertise in cultural studies.

Semester Abroad Experience: The case made for a second semester program in France is still valid. Study abroad is the cornerstone of our program. Unless and until students go to study abroad and in our case, live with host families for an extended length of time and experience cultural immersion first hand, the goal of cultural literacy and global awareness will be hard to attain. Besides, the goal of fluency that is at the core of our mission can hardly be realized in the classroom setting alone. This is why we consider semester abroad an area of high if not critical priority.

- The department now requires study abroad experience for its majors. Last year, the department submitted a request for a second study abroad site in Avignon, but nothing conclusive has been heard. In the meantime, the department is offering both spring and fall semester programs on a pilot basis but the ideal is a winter program in a relatively warmer Avignon, and a fall program in a rather cold city of Rochelle. As stated in last year’s report, the department discourages a situation where students seek alternative options that may not meet our own standards of study abroad experience.
- La Rochelle program continues to thrive, producing relatively well-prepared majors/minors for our upper-level courses.

Student Learning Outcomes
Not much has changed since the last report except minor fine-tuning of data.

The department measures student outcomes of the major through two basic instruments:

- Oral Proficiency Interview (OPI) which is now required of all majors
• Capstone seminar experience also required of all majors
• See under the Appendix a) Rubric for Program-Level Learning Outcomes for the French program and b) the department Assessment Template:

Rubric for Program-Level Learning Outcomes:

• Speaking: OPI official score. Administered through LCWA.

• Graduating French Majors speak at the Intermediate-High level or higher on the ACTFL scale. They handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.

• Writing, faculty will use the ACTFL descriptions below on an in-house designed rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. This will be done either in addition to the coursework graded by the professor of the course, or as part of the coursework and grade for the course, with the paper and the grade scanned and filed for reference.

• Graduating French majors write at the Advanced-Mid level on the ACTFL scale (or higher). They write straightforward summaries using narrative and descriptions of a factual nature; they describe and narrate in all major time frames; their writing includes some variety of cohesive devices in texts of several paragraphs in length; their writing demonstrates good control of the most frequently used syntactic structures; their writing is understood readily by natives not used to the writing of non-natives.

• Cultural Literacy, faculty will use an in-house rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. This will be done either in addition to the coursework graded by the professor of the course, or as part of the coursework and grade for the course, with the paper and the grade scanned and filed for reference.

• Graduating French majors demonstrate knowledge of literary and cultural texts at the Advanced-Low level. They interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in understanding the traditions of the cultures. They cite key cultural perspectives and provide support through descriptions of products and practices.
Narrative Summary: Analysis of Department/Program
The generally favorable response to our program from former majors is touted in the executive summary as an important indicator of our strength. But as the data below shows, satisfaction rate dropped last year especially in students’ perception of our major program (curriculum) as the data below shows:

2012
- Overall academic experience in the department......100%
- Satisfaction with major program of study................90%
- Satisfaction with instruction in the major................90%

2013
- Overall academic experience in the department......90%
- Satisfaction with major program of study.............70%
- Satisfaction with instruction in the major.............80%

With the exception of the sharp drop to 70% in the degree of satisfaction in our curriculum, the department scores very well compared to other units within the school. The satisfaction rate in students’ overall academic experience in our department remains more or less as high as it was the previous year. Yet, the decrease from 90% in 2012 in our curriculum to 70% in 2013, and from 90% in 2012 in the instruction in the major to 80% in 2013 (a drop of 10% in each category), is worrisome. Could it be that our curriculum needs revamping? Is the capstone seminar being taught as conceived and do students actually identify with it as a useful part of their undergraduate experience? Could the upper-level curriculum be delivered differently? Should there be more blending of literature courses and cultural studies? Do our bridge courses need revisiting? Should more credits be accepted for study abroad? These are questions the department will have to address in the coming years.

Success in Meeting Departmental Goals
With the exception of the deviation in degree of satisfaction referred to above, the department boasts reasonable success in meeting its goals. It is clear from the data above that by and large, our recent graduates believe that their educational experience in the department as well as the instruction received in their courses was positive. Beyond that, there are other measures, as was stated last year:

- All our majors are now required to do a semester program abroad. Non-majors are also craving to study abroad which indicates that the courses we offer appear meaningful to them and foster their curiosity to want know more.
• Every graduating major (basically all La Rochelle alumni) is required to participate in the Oral Proficiency Interview.
• Every graduating senior is required to take a capstone seminar course.
• There is a more or less sustained progress in the number students declaring French as their major.
• There is a strong and steady increase in the number of students declaring French as their minor.
• Curses are taught in the target language and in the upper-level courses, student-student and instructor-instructor interaction is now the norm.

**New course development/Courses Streamlined**
There are no new course developments. The only slight change is in the 1 credit hour conversation courses (C-Courses) which are now revamped with an online component. A faculty member is now working closely with Teaching Assistants to implement and monitor this new model to ascertain how effectively the online segment interfaces with the face to face portion in terms of oral communication which is the focus of the course.

**Distance Education (DE)**
The hybrid model of DE used by the faculty director of the La Rochelle program is still in place. The web-based textbooks currently in use on campus provide opportunity for online group work which is perhaps a prelude to an eventual DE model. Last summer, a faculty member taught an online course at the intermediate level with mixed results in terms of infrastructure and technology application. That said, some of the students who completed the online course enrolled in and successfully completed 300-level courses. There is in my view promise in DE in the languages but it would be best to start with upper-level content courses. As earlier stated, I authorized the purchase of 6 I-Pads for the department in part to give interested faculty the opportunity to attempt a hybrid model of face-to-face and online group activities and collaboration in preparation for eventually attempting a full online teaching.

**Interdisciplinary Collaborative Initiatives**

• BLFR: Business Language French minor: This new minor targeting international business students needing language skills to enhance their competitiveness in the job market was mentioned in last year’s report. We have started promoting this minor and advising interested students on how to meet the requirements.

• GLTR: A new minor developed in collaboration with the International Business program specifically for language students interested in basic international business and economic courses to broaden their knowledge base and hone their competitive edge. This new minor got a Senate approval last year.
Enrollment Information (trend, class size, SCH, and instructional cost)

Enrollment has basically held steady over the past five years although since 2010, both the fall and spring enrollments have been sort of zigzagging but clearly not on the an upward trend. The AY 2010-2011 number was 2391; it was 2344 for AY 2011-2012; and 2188 for 2012-2013. While the enrollment stayed on the 2300 threshold the two previous years, it dipped to 2100 level last year with a decrease of 6.6% over AY 2011-2012 number. While 6.6% drop is not alarming, and while other units within the school witnessed some kind of enrollment pressure and fluctuation during the period, the fact that the percentage drop represents an enrollment decrease of 156 problematic, especially, as the enrollment numbers have not been trending up in the last three years. During the period under review, the average enrollment per class remained at about 19 with the highest numbers (22) recorded at the basic and intermediate instruction, especially the sections taught by adjunct faculty. The average enrollment per class compares favorably with other language units within the school. In terms of distribution of enrollment per faculty, as was the case last year, our curriculum is delivered by about 69% of our roster faculty, the highest in the school besides the Jewish Studies program, although there was a 12% increase in our adjunct usage last semester. Still, our adjunct usage remains about the lowest in the school. As observed last year, the low adjunct utilization appears to explain in part the strength of our program since roster faculty members are as equally involved in the lower-level as in upper-level instruction. The student credit hour produced has more or less been steady in the last two years. The past year (AY 2012-2013) there was a slight increase of 5.9% over the previous year (6352 in 2012 as against 6752 in 2013). In terms of direct instructional expenditure, the department’s average expenditure of $167.00 per SCH in 2012 is not only in line with Classics with less number of roster faculty, but also lower than German and Slavic Studies with even fewer number of roster faculty. Both the cost per SCH as well as the average cost of instruction per FTE student of $4.98 (last year’s figure) is also lower than that of Classics and German & Slavic Studies.

Teaching Workload

The picture has not changed much since last year. As stated earlier, most of our courses are still taught by the roster faculty (69%) and adjunct dependency remains relatively low, usually 30.8% but last semester, it went as high as 42% due to change in the number of roster faculty. In the Italian program, 50% of the instructors are adjuncts. A factor that impacts our workload is the involvement of our faculty in assignments outside the department. This may be an area of potential challenge in the immediate future unless there are hires at least at the visiting position level, to address the issue. In the Italian program, workload is a persistent issue. The average class size last year was about 26. This year it stands at about 24 in the intermediate level classes although in a few upper-level sections, class sizes are not high. As indicated earlier, a visiting instructor has been hired in Italian. While that certainly helps, it hardly solves the workload issue. At least one more full-time adjunct needs to be hired.
• **Tenured and tenure-track faculty:** The teaching load is normally 3-3 or 6 courses annually. As was the case in the previous year’s report, variations in the teaching load was inevitable because a) a faculty member directing the M.Ed. in Language taught 3-2 or 5 courses; b) a faculty member serving as associate dean taught 2-2 for the department; and c) a faculty member directing the semester abroad program taught 5 courses including an express course taught in the spring.

• **Instructors and senior instructors:** The instructors and senior instructors normally teach 8 hours annually. In our own case however, a faculty member with an administrative duty as director of Student Learning Center normally teaches 3-2 or 5 hours annually. A senior instructor was on a 3-3 course load due to an administrative function in another discipline, but last year her workload dropped to 3-2 load in our department because of an additional college-wide role.

• **Adjunct faculty:** Last year, 7 adjunct faculty members—5 in French and 2 in Italian—taught in the department. As already stated, adjunct utilization in French went up to 42% last year because of changes in the roster faculty makeup. The expectation is that when the two faculty on leave return back to work, the adjunct dependency rate will decrease. As has been noted previously, in the Italian program, the rate of adjunct utilization is 50%. Another expectation is that at the very least, one more visiting position will be added to the Italian program to reduce adjunct dependency somewhat.

**Instructional Contribution to other programs/departments**
As in the previous year, the department heavily participated in one form or another in programs outside the department as the list below shows:

**FIRST YEAR EXPERIENCE**
The following faculty member participated in the First Year Seminar (FYE) last year:

• Dr. Lisa Signori taught part of the City of Light: A History of Paris Learning Communities with Dr. Bill O of the History department in the fall of 2012.

• Dr. Signori also participated in a one-day First Year Experience conference on information literacy and developing writing assignments for FYE students.

• Dr. Morrison taught a part of the From Below Ground to the Top of the World: The Landscape of French Art a Learning Community course in the fall of 2012.

• Dr. Morrison also participated in a one-day First Year Experience conference on information literacy and developing writing assignments for FYE students.

**COMPARATIVE LITERATURE**

• Dr. Hiers was and still is Director of the Com Lit. program
WOMEN’S AND GENDER STUDIES PROGRAM

- Dr. Smith is the Associate Director of the Women’s and Gender Studies Program
- Dr. Alison Smith taught WGST 200 last fall

TEACHER EDUCATION

- Dr. Morrison taught EDFS 458 (Teaching Strategies in Content Areas) last fall.

TEACHER EDUCATION

- Dr. Holman taught FREN 341: Phonetics and Advanced Language Study and FREN 342: Advanced Grammar. Although taught with French rubrics, these courses are required for Teacher Education certification in French and are therefore the department’s contribution to the Teacher Education program.

M.ED. IN LANGUAGES

- Dr. Robyn Holman heads the interdisciplinary M.Ed. in Education program
- Dr. Holman and Dr. Morrison served in Student Exit Committee for the M.Ed. program

STUDENTS NEEDING ACCESS PARTY (SNAP)

- Dr. Alison Smith taught two sections of SNAP course in French AND ALSO counseled faculty of other languages on SNAP issues
- Dr. Alison Smith as in previous years collaborated with the Center for Student Disabilities for coordinated activities in behalf of SNAP students.

STUDY ABROAD IN MOROCCO

- Dr. Attafi collaborated with Dr. Parson of Political Science department to conduct a study abroad program.

Collaboration with Faculty of other Discipline

- Overseas Internship: Discussions still ongoing with Dr. David Desplaces to explore internship links in Paris.
- NEW INTB PROGRAM IN NICE: Dr. Uwah working with Dr. Renée Mueller on a site in Nice that will be an alternative to Strasbourg for international business students with French minor.
• **Global Scholars’ program**: Dr. Smith and Dr. Signori were involved in language testing and mentoring Global Scholars (which on occasion included faculty members).

• **Versailles Screening Committee**: Dr. Uwah participated in the screening of candidates for a teaching assignment at the University of Versailles in France. Members include Bill Olejniczak, Amy McCandless, and Trish Ward.

• **Global Trade minor**: Dr. Uwah collaborated with Dr. Renée Mueller in developing and getting approved a new minor in Global Trade specifically for language majors.

• **Convocation**: Three of our faculty members (Alison Smith, Lisa Signori, and John Walsh) participated in this activity.

**Outreach Activities and Events**

• **Sponsored Lecture**: Professor Cristina Bragalia of the University of Bologna, Italy, gave a lecture to faculty and students on “Vision Symboiques de la Cuisine Franaise à l’Ecran” last August.

• **Co-sponsored Lecture**: Collaborated with Professor Sheridan Lynneth of the department of Philosophy for the visit and lecture of Dr. Robert Zaretsky on “From Edinburg to Algiers: Hume and Camus on philosophical modesty.”

• **International Poetry Evening**: As was done last year, Dr. Attafi and Dr. Maggiari organized an international poetry evening but unlike the previous year, this was done in a nearby café, and involved students with minimum faculty intervention.

• **African Literature Association (ALA) Conference**: Four members of the department were actively involved in organizing the international conference held in Charleston last March and the department in addition provided a reasonable amount of money as a co-sponsoring department.

• **Alliance Française Film Festival**: Professor Codron is the point person for the Alliance Française cinema night presented periodically at the Medical University of South Carolina.

• **French Moroccan Dinner (For Moroccan Children)**: A fundraising event started by Dr. Attafi with the sponsorship of the Alliance Françaises of Charleston to raise funds to purchase supplies for poor Moroccan children which will be delivered by our students on a summer program in Morocco.
STUDENT ACCOMPLISHMENTS

A. 2012 “Who is Who Among Students in American Universities and Colleges”: Nicole Cassandra Tevisan

B. Highly Distinguished Awards:

- Devon Gunning
- Sarah Stertz
- Cheryl Schlaeppi
- Samantha Hord
- Chantelle Harrison
- Chelsea Cash

C. Outstanding and Honors Awards

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<tr>
<th>Name</th>
<th>Award</th>
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<tbody>
<tr>
<td>Erin Galloway</td>
<td>Outstanding Student Award</td>
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<td>Sarah Morris</td>
<td>Outstanding Student Award</td>
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<td>Carolyn Upchurch</td>
<td>Outstanding Student Award</td>
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<td>Myles Prados</td>
<td>Department Honors Award</td>
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<td>Erin Galloway</td>
<td>French House Award</td>
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<tr>
<td>Sarah Stertz</td>
<td>Completed Bachelor’s Essay in French</td>
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<tr>
<td>Samantha Denning</td>
<td>Completed Bachelor’s Essay in French</td>
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D. Scholarship Awards

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<td>Victoria Ward</td>
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<td>Caroline Reppe</td>
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<td>Kelsy Chapman</td>
<td>Beatrice Stiglitz</td>
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<td>Ashleigh Boyle</td>
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<tr>
<td>Alexander Harris</td>
<td>Kathleen Hudson Rivers</td>
<td>$2000.00</td>
</tr>
</tbody>
</table>

E. Teaching Internship Abroad

- Sarah Stertz: France
F. Doctoral Dissertation:

- Lauren Van Arsdall (UCLA): Recent graduate of our program now writing her doctoral dissertation.

Diversity among Faculty

In previous annual reports, I touted our diversity record and asserted that diversity defines the character of the department. The same assertion can hardly be made now as recent happenings appear to threaten our commitment to diversity. Last year, I raised the question of the replacement of the only black female faculty member denied tenure. It still remains to see how six or more tenure-track positions likely to become available in the department within the next year or two would be filled. I still believe as I have stated in the past that the strength of this department derives in part from its capacity to attract and nurture diversity of thoughts, orientation, outlook, temperament, and national origin. [STOPPED]

Summary Analysis of Research and Professional Development

Book projects listed last year as “in progress” are still listed as such if no change has yet occurred. One book in progress last year is now published. Another book is completed and submitted for publication and three book-length projects are in progress. Some articles listed as “forthcoming” last year have been published. At least 10 quality articles are either published in refereed journals or forthcoming. There are also other writings including encyclopedia entries and articles published in respectable albeit non-refereed journals. Six poems are produced including one yet to be published. Some faculty members presented papers at local, regional, national and international conferences. In all, eleven conference papers were presented some of which were invited papers and others blind reviewed prior to acceptance for presentation. We had faculty involved in panel discussions and others in organizing major international conferences.

Comment: The data does not seem to support the notion that faculty in this department do not publish because they lack role model. Faculty with the flair for publishing are provided support, resources and encouragement to do so. Two full professors for example continuously stayed active in some form of credible research or the other. One has published two articles within the last two years and within the same period; the other has published at least two articles in addition to other research related activities. One associate professor is almost prolific in research and publication and was rated exceptional in that category in last year’s annual review. For the few tenured faculty more interested in teaching and other forms of
professional development, the best role model in the world may not make a dent. The requirements and expectations for tenure and promotion as well as expectations for either superior rating or promotion to full professor are clear and specific enough to guide faculty members in their professional endeavor and choices. The black female faculty member denied tenure published three refereed articles while in rank at the college of Charleston. Two faculty members unambiguously met the standards and criteria for research and publication to get tenured and promoted last year. The department dutifully mentored and nurtured these faculty members and provided them with needed tools and resources to achieve tenure and promotion. Previous annual evaluations of younger faculty members will show demonstrably how they were methodically advised on achieving their professional goals. What the data seems to supports is that this department is better than it is often portrayed.

Faculty Productivity

Research and Professional Development

Books
- *Free and French in the Caribbean: Toussaint Louverture, Aimé Césaire and Narratives of Loyal Opposition*, will be published by Indiana University Press (IUP) in February 2013. (Dr. John Walsh)
- *Ilrespiro della rosa* (forthcoming)

Still In Progress
- *Coming of Age with an Ak-47: Child Soldiers in Literature and Film*. (Dr. John Walsh)
- *Collected Works of Toussaint Louverture*. Editor and contributor with Nick Nesbit, Laurent Dubois, and Deborah Jenson. (Dr. John Walsh)
- *Harsh Spectacle: The Mafia in Italian and American Cinema*. Completed two chapters in an on-going book project. (Dr. Giovanna DeLuca)

Journal Articles in refereed journals
- “Social Commentary in Coline Serreau’s Saint-Jacques...La Mecque,” *in Mosaic: A Journal of Interdisciplinary Study of Literature*. Forthcoming (Dr. Lisa Signori)
- “Seeing Anew: Children in Italian Cinema, 1944 to the Present” will appear in a forthcoming *The Italian Cinema Book*. Forthcoming (Dr. Giovanna DeLuca)
- “Le Soufisme dans Cette aveuglante absence de lumière de Tahar Ben Jelloun” in *Nouvelle Etudes Francophones*, Spring 2012 (Dr. Abdellatif Attafi)
- “The State of Francophone Courses in U.S. Colleges and Universities” in *Journal of Arts and Humanities, November* 2012.
- “(W)hole in the Text: A Hermeneutic Reading of Marguerite Duras’s *La Pluie d’été*” in *Romance Notes*. Forthcoming (Dr. Lisa Signori)
- “*Mediterraneanism and Ironic Postmodern Nostalgia in Sergio Rubini’s Puglia*” *Journal of Italian Cinema and Media Studies, 2013.* (Dr. Giovanna DeLuca)

**Other Publications**

- “Whose Camino Is It? (Re) defining Europe on the Camino de Santiago” (co-authored with Steven Gardner and Carl Mentley) in *The Camino de Santiago in the 21st Century: Interdisciplinary Perspectives and Global Views*, edited by Annie Hesp & Samuel Sanchez. Invited manuscript. Forthcoming (Dr. Lisa Signori)

**Other Professional Activities**


**Invited Lectures, Conference Presentations & Panels**

- “Representation and Perception of Mafia in American and Italian Cinema.” Invited Speaker, CUNY Graduate Center, NYC, November 2012 (Dr. Giovanna DeLuca).
- “Commencini’s Reading of Useppe: Representation of Childhood between Realism and Myth” Conference paper at the conference Elsa Morante and the Italian Arts, Catholic University of America, Washington DC, October 2012 (Dr. Giovanna DeLuca)
- “Wise guy or bad guy? Rappresentazione della Mafia nel cinema Americano ed italiano.” Invited Speaker, University of Bologna, June 2012 (Dr. Giovanna DeLuca)
- “Rubini’s Puglia: Crime, Magic, Identity,” Invited Speaker, Wake Forest University, N.C. February 2012
  “Bringing our Teacher Candidates’ Language Proficiency to the Advanced-Low level,” South Carolina Foreign Language Association, 2012 (Dr. Shawn Morrison)
• “Nostalgia and the New Mediterraneanism in Sergio Rubini’s Movies,” Conference paper at New Echos and Voices in Italian Studies, Rome, Italy, June 2012 (Dr. Giovanna DeLuca)
• “Postmodernism Paradox and Parody in Three Novels by Amélie Northomb,” Paper presented at Kentucky Foreign Language Conference, Lexington, Kentucky, April 2013 (Dr. Lisa Signori)
• “Wandering Women: Female Pilgrims in Search of Personal Transformation in Coline Serreau’s Saint-Jacques…Le Mecque. Paper presented at the Kentucky Foreign Language Conference
• Co-Presentation of paper for SCFLTA at Furman University, February, 2012 (Dr. Shawn Morrison)
• Case Studies on Satisfying Unhappy Customers in the International Business Environment,” presented at the Fourth Annual Tri-continetal Conference on Global Advances in Business Communications (GABC) in Eastern Michigan University, Ypsilanti, MI, June 6-8 (Dr. Godwin O. Uwah)
• “Integrating Overseas Internship in a Study Abroad Program,” presented at the Global Internship Conference at the University of California, Berkeley Campus, June 12-15 (Dr. Godwin O. Uwah)

Summary Analysis of Service:

At the department level, most service-related activities were student-centered—recruiting for and directing the French House, directing the French Club, coordinating courses, volunteering for final exam review sessions, supervising TA’s teaching C-courses, advising students wanting to study abroad, evaluating transcripts for courses taken abroad, evaluating courses to be taken elsewhere, directing independent projects, advising students on career options, to mention but a few. At the college level, a few served in the faculty standing committees and others played important or leading roles in the college-wide Outcomes Assessment Committee; the School of Education Assessment Committee; or the Gradual Council. At least two faculty members served in the Global Scholars program and others screened scholarship applications for the CIEP; or served in the Steering Committee of the International Studies program. A member of the department served as a Liaison for the School of Business (International Business). Some faculty members helped plan for the African Studies Association (ASA) conference last March. When not organizing international conferences or sponsoring one community activity or the other or hosting invited guest speakers, the faculty were organizing high profile events involving foreign nationals and members of the local business community. Some of our members directed interdisciplinary programs overseas. As part of the community outreach, a member of this department was and still is the Liaison and Webmaster for the Alliance Françaises of Charleston and coordinates the Alliance’s cinema nights at the MUSC. At the national level, one of our faculty members is an active member of the NCATE Board of Program
Reviews for ACTLL (American Council for the Teaching of Foreign Languages).

Service

**Department**
- Member, Department Advisory Committee and Departmental Assessment Committee *(Dr. Robyn Holman)*
- Chair, Department’s Research and Development Committee *(Dr. Robyn Holman)*
- Advisor for French majors *(Dr. Shawn Morrison)*
- Advisor for students seeking teaching certification in foreign languages *(Dr. Shawn Morrison)*
- Advisor, National French Honor Society *(Dr. Shawn Morrison)*
- Curriculum Committee, French, Francophone & Italian Studies Department *(Dr. Shawn Morrison)*
- Coordinating the intermediate French courses and assisting in the use of the web-based text. *(Dr. Abdellatif Attafi)*
- Faculty advisor for students studying in France or any other French-speaking country *(Dr. Abdellatif Attafi)*
- Faculty sponsor of the French Club and French House *(Dr. Lisa Signori)*
- Reviewers of Department Scholarship Applications: *(Dr. Signori; Dr. Hiers-Cuvillier; and Professor Codron).*
- Reviews Study Abroad Requests & Placement credits *(Dr. Abdellatif Attafi)*
- High profile event to showcase Chiavari summer program in Italy *(Dr. Maggiari Massimo)*
- High profile event featuring guests from Italy to celebrate Chiavari hospitality *(Dr. Maggiari Massimo)*

**College**
- Program Director, M.Ed. in Languages *(Dr. Robyn Holman)*
- Member, Graduate Council *(Dr. Robyn Holman)*
- Member, Interdisciplinary Linguistics Minor Committee *(Dr. Robyn Holman)*
- Member of Graduate Education’s Assessment Committee *(Dr. Robyn Holman)*
- Served in the Senate *(Dr. Lisa Signori)*
- Chair, College-Wide Assessment Committee *(Dr. Shawn Morrison)*
- Assessment committee for SACS, Department of FFIS.
- Faculty Sponsor *(Dr. Shawn Morrison)*
- Served in working group for hosting of the African Literature Association meeting in Charleston next year. *(Dr. Abdellatif Atta, John Walsh)*
- Coordinator of the Conversation courses (C-Courses) *(Atta Dr. Dr. Abdellatif)*
- Women’s and Gender Studies executive committee *(Dr. Allison Smith)*
- Faculty Marshal *(Dr. Allison Smith)*
• Advised International Business students with French option (Dr. Godwin Uwah)
• Collaborated with School of Business to develop a new Global Trade minor Dr. Godwin Uwah)
• Contact person/Advisor for students going to Strasbourg Business School or to Nice (Dr. Godwin Uwah)
• Developed and directs the Business Language Minor (BLFR) (Dr. Godwin Uwah)
• Member, screening committee for selection of Versailles Teaching Assistants (Dr. Godwin Uwah)
• Constantly reviewing and evaluating Transfer Credits for the Admissions and Registrar’s Office (Dr. Godwin Uwah)
• Leadership in coordinating LCWA Selections for the Awards Ceremony (Dr. Godwin Uwah)
• Comparative Literature Director (Dr. Martine Hiers)
• International Studies Committee, Committee Member, Member. (Dr. Lisa Signori)
• Serving on the Library, Committee. (Dr. Lisa Signori)
• Faculty Senate, Faculty Senate Service, Member. (Dr. Lisa Signori)
• Convocation Conservation, Faculty Volunteer. (Dr. Lisa Signori)
• Directing the Comparative Literature Program. (Dr. Martine Cuvillier-Hiers)
• Alliance Française de Charleston, Liaison. (Prof. Bridgette Codron)
• Planning & Coordinating Foreign Languages Final Exam Reviews, Director FLTL. (Prof. Bridgette Codron)
• Alliance Française de Charleston, Secretary-Book Club. (Prof. Bridgette Codron)
• Alliance Française de Charleston, Webmaster. Wrote a web page for AF site (Prof. Bridgette Codron)
• Serving as editor of “Congress Sade,” an online journal. (Dr. Norbert Sclippa)

National/Regional
• Organizer and host of the American Association of Italian Studies (AAIS) annual conference for the year 2012. (Dr. Giovanna DeLuca)
• Active member of the NCATE Board of Program Review for ACTFL (Dr. Shawn Morrison)
• Igbo Interpreter for Telelanguage (paid consulting) (Godwin Uwah)

Plans for the next three years:
(Some of last year’s plans are carried forward because they have not been implemented; a few plans are slightly modified).
• Delay hiring a new (outside) department chair until the present transition phase is over in about a year or two.
• Establish a fully functioning second study abroad program in France, preferably in Avignon.
• Overseas internship program for our majors and minors. Name faculty member to coordinate it on a voluntary basis
- Purchase more tablets (I-Pads) to supplement existing ones so all faculty members can use technology in class until we have enough fully equipped smart classrooms
- Develop one additional Cultural Studies courses
- Reevaluate the content and teaching of the capstone seminar to make be sure it is relevant to the needs of our majors.
- Hire a person of international stature for the Francophone African literatures and cultures
- Work with International Studies and African American Studies programs to explore creative collaborative projects
- Offer a literary and/or cultural (or hybrid) course in English for wider campus audience
- Explore offering more online courses especially at the upper-level courses
- Hire two faculty members preferably on visiting lines one for Italian and one for French.
- Reorganize the film festival naming it “Departmental Film Festival” involving both French & Italian films and appointing a director and co-director

**Resources Required:**
- For a semester program in France (Avignon), all that is required is the approval of the program from AA. Usually, program is basically revenue neutral unless we open it up to students from other schools.
- The hire for a professor of stature for the Francophone African literature and cultures will come from an existing line. (From a professor who’s denied tenure). Money for that line should still be presumably available. Money saved from not hiring an outside chair at this time should supplement the salary. In any case, the institution appears willing to pay for talent.
- Hiring for the Italian program and for French is about overdue. The resource required is that of two visiting lines.
- Resources for purchasing additional I-Pads (probably 7 for approximately $3550) could come from the operating budget.
- Other priorities do not require any additional resources other than ‘faculty time.”

**Concluding Remarks**

It is imperative the department consider the following items:

- Ensure that ALL the vacant and potential vacant tenure-track and senior instructor positions remain in the department
- Pursue the question of a second semester in France, preferably in Avignon
- Delay hiring a new chair until the transition phase is over
- Hire qualified faculty to deliver the curriculum
- Revisit (for future action) the curriculum to determine what needs to be tweaked, finessed, expanded, added, or eliminated. It is critical that our curriculum retains its appeal for our majors.
- Ensure that the integrity and identity of the unit is not diluted.
- Revisit both the content and teaching method of the capstone seminar so it addresses both our needs and those students.
- Look for resources to purchase additional tablets (I-pads) for classroom use until more smart classrooms become available.
- Begin now to think of offering a course of crossover appeal in English.
- Hire a qualified professor of stature in African Literature of French Expression who could also teach Francophone culture.
- Consider changing the title of the course to “Francophone Culture” or something along that line.

Appendix

Assessment Template for the department

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Program Name and Type: Major in French, Undergraduate Degree
Contact information for Program Assessment Coordinator: Shawn Morrison
Email: morrisonsh@cofc.edu
Phone: 843-953-4266
Office address: 325 Jewish Studies Center
Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates: Dean Cohen

Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)? ___(Yes) X (No)
Name of the accrediting organization ________________________________
Date of last program review for the accrediting organization _________________________
Date of next program review for reaccreditation _______________________

Program/Department Mission Statement:

Unit or School Mission: The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.

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<td>What will students know and be able to do when they complete the program? Attach Curriculum Map.</td>
<td>Graduating French Majors speak at the Intermediate-High level or higher on the ACTFL scale.</td>
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<td>2. Graduating French majors write at the Advanced-Mid level on the ACTFL scale (or higher).</td>
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<td>3. Graduating French majors demonstrate knowledge of literary and cultural texts.</td>
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