

Department of French and Italian Studies
in the
Division of the Humanities
of the
College of Arts and Sciences

2015-2016 Academic Program Review
November 2-3, 2015

Self Study

**Degrees offered: B.A. in French, M.A. and Ph.D. in French Studies /
B.A. in Italian, M.A. in Italian Studies**

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[As per Graduate School guidelines, additional appendices containing more detailed information on graduate placements and broader enrollment statistics as well as course syllabi, flyers, and other related materials will be placed in a separate binder and made available to the review committee at the time of the site visit.]

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Introduction

Since the last decennial review, French and Italian Studies (FIS) has significantly and proactively overhauled its curriculum at all levels, moved into new interdisciplinary and cross-departmental areas of scholarly enquiry, and implemented many of the recommendations made in the 2005-06 review committee's report. Some key departmental initiatives and accomplishments from the last ten years, which will be described in greater detail in this self study, are:

- creation of undergraduate large-lecture "outreach" courses taught in English, which enroll students from widely diverse academic programs
- reform and rationalization of the French and Italian undergraduate majors and minors to respond to student and institutional needs and to better align the two programs
- increased focus in the M.A. in French and Italian on practical outcomes (teacher training, methods courses, etc.) while maintaining preparation for Ph.D. programs
- more explicit linking of the Ph.D. in French to graduate certificate programs (most notably, the Graduate Certificate in Second/Foreign Language Teaching)
- greater intellectual and cultural diversity in the faculty ranks and therefore in the curriculum
- tenure and promotion to associate professor of 3 assistant professors (Gaylard, Mackenzie, and Turnovsky) after nearly a decade of early faculty departures; first FIS promotion of a senior lecturer to principal lecturer (Meyer)
- hiring of an associate professor of French (Watts); assistant professors of Italian (Arduini) and French (Smith); and a full-time lecturer in French (Giachetti)
- creation of a Standing Committee made up of full professors from allied departments to identify and mentor candidates for promotion to full professor after decades without any such promotions (one such promotion currently under way)
- reorganization of staff positions to address areas of need: an increase in the student adviser position and the consolidation of two part-time staff positions into a full-time departmental administrator, improving the coherence of our administrative structure
- the long overdue change in organizational status of French and Italian Studies from "Division," with all the administrative and symbolic awkwardness that the term implied, to "Department"

Still, for all that FIS has accomplished in the past 10 years, many challenges remain, and new ones regularly emerge. The most significant of these is the decline in foreign language

enrollments at the University of Washington (UW), which reflects national trends but also stems from changes in the interpretation of the College of Arts and Sciences Foreign Language Requirement (see Section I: Mission and Organizational Structure), and the attendant shrinking of the number of graduate students that results from fewer sections of language courses being taught. This forms the backdrop for much of what follows in this report and is explicitly at the core of Part B: Unit-Defined Questions, where the responses to these challenges are articulated most clearly.

Part A: Required Background Information

Section I: Overview of Organization

Mission & Organizational Structure

The shifts in French and Italian studies as areas of inquiry can be described as a change from traditional academic “disciplines” to more dynamic, open-ended “fields.” French and Italian studies traditionally organized knowledge around national “canons” of literary and cinematic texts that were deployed to convey an understanding of French and Italian people and places through teaching a somewhat static and reductive core of information that was, often problematically, held to be unique to each nation. Much of this work relied upon mastery of the target languages, which sometimes also propagated reified and exclusive standards of excellence. While not forswearing entirely the legacy of traditional canon formation or the insistence on target language competence, the fields of French and Italian Studies have over the last ten years expanded their remit in two significant ways: 1) the fields have become less anchored in place, moving away from the near-exclusive study of France and Italy and their dominant cultures and languages to include the cultural and linguistic diasporas and contact languages linked to the French and Italian languages (e.g., Italian-American cinema, varieties of French in Louisiana); 2) the fields have become more diverse in their methodologies and selection of objects of study, combining the long-standing focus on literature and cinema with the analysis of the cultural logic of a wide range of objects from medieval animals to contemporary hip hop and beyond. The fields have, in effect, become sites where global cultural analysis is done through the lens of a particular but expansive set of French and Italian linguistic and cultural practices.*

The Department of French and Italian Studies (FIS), housed in the Division of the Humanities within the College of Arts and Sciences of the University of Washington, is in many respects at the leading edge of those broad disciplinary changes, as this report will show throughout. Faculty participate and are often prime movers in a range of new initiatives in their fields, which leads to interdisciplinary program building on campus through groups such as Textual Studies, Environmental Humanities, EMERGE (early modern research group), Animal Studies, WIRED (Women Investigating Race, Ethnicity, and Difference), and Cinema Studies, among others. Faculty also have adjunct (i.e., shared; see Appendix C) appointments or affiliate status with departments and programs such as

* For evidence of these shifts, see, for instance, *French Global: A New Approach to Literary History*, ed. McDonald and Suleiman (New York: Columbia University Press, 2011) and *Postcolonial Italy: Challenging National Homogeneity*, ed. Lombardi-Diop and Romeo (New York: Palgrave Macmillan, 2012).

Art History; Comparative Literature, Cinema and Media; Performance Studies; and Comparative History of Ideas. FIS's deep commitment to the opening up of the archive of objects of study within our academic fields is not at odds, however, with the unit's goal of providing students with rigorous language instruction and a solid grounding in cultural history, which have been core strengths of FIS's programs for at least 20 years. In a time when shared values among colleagues are not always easy to come by, the faculty in FIS have at least two: as scholars, whether in the tenure track or among lecturers, to be leading or participating in the emerging academic conversations in French and Italian Studies and allied fields of our time; as teachers, to critically sift through that which is innovative in our fields to find that which is most relevant and teachable to our students and to ensure that the "new" is not at the expense of what have historically constituted the Department's strengths.

These values, in turn, inform our mission: To "prepare our students to become leaders in an increasingly diverse society" (from the UW College of Arts and Sciences Mission Statement) by providing them with French and Italian cultural literacy in dialogue with global contexts, measurable and professionally relevant linguistic skills, and the research, interpretive, and expressive tools both to understand their multilingual, multicultural world in historical perspective and to convincingly convey that understanding to others in both English and one (or, in a few cases, both) of the target languages we teach.

The Department offers a Bachelor of Arts (B.A.) degree with options that include a Major and Minor in French and a Major and Minor in Italian, Master of Arts (M.A.) degrees in French Studies and Italian Studies, and a Ph.D. in French Studies. Our undergraduate programs in French and Italian offer a broad exposure to language, literature, and culture. A comprehensive language sequence at the 100, 200, and 300 levels develops students' competence in oral and written expression and introduces them to Francophone and Italian cultures around the world. The Department places a strong emphasis at lower levels on communicative skills, thereby building students' confidence should they choose to study abroad in our quarter-long and summer programs in Paris, Martinique, Nantes, and Rome and Rome/Calabria, on which students can earn credits toward their degrees. As students progress in their studies, they have the opportunity to study multiple forms of French or Italian cultural production from the Middle Ages to the present, taking both survey and seminar courses. Students can also count several of FIS's interdisciplinary "outreach" courses taught in English (e.g., Italian 262 Dante and the Middle Ages; French 224 Culture and Media Forms) toward the major or minor. Students with a 3.75 gpa in the major and 3.5 gpa overall can graduate with honors in French or Italian by writing a 30-40 page honors thesis. All students are encouraged to participate in such departmental functions as the French Club conversation group, Italian Club *aperitivo* and review sessions, lectures, colloquia, and the annual graduation celebration.

Undergraduate enrollments in the foreign languages have fluctuated significantly over the past 10 years, with significant overall declines in the years following 2008. This is reflected in the 33% aggregate decline in first-year language enrollments, our bellwether statistic, over that period (see Figure 1):

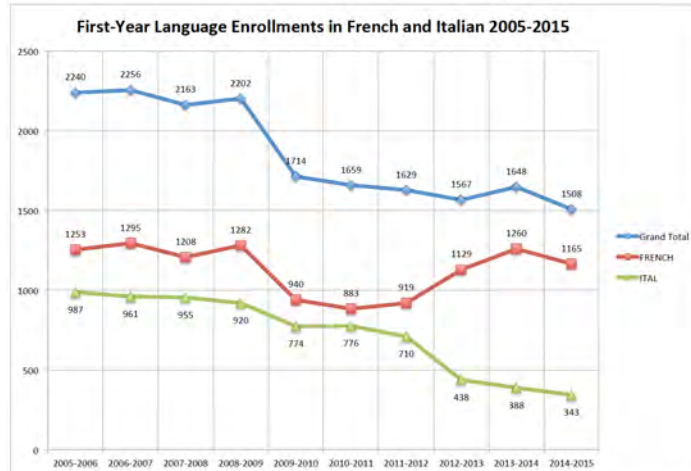


Figure 1

Over approximately the same period (2006-07 to 2014-15), the number of French majors declined by a similar percentage (from 104 to 61 for a 41% decrease, which hews fairly closely to the 34% aggregate drop in majors in the Division of the Humanities in those years). Italian fared better in this regard, with 20 majors in 06-07 and the same number in 14-15, but declined from a peak of 46 in 10-11. There are, of course, broader socio-economic factors that contributed to the post-2008 decline in foreign language enrollments and majors, but two local impediments to enrollment and continuation in our programs also emerged:

1. In 2009, the College of Arts and Sciences changed the interpretation of its foreign language proficiency requirement for graduation to allow UW students with three years of high school foreign language to waive the requirement.* Previously, students typically took a placement test to determine if they met the proficiency requirement. If students did not test out, they took 3 (or fewer) quarters of a foreign language at the UW. This helped make the base of our enrollment pyramid significantly larger than it is today, especially in Italian, a language not commonly taught in high schools.
2. In 2012, the UW Registrar began more strictly enforcing the so-called 210-credit rule in the name of advancing students efficiently to their degrees.† This stricter enforcement, combined with the steady upswing in full-time tuition between 2005-06 and 2014-15 and especially rapid increases beginning in 2009, produced

* "The College of Arts and Sciences, the School of Social Work, and the College of Education require foreign language instruction beyond what is needed to be admitted to the University. If you are a native speaker of a language other than English, or if you had three years of a single foreign language in high school, you already meet this requirement. Otherwise, you must complete the third college quarter of a foreign language with a grade of at least 2.0, take a placement test that places you into the fourth college quarter of that language, or pass a language proficiency test." <http://www.washington.edu/uaa/advising/academic-planning/general-education-requirements/foreign-language/>

† "The University's satisfactory progress policy requires students to complete their undergraduate degree programs within 30 credits beyond the minimum required for the degree. Because most degrees require 180 credits, students generally must complete their programs by the time they earn 210 credits." <http://www.washington.edu/students/reg/regpol.html>.

significant pressure on students to take fewer credits overall, sacrificing in some cases a second major in the foreign languages.*

These structural choke points at the beginning of our undergraduate programs and at the moment when students plan their last two years of instruction (and, by extension, explore the viability of taking a second major) have exacerbated the problems faced by European-language programs with which many institutions are familiar.† While we are undeniably experiencing the effects of enrollment declines seen nationally, the recovery of enrollments in French (see Figure 1) also shows that we are bucking those trends.‡ We are still waiting for the reorganization of the Italian language program (move to one coordinator from two to harmonize the language program, creation of a hybrid Italian 103, etc.) to bear its fruit in the form of higher 1st-year enrollments, but are confident that it eventually will. Likewise, we are confident that the reorganization of the French and Italian majors and, especially, the inclusion of a new bridge course for both, French/Italian 304 Issues and Perspectives (in French or Italian Studies), which explicitly addresses the reasons for pursuing one degree program or the other, will help recruit students back into the majors.

The M.A. programs in French and Italian share many characteristics: both aim to sharpen the focus of the undergraduate curriculum through more intensive study of specific moments or figures in cultural history, deeper explorations of theoretical and methodological shifts in the field, and an emphasis on pedagogical practice (nearly all graduate students teach during every quarter of their graduate degrees and participate in ongoing teacher training). M.A. students participate in mixed, advanced undergraduate/graduate classes and in graduate seminars taught both in the target language and in English, the latter typically attracting graduate students from English, Comparative Literature, Cinema and Media, Germanics, and other programs. This, along with the fact that our students are encouraged to take seminars in other programs, is part of the interdisciplinary and interdepartmental orientation of our graduate programs, a characteristic likely to become more pronounced in the coming years. In spring quarter of the second year, students in both programs take exams based on negotiated reading lists that are meant to help them identify and develop specific interests while also demonstrating broad cultural competence. The strongest French M.A. students are encouraged to continue to the Ph.D. in French, and standout Italian M.A. students to apply to UW Ph.D. programs in Art History, Comparative Literature, Cinema and Media, and other programs to continue their research with faculty in Italian.

* In 2005-06, tuition was \$5,610 for residents and \$19,907 for nonresidents. By 2014-15, it had risen to \$12,394 for residents and \$33,513 for nonresidents. Tuition increased 21.5% for WA residents in 2011-12 alone. This tendency toward rapid year-over-year tuition increases has abated in the past few years, and the current 2015-17 biennial budget mandates, in fact, modest tuition decreases (which is both good news and bad, since it constitutes a budget cut for tuition-funded units such as Arts & Sciences). See <http://opb.washington.edu/sites/default/files/opb/Tuition/2014-15TuitionandFeeHistory.pdf> for more details.

† Table 1a in the 2013 Modern Language Association Enrollment Survey indicates that, between 2009 and 2013, French and Italian enrollments fell nationally by 8.1% and 11.3% respectively. There are many factors that affect enrollments, but the gap between national and UW figures suggests that institutional context and support play a role. See http://www.mla.org/pdf/2013_enrollment_survey.pdf

‡ And this upswing seemingly continues: our simplest metric for tracking the health of our programs is 100-level enrollments in autumn quarter and, after 2 years at 200 such enrollments, we are projecting 221 for this autumn.

The Ph.D. program in French aims to channel graduate studies into innovative areas of concentration that are related to the research interests of faculty. The areas—not yet formal tracks, which FIS has considered creating—in which students tend to work are textual studies/history of the book (Turnovsky), medieval/early modern studies (Delcourt/Mackenzie/Turnovsky), literature and comparative religion (Collins), environmental humanities/animal studies (Mackenzie/Watts), francophone postcolonial studies (Smith/Watts), and, increasingly, second language acquisition from a cultural/ethnic studies perspective (Smith). In fact, as it is with the faculty, most students tend to work in overlapping areas: for instance, a current Ph.D. student is writing a dissertation on shifting landscape tropes in medieval romances, another on second language acquisition in a critical race studies framework. It is important to note that Italian faculty also mentor French Ph.D. students, whether in the realm of professionalization (Gaylard), medieval/early modern studies (Arduini, Gaylard), textual studies (Arduini), or visual/material cultures (Gaylard, Sbragia). There is also a committed group of adjunct faculty from allied programs and departments (e.g., Comparative Literature, Cinema and Media, English, History, Comparative History of Ideas, and Art History) that actively collaborates with our faculty and graduate students. The curriculum therefore boasts a considerable range of expertise, as do our examination and thesis committees.

The focus in recent years has been to enable students to proceed to examinations promptly and to complete doctoral dissertations within normative time. Important strides have been made in this regard, as per Figure 2 below:

French and Italian Graduate Degrees Granted and Time to Degree Summer 2005 to Spring 2015						
Year	French Studies				Italian Studies	
	MA's	Average Years to Degree	PhDs	Average Years to Degree	MA's	Average Years to Degree
2005-06	3	3	1	7	1	2
2006-07	--	--	--	--	3	2
2007-08	1	2	1	7	2	2
2008-09	3	2.08	--	--	2	2
2009-10	2	3	3	7	1	2
2010-11	1	2	3	6	1	2
2011-12	4	2	2	5	3	2
2012-13	1	1.25	1	5	2	2.13
2013-14	4	2.25	1	6	2	2
2014-15	--	--	--	--	2	2
Averages	2.38	2.20	1.71	6.14	1.90	2.01

Figure 2

In light of the declining need for graduate student TA's (known at the UW as Academic Student Employees or ASE's) in undergraduate language classes and an anemic humanities academic job market in which our Ph.D. students have nonetheless had a measure of success (placements in the last five years at Union College, Colby College, University of West Georgia, Agnes Scott College, Georgia State University, Florida Gulf Coast University), the French Ph.D. program has sought to admit to candidacy only those with the sharpest academic and teaching skills and, therefore, the best chance of success in finding an

academic position.

The 2005-2006 review committee's report noted the risks inherent in running a French Ph.D. program with a small faculty that, at that time, was losing its only full professor (Ender).^{*} While the associate professor ranks have been bolstered in the interim, this "thinness" of the faculty available to teach and mentor Ph.D. students (as of the retirement of Doug Collins in 2015, just 5 faculty in French) remains a problem. There is broad agreement within FIS that moving toward a system of more cooperation in admissions and TA allotments with other Humanities Ph.D. programs will do much to stabilize our program and theirs. This will be a topic of discussion in the Division of the Humanities chairs' meetings this academic year.[†]

Faculty and staff work together to ensure the smooth operation of FIS's programs (see Appendix A for organizational details). The faculty Undergraduate Program Coordinators (Delcourt for French, Arduini for Italian) work closely with Academic Counselor Tatta to plan activities and ensure adequate advising for majors, minors, and other students who may join the programs. The Graduate Program Coordinator (Mackenzie) likewise works with Tatta regarding graduate student advising. A Graduate Program Committee is responsible for selecting graduate students at the M.A. and Ph.D. levels, issuing offers of admission, and naming recipients of TA and RA (research assistant) appointments, although this committee typically becomes a "committee of the whole," since nearly all faculty have a stake in graduate recruiting. As per our departmental by-laws, an Executive Committee made up of four faculty (two from Italian, two from French) consult with the chair regarding faculty retentions and other matters at the chair's or the faculty's behest. Each quarter, there are two general meetings and an additional meeting for each section or "wing," as they are known here. This arrangement allows issues specific to each program to be addressed while also improving communication and collaboration within the Department as a whole.

Budget & Resources

The Department of French and Italian Studies funds its activities through five main sources detailed in the tables and charts in Appendix B. The bulk of our budget is made up of state support and tuition (primarily General Operating Funds [GOF], but this category also includes Academic Student Employee [ASE] tuition, Designated Operating Funds [DOFs], and other sources), with the rest coming in descending order from self-sustaining programs (summer courses), private gifts, transfers from other units, endowments, and, in the 2009-11 budget biennium, grants (UW Royalty Research Funds). Over the past 3 state-budget biennia—2009-11, 2011-13, and 2013-15—both GOF and the overall budget have risen in absolute terms, but this bare fact paints a misleading picture of the actual budget: first, budgets have not kept pace even with the relatively modest rate of U.S. inflation during this period; second, there has been local inflation in certain costs—namely, long

^{*} "It is our firm opinion that an attractive and competitive doctoral program cannot be sustained with these numbers" (5). <https://www.washington.edu/about/accreditation/reviews/FI2.pdf>

[†] There are many different ways to organize such programs. See, for example, the Comparative Studies in Literature and Culture model at the University of Southern California (<https://dornsife.usc.edu/cslc>) or, in a different vein, Duke University's Graduate Program in Literature (<http://literature.duke.edu/graduate>).

overdue increases in faculty, staff, and, to an even greater extent, ASE wages beginning in the 2013-15 budget biennium. Faculty and staff salary increases are funded at the moment they are mandated, but this is not the case for ASE's. Permanent funding for ASE's in the budget has increased by less than 2% over the past six years, while ASE salaries increased by about 21%, even before the increase of over 11% on July 1, 2015. In the meantime, temporary funding for ASE's has decreased by about 85%.

Here, then, is how budgeting in FIS played out in the particularly complicated period from 2009 to 2015: the aforementioned change in the interpretation of the A&S language requirement coincided with a drop in enrollments in FIS's first-year language programs. That led to the need for fewer instructors and to a budget surplus in our general operating fund starting in the 2009-2011 biennium, which A&S allowed FIS to carry over into the next two biennia. This, in turn, gave us a chance to adjust our offerings and build enrollments in other areas. That combined with some recovery at the first-year language level recently allowed us to fully use our general operating fund plus the carry-over in the 2013-2015 biennium. Current projections for the 2015-2017 biennium suggest that we may be able to zero out our budget with a few sources of temporary funding and use of all the remaining funding from UW Extension payments. This last source of support, tuition from students paid to UW Extension for spots in our classes, averaging a bit over \$19,000 in each of the biennia, is no longer going to come to the Department. In sum, in spite of all the institutional and macro-economic turmoil of the last six years, the Department has effectively been able to adjust its use of available resources to meet shifting demand.

Since December 2005 the number of endowments providing support for our programs has grown from one to fourteen, the result of intense and targeted development activities. We have added ten endowments with a focus on Italian Studies and three with a focus on French Studies, each established with a principal balance of at least \$25,000, and this largely the result of the efforts of faculty (Senior Lecturer Giuseppe Leporace deserves particular recognition here). The distributions from these endowments provide important support first and foremost to our study abroad programs, and also to our graduate programs and public outreach. Our donors continue to build these endowments, and we have plans in the upcoming UW development campaign to add several more. Private gifts are important to us, and we plan to continue to develop them and use them wisely.

Academic Unit Diversity

One of the core values of the Department of French and Italian Studies is that the cultural diversity of faculty, staff, and students is most meaningful when it is translated into curricular diversity. (Note that "cultural diversity" here and throughout is shorthand for [expressions of] race, gender and/or gender identity, color, religion, age, national origin, ethnicity, disability, sexual orientation, marital status, citizenship status, and other forms of difference.) The Department's curriculum is indeed more diverse than it was 10 years ago, and this diversity is the result of deliberate recruitment, hiring, and retention decisions that FIS has taken in that time.

Since the previous review, the Department has made concerted efforts to diversify its faculty ranks. In 2008, FIS offered an associate professor position in French to a woman of color. The position went, in the end, to another candidate, in part because an academic post for the partner of the first-choice candidate could not be found (the 2005-06 review

made sharp comments regarding the challenges in recruiting and retention that were the result of the difficulties in making “spousal hires” within the College of Arts & Sciences; this remains a persistent problem). In 2014, FIS hired Maya Smith, a woman of color, as assistant professor of French. It is worth noting that the cultural diversity this hire represents mirrors the curricular diversity Smith brings to the Department via her research and teaching in the fields of second-language acquisition and sociolinguistics. The Department has also successfully used the “pre-emptive retention” process for two of its associate professors, both women who were previously underpaid in relation to their male colleagues.

Our undergraduate language and content courses draw richly diverse student populations, largely by virtue of the thematic orientation of what we teach. FIS has consciously diversified its curriculum with a view to engaging students on emerging intellectual and cultural concerns (e.g., *French 448 Cultures of Franco-America*, which satisfies the UW Diversity [D] requirement and “highlights the linguistic and cultural diversity of Francophone groups in North America, focusing on American indigenous populations, Creole and Cajun cultures in Louisiana, and African-Americans in Interwar Paris, as well as how these groups were racially and socially constructed in these various contexts” or *Italian 354 Travels, Migrations, and Exile*, another D course that explores the “literature of travel and exploration from medieval times to the twenty-first century as a means of evaluating historical societies, as well as recording responses to encountering real or imagined new places/people”). Our “outreach” courses attract student populations that may not have previously seen themselves in a French or Italian course (*Italian 260 Fashion, Nation, and Culture*, “focusing on fashion and manners from the late Middle Ages to today; explores common assumptions about nation, gender, clothes, make-up, and manners, through literary and visual analysis”). This is also true of the diversifying of study abroad offerings, and the results bear out the success of these efforts: a recent Martinique Summer A-term study-abroad cohort of twelve students identified with 6 different racial/ethnic groups and included 3 students who were the first in their families to attend college.

Finally, the Department has two Safe-Zone certified faculty, who carry out the Q Center’s mission of “radically reduc[ing] prejudice and discrimination on the basis of sexual orientation, gender identity, and gender expression at the University of Washington campus and create a safe and affirming campus.”* This attention to the specific needs of LGBTQ students as well as the efforts mentioned above are indexes of the openness and diversity that we strive to maintain at the center of all of our activities.

Section II: Teaching & Learning

Student Learning Goals and Outcomes

The following are the Department’s stated learning goals for undergraduates: Upon completion of their course of study, majors in French/Italian will

- demonstrate linguistic fluency in French/Italian and a broad knowledge of French & Francophone/Italian language, literature, and culture(s);

* <http://depts.washington.edu/qcenter/wordpress/q-services/safe-zone/>

- demonstrate knowledge of terminology and concepts related to the study of literature and literary criticism and be able to apply them to the critical analysis of works from the French & Francophone/Italian literary canon;
- understand how to conduct research in French/Italian literary and cultural studies and develop skills of analytical and integrative thinking, critical reading and writing;
- demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the French/Italian language and literary and cultural studies;
- demonstrate awareness and sensitivity to other languages and cultures.

In light of the many changes to the curriculum and especially to the types of “objects” that we address in our courses, these learning goals may need to be updated. Regardless, these goals, which all of our courses embody and the outcomes of which all of our courses measure, remain meaningful and achievable for our undergraduate programs.

FIS uses classroom assessments, course evaluations, and public presentations of selected undergraduate and graduate projects to assess student learning and to gather feedback regarding the response to our programs. We have also used exit surveys to gather student feedback. Relying on student responses in all our assessment instruments at the undergraduate level as well as feedback from our academic counselor, who is very active in advising and polling students, we undertook an overhaul of the French and Italian majors by creating for both a streamlined series of “bridge” courses (304, 305, 306) taught in the target language. This series includes “mirrored” methods (*Issues and Perspectives*) courses, Italian 304 and French 304, offered for the first time this Autumn, that introduce students moving on to the major (or minor) to the objects of study (literature, cinema, popular culture, etc.) they will encounter and the forms of knowledge, methods of analysis, and types of skills they can expect to acquire. Replicating what was already the case in French, the revision also integrated a band of Italian Studies courses at the upper-300 level taught primarily in English that draw a wider and more diverse student population. We also reduced the required credits for the Italian major to 55 to facilitate double majoring and may well do the same for French. This year, we will implement a likely 2-credit capstone course or experience in both majors.

Also, building on the success of *French 214 The French Fairy Tale Tradition in English*, *French 224 Culture and Media Forms*, *Italian 250 Rome*, and *Italian 260 Fashion, Nation, and Culture*, we have continued implementation of new 200-level offerings to provide earlier and broader access for students to interdisciplinary “content” courses, typically taught in English, or preparatory courses for the major, including:

- *French 228 The Water Crisis in Literature and Cinema*
Environmental Humanities course on the changing symbolic function of water in an era of pollution, privatization, and scarcity (previously a special-topics course that is now offered annually)
- *French 229 Comparative Immigrant Cultural Production*
Explores cultural production of contemporary immigrant populations, primarily in France and the United States, using an interdisciplinary approach from fields of sociolinguistics, migrant/identity/cultural studies

- *Italian 261 Italian Cities*
Introduces Italian culture by focusing on the past and present of five of the nation's most important cities: Rome, Florence, Venice, Milan, and Naples
- *Italian 262 Dante and the Middle Ages*
Introduces the major currents of thirteenth-century Italian Poetry and explores Dante's Divine Comedy as an encyclopedic compendium of medieval thought as well as a very personal vision of the individual's place in the universe

In light of student demand and the evidence that shows that sociolinguistic knowledge is as important as linguistic proficiency in the development of cultural attitudes, each program has recently added a course in that area:

- *French 320 Language and Cultural Identity*
This course explores the French language as social practice in which speakers' notions of identity influence how they use and relate to language. Interdisciplinary in nature, this course borrows from different fields, most notably linguistics, sociology, and French cultural studies (taught in English and French [103 required])
- *Italian 353 Language and Cultural Identity*
This course investigates the connection between Italian language and cultural identity, from Dante's linguistic theories in the early fourteenth century to nineteenth-century nationalist myths and today's transformations in Italian society (taught in Italian)

We have also developed several hybrid courses in light of success of the hybrid French 103 (language course in which three of five session per week are conducted face to face and two sessions online):

- *French 250 History of French Cinema*
Cinema course modified to take full advantage of Canvas LMS interface, with "screenings" online, which will now be offered as new course *French 226 The Idea of Europe in Cinema* in light of the evolution of its content
- *Italian 103*
The hybrid version of this 3rd quarter language course has now been offered twice

In collaboration with other several departments, we added two courses that are specifically designed to provide qualifications for work in an emerging professional field:

- *French 473 Introduction to Localization and Project Management*
Covers basic concepts of translation, localization, and internationalization. Explores rationales for localizing products; history and future of the industry; workflows, professional roles, and localization tools. Includes the application of central concepts of localization to real-life situations; and introduction to the basics of localization project management
- *French 474 Localization: Technology and Tools*
Covers basic concepts of localization and internationalization. Examines how technology and tools are applied to solving translation and localization scenarios in the real world. Includes daily tasks and basic steps; machine translation; community localization; and experience with actual localization tools

These have not taken off in the way we had hoped, but this has no effect on departmental resources, since FIS does not contribute instructors.

Instructional Effectiveness

FIS follows the *Faculty Code* in requiring that all faculty complete regular student and peer or “collegial” evaluations. During annual (or, for associate professors, biannual) merit review discussions, the chair and individual faculty members discuss these evaluations. In the rare case of sub-standard evaluations, the chair and the faculty member in question come up with a plan for improvement. Faculty have also begun to make use of the “customization” function on the student evaluation forms, which allows them to ask specific questions directly pertinent to the course being evaluated (e.g., “How did reading X affect your grasp of concept Y?”) and thereby tailor course content or assignment type to shifting student profiles and learning styles in subsequent quarters.

What the student evaluations show is that, in comparison with other courses offered at the UW, French and Italian courses receive ratings well above average for both faculty and TA’s. In the period covered by this decennial review, FIS courses taught by faculty have a mean of combined medians for the so-called summative items (“The course as a whole was...,” “The course content was...,” “The instructor’s contribution to the course was...,” “The instructor’s effectiveness in teaching the subject matter was...,”) of 4.5 on a scale of 0 to 5 (0 = very poor, 5 = excellent), whereas the UW mean of combined medians was 4.2; for graduate student TA’s, it was 4.3 vs. 4.0. The fact that this 0.3 gap was maintained over more than 1700 individual student evaluations during the ten-year period—no small sample size—makes it a meaningful indicator of overall quality. To be clear, these strong summative ratings are not the result of the putative “easiness” of the courses offered in our unit: the mean of combined medians of the Challenge and Engagement Index (CEI: “Amount of effort to succeed relative to other courses you have taken,” 1 = much lower, 7 = much higher) for all upper-level FIS courses over the last ten years is 5.2, which is exactly the same as for all upper-level UW Seattle courses; our CEI for graduate courses is slightly higher than the UW average (5.3 vs. 5.2); and our lower-level courses only slightly lower (5.1 vs. 5.2). We pride ourselves on the rigor of our curriculum, and this particular index bears this out.

Another index of the effectiveness of our teaching and of our ability to attract top students is the awards our students receive. Since 2009, 1 Italian and 3 French majors have received the Dean’s Medal, only one of which is awarded for the entire Division of the Humanities every year. In just the last 3 years, 4 students have received funding from the Foreign Language and Area Studies (FLAS) Fellowships Program, largely as a result of the encouragement offered by FIS’s Academic Counselor. In the ten-year period, an Italian major won the prestigious Jack Kent Cooke fellowship and a French major the Bonderman Travel Award.* Many of our undergraduate and graduate students have participated in the Teaching Assistant Program in France (TAPIF). This

Assessment is not simply a means of tracking the effectiveness of instruction; it can also serve as an additional credential for students. We are on the cusp of integrating a new

* <http://www.washington.edu/news/2007/09/27/recent-grad-earns-prestigious-scholarship/>

form (for us) of assessment at the end of the second year of language instruction in French that will do just that. Under the leadership of French 200- and 300-level language coordinator H el ene Vilavella, FIS is developing a plan to test all students at the end of the second year of language, beginning in spring 2016, using the protocol developed by the Common European Framework of Reference (CEFR). French 203 students will initially take the DELF (*Dipl me d' tudes en langue fran aise*), and we may eventually offer the DALF (*Dipl me approfondi de langue fran aise*) for more advanced students. We have decided on this form of assessment rather than, say, the one offered through ACTFL for several reasons: cost, broader international recognition (as a qualification listed on a curriculum vitae), and the fact that the DELF B2 level is required for entrance into most universities in France. CEFR assessment will pilot in French and, after a successful trial, will then be integrated into Italian.

Teaching and Mentoring Outside the Classroom

Faculty in FIS extend the excellent work they do in their courses to spaces beyond the classroom and sometimes well beyond the University, with particular strides having been made in the area of undergraduate research. Students now regularly participate in the Undergraduate Research Symposium organized annually on campus. In 2014, a French major who worked with Richard Watts presented a paper titled "Ambiguous Alimentation: Food as Cultural Capital in the Preservation of Martinican Culture" on problems in the "sustainability of the island's food web" as they relate to Martinican Creole identity. In 2015, another French major who worked with Maya Smith produced a poster titled "French Conceptions of the Native American Landscape from Early Colonization to the Romantic Era," a "diachronic study of French ethnography, literature, and theatre which examines French conceptions of the landscape and living space of Native Americans from early colonial times to the Romantic era." We encourage students to develop course work or independent projects for the Undergraduate Research Symposium, which creates additional opportunities to work closely with faculty. The work produced for the Undergraduate Research Symposium can become the basis for a Senior Honors thesis.

The faculty are also instrumental in helping students link their studies to the work of cultural organizations, both local and global. Claudio Mazzola has routinely connected students in his Autumn Italian cinema course with the Seattle International Film Festival's Italian cinema week, enabling them to gain valuable experience in the non-profits arts world. Giuseppe Leporace, for his part, has helped 3 students in 2014 and six in 2015 to participate in the UN General Assembly simulation in Rome. All students in that program serve in a one month-long internship at the Italian Society for International Relations conducting research on immigration issues and Italian government policies related to this topic. Undergraduates in French often pursue internships with the French-American Chamber of Commerce of Seattle, and we are in the process of developing a new internship possibility at the North Seattle French School for students interested in teaching.

Faculty engage their students in learning activities outside of the classroom much more regularly than they used to. Following the examples of Turnovsky, Gaylard, and Arduini, we have collectively begun to make much better use of the Library's human resources, organizing class visits to Special Collections and meetings with the bibliographers in our areas, with a view to developing students' research skills. Many

faculty organize student outings to the kinds of local cultural events that one would expect (e.g., theatrical productions, films, exhibitions), but, as our curriculum has diversified, so have the types of field excursions we lead. For instance, students in *French 228 The Water Crisis in Literature and Film* visit and interpret the installation art at the Brightwater Sewage Treatment Plant in Woodinville, WA.* Sometimes, students are the attraction of these extracurricular events: Leporace organizes an evening of public readings by students in his poetry translation course held at an off-campus art gallery, which puts students in touch with the arts community in the area.

Graduate student teaching and mentoring outside the classroom takes, of course, very different forms. In spite of the fact that FIS has a relatively small faculty, we work very hard to ensure that graduate students receive individualized attention. There is also, though, a fair bit of systematic mentoring that goes on. Gaylard has, as noted elsewhere, regularly held professionalization workshops that prepare students in French, Italian, and allied departments for the job market. Faculty also organize mock interview committees for job candidates, which students have reported as being very useful. Often in conjunction with a graduate seminar, students have organized one-day conferences on a variety of topics, from early-modern epistolarity to postcolonial ecocriticism. To normalize public presentation of research, the Department organizes regular ‘faculty-grad’ colloquia, where a faculty member and a graduate student share the stage and take turns presenting research. This initiative has admittedly fallen somewhat by the wayside in the last few quarters and could stand to be reinvigorated.

Section III: Scholarly Impact

By any measure, the relatively small faculty of FIS has been remarkably productive over the past 10 years. Faculty have published 7 scholarly monographs, one novel, 39 peer-reviewed articles (with many in key journals in the fields, including *Italian Culture*, *Modern Language Quarterly*, *Italica*, *Romance Philology*, *Eighteenth-Century Studies*, *Interdisciplinary Studies of Literature and Environment*, *French Cultural Studies*, *Modern Language Notes*, *Journal of Postcolonial Writing*, *Atlantic Studies*, *French Forum*, and *Research in African Literatures*), 18 essays in edited volumes, 38 book reviews, 8 language-instruction textbooks, and have served as editors of three volumes of essays in that time (see faculty cv’s in Appendix C). The books written by faculty have been widely reviewed, including reviews in top-flight scholarly journals such as *Modern Language Quarterly*, *Renaissance Quarterly*, *Eighteenth-Century Studies*, *Romanic Review*, and *Research in African Literatures*, among others. Two books in particular garnered wide popular attention: Mackenzie’s edited volume *French Thinking About Animals* was listed by the French Cultural Services as one of its “30 Best French Books in Translation for the Summer”[†] and Turnovsky’s *The Literary Market: Authorship and Modernity in the Old Regime* was reviewed in the *Times Literary Supplement*.

Faculty have also received a significant number of prestigious fellowships and awards, including the Andrew W. Mellon Foundation / Audrey Lumsden-Kouvel Long-Term

* One student in the class went on to have a semester-long internship with education program with King Country Sewage Treatment, an admittedly unusual outcome for a student in French.

[†] <http://frenchculture.org/books/news/30-best-french-books-translation-summer>

Fellowship at the Newberry Library, the Samuel H. Kress Foundation / Newberry Library Short-Term Fellowship, 2 NEH Summer Stipends, the Rockefeller Foundation Bellagio Center Residential Fellowship, and an honorable mention for the MLA's Aldo and Jeanne Scaglione Prize for French and Francophone Literary Studies. FIS faculty have also received significant support for their research from local sources: from the Simpson Center for the Humanities, faculty have been awarded 5 Society of Scholars Grants (a year-long series of faculty workshops with a 2-course release), 4 Crossdisciplinary Research Cluster Awards, 1 Large Collaborative Grant, 1 Collaboration Studio Grant, and 1 Associate Professor Initiative Grant; from the Center for West European Studies, 3 Course Development Grants and 2 Conference Support Grants; and 4 Royalty Research Fund Scholar awards (course research and research support).

In addition to regular scholarly publication, faculty are also committed to disseminating and improving their research through participation in and the organization of conferences. Conference papers the faculty have presented are too numerous to list, but the conferences faculty have organized or co-organized give an idea of their dedication to the sharing of knowledge:

- Annual Conference of the Society for Textual Scholarship (STS), Seattle, March 2014 (major conference for international society; over 100 participants)
- "The Future of the Environmental Humanities: Research, Pedagogies, Institutions, and Publics," University of Washington, Seattle, October 31-November 3, 2013 (keynotes Lawrence Buell, Ursula Heise, Greg Garrard)
- Week-long visit of type-designer Jean-François Porchez to UW
- "Credit and Credibility," Early Modern Research Group (EMERGE) symposium, University of Washington, Simpson Center for the Humanities, Seattle, April 2011 (keynotes Mario Biagioli, Ann Goldgar)
- "Task-based Language Teaching for college and high school instructors," day-long workshop conducted at the University of Washington, November 4, 2006
- "Selected Films of Bernardo Bertolucci." Luminous Psyche, Seattle Art Museum, January 21-February 26, 2005\

In light of the scholarly momentum of the faculty in FIS, there is every chance that tenure and promotion cases, so long a stumbling block in the Department, will proceed successfully in the years to come. The two assistant professors, one in her 3rd year and the other in her 4th, are well ahead of the pace in their preparations for the tenure process and, as a result of effective mentoring and an atmosphere conducive to scholarly productivity, are positioning themselves very well for their respective cases. Likewise, the aforementioned absence of full professors in FIS is likely to change soon. This will almost certainly not be the result of outside recruiting (as the 2005-2006 review committee report exhorted the deans to undertake; the current fiscal and enrollment climate in the Division of the Humanities makes this unlikely), but of internal promotions. The tenured faculty is admittedly stretched to the limit, but many, including some whose scholarly output was momentarily stalled for a variety of reasons (namely, the heavy load of departmental and university service that falls disproportionately [as it should!] to associate professors), have recently ramped up their research production. Others have maintained a strong research profile since tenure and are on pace to be considered for promotion before long. In fact, one

FIS associate professor is currently under consideration for promotion to full professor, and it is likely that the Department's external Standing Committee will recommend that others be put up for promotion over the next few years. It is possible to imagine that just a few years from now, the former Division of French and Italian Studies, under the tutelage of a chair from another department for 10 years (1997-2007) and for many years unable to tenure, promote, or retain many of its faculty, will, with 3 full professors from its own ranks, be in a position to conduct its administrative affairs on its own (3 full professors being the UW threshold for complete self-governance). The importance of this move toward organizational autonomy and self-governance to a department that was in administrative limbo for nearly 20 years cannot be overstated. As a result, morale, an admittedly squishy metric, is better than it has been in years in spite of the challenges FIS faces and is only likely to improve as the unit achieves greater institutional self-sufficiency. This, in turn, is likely to further fuel research productivity and improve FIS's profile regionally and nationally.

Section IV: Future Directions

The direction in which the Department orients itself in the years ahead has much to do with the scholarship described in Section III. It is clear that the faculty will pursue the curricular initiatives that are aligned with their interdisciplinary research interests. What this implies, concretely, is the creation at the undergraduate level of additional minors and perhaps even majors that reflect these inter- and transdisciplinary interests; at the graduate level, the possible development of transdisciplinary M.A. and Ph.D. tracks or concentrations in collaboration with colleagues in allied departments and, for the Ph.D. program in French, the move toward some form of common admissions and resource sharing with other similarly sized programs. Our ambition is, in essence, for FIS to be a national example of interdisciplinary French and Italian studies, ensuring in the process the linguistic and cultural diversity of interdisciplinary humanities programs that can, unfortunately, tend toward a somewhat impoverished Global English cultural studies.

Much of the focus in the years to come will therefore be on transforming interdisciplinary research interests into new and revised curriculum, but we will also continue to engage in teaching and research in the core areas of French and Italian literary and cultural studies. FIS has made significant strides in modernizing courses in French and Italian studies, and this ongoing development of the core curriculum will help maintain the relevance of our fields to students at all levels. From a staffing perspective, though, there are certain challenges here. With the retirement of Douglas Collins (who will continue to teach a 40% load in an Emeritus capacity for up to 5 years), a colleague in French with exceptionally wide-ranging teaching, research, and graduate mentoring skills, there are seemingly many curricular holes to be filled. But even prior to his retirement, it was difficult for the unit to function according to a model of full-service, transhistorical "coverage" for either undergraduate or graduate students. Therefore, any additions to the faculty in the next few years—which by enrollment figures and programmatic need would likely be in French—would not be primarily curricular gap fillers, but would buttress areas of excellence in our core curriculum and reinforce our most prevalent interdisciplinary connections.

All of these efforts in the years ahead will have the aim of expanding the reach and impact of a unit that gets the most out of a relatively small faculty. The global impact of a unit such as FIS is, of course, not measurable in patents filed, but our department nonetheless manages to play important roles on the local, regional/state, national, and international levels. The unit's impact is evident in a first instance in the broad dissemination of our research, as indicated above in Section III. Also worth noting in this regard is the collaboration of our faculty with partners at scales that are regional (e.g., the Western States Environmental Humanities group, which includes direct collaboration with Washington State University to help faculty there develop their own Environmental Humanities program), national (through all of the professional associations with which we work, including membership on the Modern Language Association Program Committee, Delegate Assembly, and PMLA editorial review board), and international (invitations to teach at the Ecole des Hautes Etudes in Sciences Sociales in Paris and Università degli Studi Suor Orsola Benincasa in Naples).

Our local and statewide impact is visible in the students who teach Italian or French in public and private institutions in the area, including a Seattle middle school and a high school in Kent, and who apply their language, writing, and reasoning skills in a variety of professional positions at area tech firms (e.g., Nintendo, Microsoft, Igneous Systems), financial services companies (e.g., Fisher Investments), and non-profits (e.g., Landessa, UW). Of special note regarding statewide impact is a program overseen by Hedwige Meyer, the coordinator of the French 100-level courses: French 103 in the High Schools. Under the guidance and supervision of Meyer, 20 area high schools offer our French 103 for college credit. This is a great benefit to the high school students, 10% of whom in the broader program end up attending UW and many of whom in the French 103 in the High School courses pursue the study of French once at the UW. This program is a means of offering mentoring and support to area high school French teachers, who are otherwise isolated and have few opportunities for professional development. Demand for this program continues to grow, and we aim to meet that demand going forward.

Part B: Unit-Defined Questions

The unit-defined questions and provisional responses that follow constitute the core concerns of the Department both as they existed in the early planning stages of the 10-year review (October 2014) and as they have existed, in certain cases, for several years. Under each heading, the question as it was articulated at the time of the Department's discussion appears in italics, followed by further reflections on the issues at hand.

Undergraduate Programs

In light of the recent changes to the French and Italian undergraduate majors and minors, how do we ensure the articulation of these programs with other fields of study? What relation might exist between interdisciplinary minors/modules and French and Italian majors and minors? In other words, how do we adjust to a world in which double majors are increasingly rare? Does it make sense to create a range of minors rather than just one for each language area? And how does study abroad factor into all of this?

Having spent much of the past two years streamlining the majors in French and Italian, the response to the situation going forward seems to be the creation of a range of more specialized departmental minors as well as interdisciplinary minors in conjunction with allied departments and programs to attract those students who might in the past have taken a major in French or Italian. But this solution is complicated by the fact that the number of minors a department produces is not a recognized metric at the UW. It is clear that quality of programs is most important to A&S administrators, but, beyond that, is a department's good standing in the new disposition primarily a function of student credit hours (which the Department has targeted through the creation of medium- to large-lecture courses taught in English), or is the number of majors still a key barometer? This is an ongoing discussion within A&S, and it will continue to be a source of reflection within the Department as well. What is clear is that the creation of interdisciplinary minors that are linked to programs that are led by or have significant commitment from FIS faculty will go forward: both the Environmental Humanities/Animal Studies (Mackenzie, Watts) and Textual Studies (Arduini, Turnovsky) minors are slated to undergo the approval process this year and will likely launch in Autumn 2016.

Also evident is the fact that the interdisciplinary courses that the Department has been developing are proving compelling to students: *Italian 250 Rome* (Sbragia) and *Italian 260 Fashion, Nation, and Culture* (Gaylard) regularly enroll well over 100 students, and *Italian 262 Dante and the Middle Ages* (Arduini) is off to a promising start as a large-lecture course; *French 214, The French Fairy Tale Tradition in English* (Delcourt) and *French 226 The Idea of Europe in French Film* (Mackenzie; formerly French 250) also regularly break the 100-student barrier; *French 224 Culture and Media Forms* and *French 228 The Water Crisis in Literature and Film* often draw about 50 students each. Part of the strategy going forward is therefore to continue to expand these types of offerings. The constantly evolving research profiles of the faculty feed, in fact, the development of such new courses.

Currently, our in-house study abroad programs that take place during the academic year have language prerequisites (Nantes autumn requires French 103; Rome/Calabria spring requires Italian 102), whereas our summer programs are mixed (Paris summer requires French 103; Rome and Martinique summer, however, have no language requirement). In all programs, of course, students can receive some credit toward the major or minor in French or Italian. The question remains, though, of just how much major/minor credit students should receive on these programs. Furthermore, it is unclear the extent to which language study should be foregrounded in these programs. Our strategy in this regard has been to cover all bases, but this is an area that requires more systematic reflection.

Graduate Programs

Are the French MA and PhD and Italian MA graduate degrees meeting the needs of students and appropriately sized in light of student demand, departmental capacity (i.e., funding for TA positions), and students' professional prospects? What relation might exist between interdisciplinary certificates and the Masters in Teaching World Languages and French and Italian graduate programs? How do we foster strong applicant pools in a context of uncertain outcomes?

Enrollments in the French M.A. and Ph.D. and Italian M.A. programs have had to decline in recent years as a result of downward pressure on the number of TA's needed to staff our language courses. We have also not always been able to recruit successfully all of the student whom we think would be good fits with our programs. This year was particularly poor from a recruiting standpoint, as none of the candidates to whom we extended offers in our graduate programs accepted (one Ph.D. did transfer from UW's Comparative Literature, Cinema and Media did transfer into our program). The reason most often cited by the students who turn out down is graduate student support. The pay scale for ASE's has certainly improved in recent years, but we have very few opportunities to offer students relief from teaching, and it is difficult to compete with programs that offer two years of teaching release at the beginning of their doctoral programs.

It would seem, then, a propitious time to reassess our M.A. and Ph.D. programs, and, as mentioned in Section I, there is consensus that at least the French Ph.D. program and possibly the M.A. programs in French and Italian would benefit from some sort of connection to other similarly sized programs. The modalities of such a pooling of resources will be difficult to determine, and we are grateful for the attention to this important matter at the level of the Dean of the Humanities.

Regardless of how students enter the program, having them leave it with the most effective training for the job markets they likely will enter remains of critical importance. Here too, how we do things may need to change, especially as it concerns the requirements for the Ph.D.. There has been difficulty mobilizing support, both from faculty and graduate students, for alternatives to the traditional dissertation as outlined in the MLA's Report on Doctoral Education, even though we have managed to accomplish one of the goals of such initiatives—shortening the average time to degree—by other means (through more intensive mentoring and by discontinuing the practice, noted as aberrant in the 2005-06 review, of allowing ASE's to teach a 100% [i.e., two-course] load).

At the same time, doctoral programs are being strongly encouraged to prepare students for alternative or so-called alt-ac (alternative-academic) careers. To this end, students in the recently renewed Ph.D. in Hispanic Studies in the Department of Spanish and Portuguese Studies were initially required and are now encouraged to complete a certificate in Public Scholarship. The certificate is very popular with graduate students, but it remains to be seen how effective this is as a means of improving professional prospects. Students in the French Ph.D. program are also encouraged to apply for the certificate in Public Scholarship, but we, as well as our students, have tended to privilege certificates more directly aligned with the preparation we already provide. For instance, the Graduate Certificate in Second/Foreign Language Teaching, which is designed to prepare UW graduate students to use their foreign language expertise in careers involving modern foreign language teaching, is an option that has attracted several of our graduate students (including a graduate student in Italian).* The program will be of greatest interest to those

* "The Certificate program offers training in language teaching methods, second language acquisition, and language analysis through a combination of coursework and a capstone project. The capstone project gives students the opportunity to further explore an area of academic interest or to complete a practical project related to teaching their language(s) of interest. Completion of the Certificate will make graduates more effective instructors and administrators, providing a higher degree of professional preparation and marketability for positions involving modern language teaching or language program administration." See <https://depts.washington.edu/sflt/>

oriented toward becoming university/college faculty. Of course, participation in any certificate program, which involves additional coursework and a capstone project, risks lengthening time to degree.

Diversity

The department has taken important steps to address the diversity of its curriculum and faculty in recent years. The following questions guide our thinking regarding next steps:

- a) How do we systematize and publicize the regular offerings of courses that satisfy the Diversity (D) distribution requirement?*
- b) How do we increase the representation of diverse perspectives and populations in all of our courses, language as well as culture?*
- c) How do we reach underrepresented and disadvantaged students at both the undergraduate and graduate levels?*
- d) How should we rethink our recruitment/hiring practices so as to reduce barriers for underrepresented groups?*
- e) How can we effectively retain underrepresented minorities among faculty and students once they have started in our program?*

Now that the overhaul of the undergraduate French and Italian majors is completed, FIS is ready to move on to the second phase of the revision of the curriculum, which has two components: first, to continue to diversify the curriculum with offerings that reach previously underserved students; second, to seek approval for courses already on the books that might satisfy the Diversity requirement and more effectively promote them. There are also courses we teach that, for technical reasons, cannot satisfy the Diversity requirement: by rule, language courses are ineligible. This does not mean, though, that we should not systematically revise these courses with the principles of diversity in mind. Likewise, with the significant increase in the number of international students at the UW, there is a larger proportion of students for whom English is not the first language in our French and Italian courses. This has confirmed our conviction that recourse to English as a shared linguistic and cultural base in the foreign-language classroom is of dubious pedagogical value.

Many of the response to questions A-C above will be addressed through the rethinking of our strategy as it relates to the Diversity requirement as outlined above. As for D and E, we have made significant strides in the areas of the diversification of faculty and students, but need to develop a more systematic plan for sustaining these efforts. Louisa Mackenzie has served as an unofficial diversity consultant to the Department, but it would likely be more effective to have her (and others) fill this role in the context of a more explicit service position (e.g., Diversity Coordinator). This too will be a subject of discussion during the upcoming autumn quarter.

Instructional Feedback

The department employs the required methods and metrics for both assessing and improving its teaching, but there is a sense that we could do much more. For instance, how do we make the collegial evaluation process more robust? Should the faculty being reviewed provide more

course materials to the reviewer, including examples of the evaluation of student performance, exams, etc.? Are we taking sufficient advantage of the opportunities to customize student evaluations to find the data that are most useful to us?

The questions above under the heading of “Instructional Feedback” have clearer (and easier) answers than some of the other Unit-Defined Questions, since we are already implementing a response. As of autumn quarter 2015, FIS will have a new collegial evaluation process that aims to generate richer feedback. In fact, the new process seeks to close a feedback loop that has remained open for a long time, rendering the evaluation process less useful than it otherwise might have been.

The University of Washington College of Arts and Sciences mandates the following: “Collegial evaluation of teaching must be conducted every year for Assistant Professors and Lecturers and at least every three years for Associate Professors, Professors, Senior Lecturers, and Principal Lecturers.” The longstanding collegial evaluation process in FIS has typically consisted of a faculty member visiting one session of a colleague’s course, writing a one- to two-page assessment of that session (often with a focus on the teaching “performance”—e.g., levels of enthusiasm and apparent student engagement, use of learning technologies, etc.), with this assessment serving as evidence of teaching effectiveness during annual merit review processes and as part of the required documentation for reappointment procedures and promotion/tenure reviews. There is much that is useful in such reports, but they were deficient in three significant ways: first, not enough attention was paid to overall course design; second, these evaluations were characterized by a certain insularity, with evaluators coming only from within FIS and, in some cases, from a very restricted group of colleagues; third, the faculty member being evaluated was not apprised of the content of the assessment until the end-of-year merit review with the chair.

The new collegial evaluation process will lead to discussion between colleagues of the overall arc of the course, the types of assignments, the nature of feedback to students, lesson plans, etc., thereby providing faculty with more meaningful feedback regarding our teaching and more compelling evidence of teaching excellence in re-appointment, tenure, and promotion dossiers. It is strongly encouraged in the new system to solicit an evaluator from outside of FIS at least every 3 years. Faculty will be asked to submit to the colleague evaluating the course the syllabus, a sample lesson plan or tool (e.g., PowerPoint presentation), an example of an assignment (e.g., prompts, worksheets), evidence of instructor feedback (on that or another assignment, including any grading rubric of the faculty member’s design), and an exam, if relevant. Observation of one class will still be part of the process. The report produced is to be shared with the colleague being evaluated, and a “negotiation” regarding the content of the report is encouraged in the case of disagreements. This closing of the feedback loop will orient us away from what was sometimes a pro forma fulfillment of a College requirement and toward a meaningful tool for increasing our teaching effectiveness.

Workload

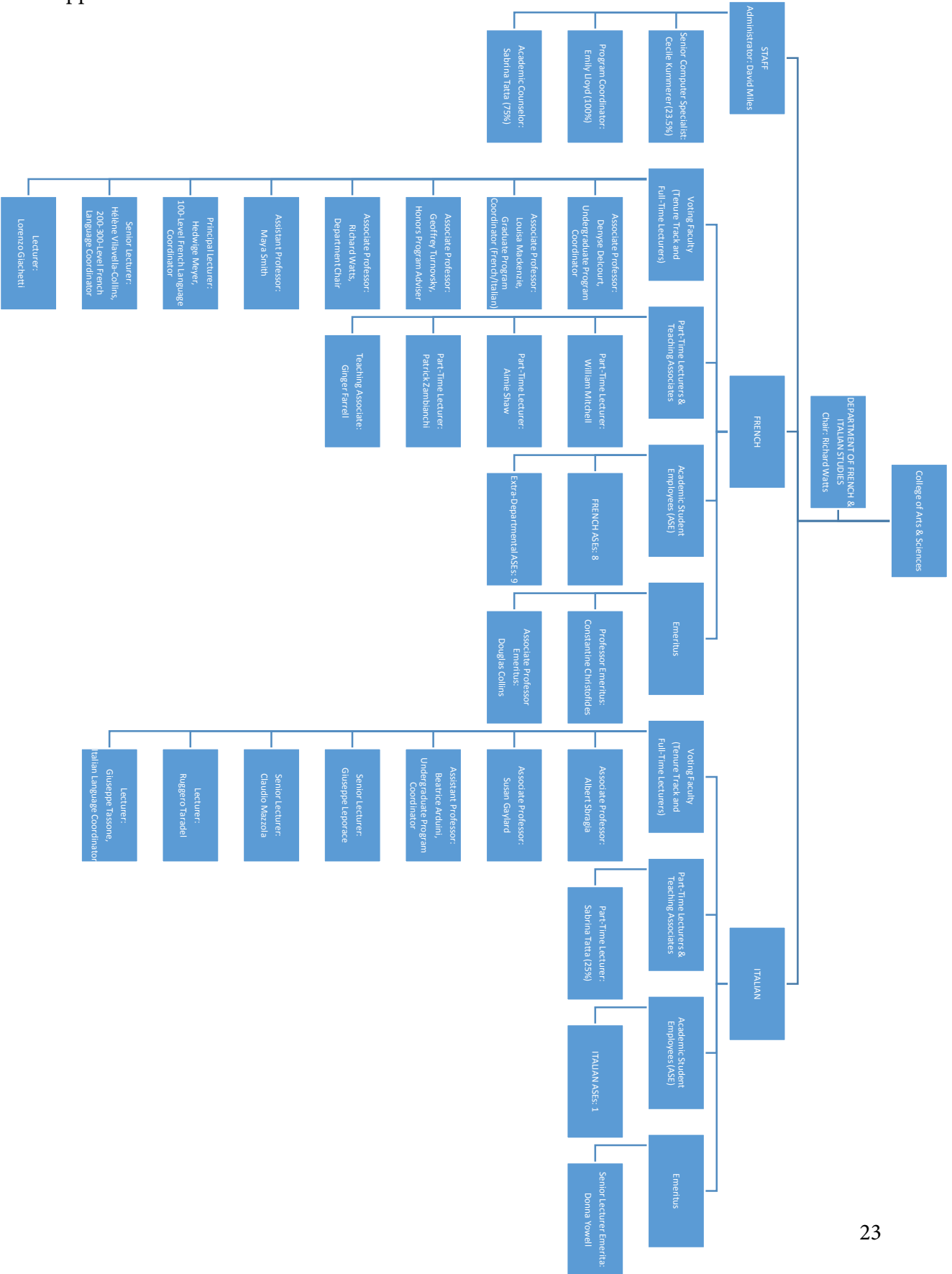
With the prospect of a new salary policy, how does the department ensure that it is accounting for faculty effort in a way that is fair, measurable, and can serve as the basis for

advancement not from one rank to another but from one salary “step” to the next? Is there a matrix that could take into account student credit hours, courses taught, undergraduate and graduate student mentoring, and departmental service?

In a context where, in general, faculty are underpaid in relation to colleagues at peer institutions and, more specifically, where the contributions of particularly meritorious faculty are not always reflected in the salary they receive, some form of recognition for effort is important. But in the absence of a College-wide system, how does a small department such as ours measure effort? There are a number of models for academic workload measurement currently in use—from the UK’s baroque Research Excellence Framework to locally created formulae such as the one used in the UW’s Math Department—but it is not clear that such models provide much in the way of guidance for FIS. And it probably does not make sense to develop a means of measuring and ranking faculty effort until the introduction of the new UW salary policy that will, if the current template is adopted, institute a “step” system—in essence, levels within ranks, as exists at many other institutions and existed at the UW in the past. This is especially not pressing in light of the stated 1.8% raise for UW faculty for 2016-17, the second year of the current budget biennium.

It is likely, then, that this topic will be more relevant in 2016-17 in anticipation of larger raises in the subsequent biennium. At some point during the next academic year, then, FIS will discuss the formula that we will use to rank merit and will do so in a way that ensures consensus.

Appendix A



Appendix B

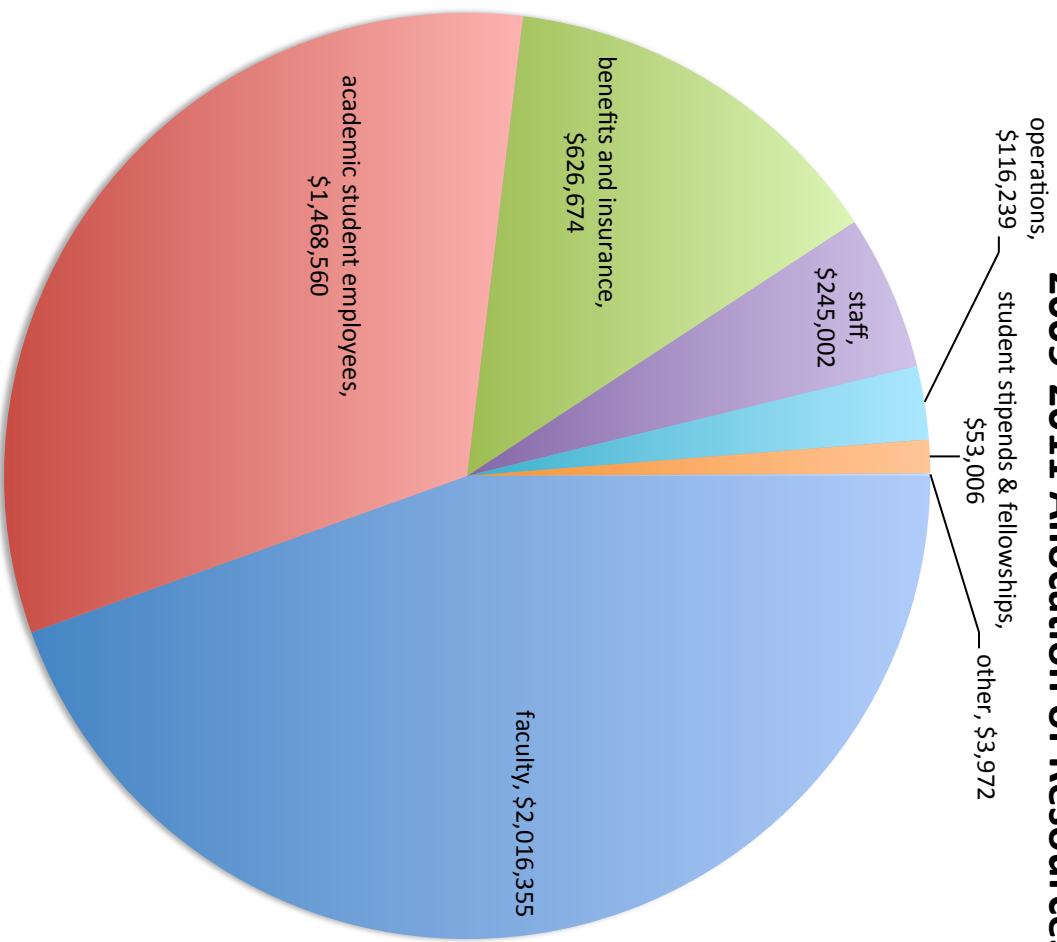
Introduction

A bit of background helps with the interpretation of the charts and tables in the pages of Appendix B that follow. Over the past ten years, budget changes have taken place as the UW moves toward full activity-based budgeting. One was the change from central funding to department funding for retirement and insurance benefits on salaries paid from general operating funds. For the department, that meant a change in the source of funds, rather than in the amount, as each year A&S has provided temporary funding to cover the benefits costs that had been paid by a central UW fund. The UW made this change starting September 2010. One can see in the table of allocations by funding source for 2009-2011 that about half of FIS spending for benefits and insurance was centrally funded in that biennium. The UW still centrally funds Academic Student Employee tuition. The one exception is tuition for students in fee-based graduate programs. FIS has not hired a graduate student from a fee-based program during the last six years.

Other UW units, such as the Simpson Center for the Humanities, the Graduate School, the Centers for Canadian Studies and for West European Studies, and the Provost's Office, support our programs by directly paying for instruction and by providing fellowships and assistantships for our graduate students. These payments are included in our budget tables. Our faculty actively apply for such support and encourage our graduate students to look for funding opportunities as well. Our Graduate Program Coordinator and Academic Counselor have recently held workshops for our graduate students that help them identify such opportunities.

Still other units, including UW Educational Outreach, International Programs and Exchanges, and the Language Learning Center, hire our graduate students and faculty for programs in French and Italian within their units, such as UW in the High School and Study Abroad programs. The work our faculty and graduate students do for these programs is invaluable to our students and to students throughout the state. Except for Summer Quarter, also handled through UW Educational Outreach, we have not included these payments in our budget tables, since the payments are generally made directory to faculty and graduate students and constitute additional rather than replacement salary.

2009-2011 Allocation of Resources by FIS



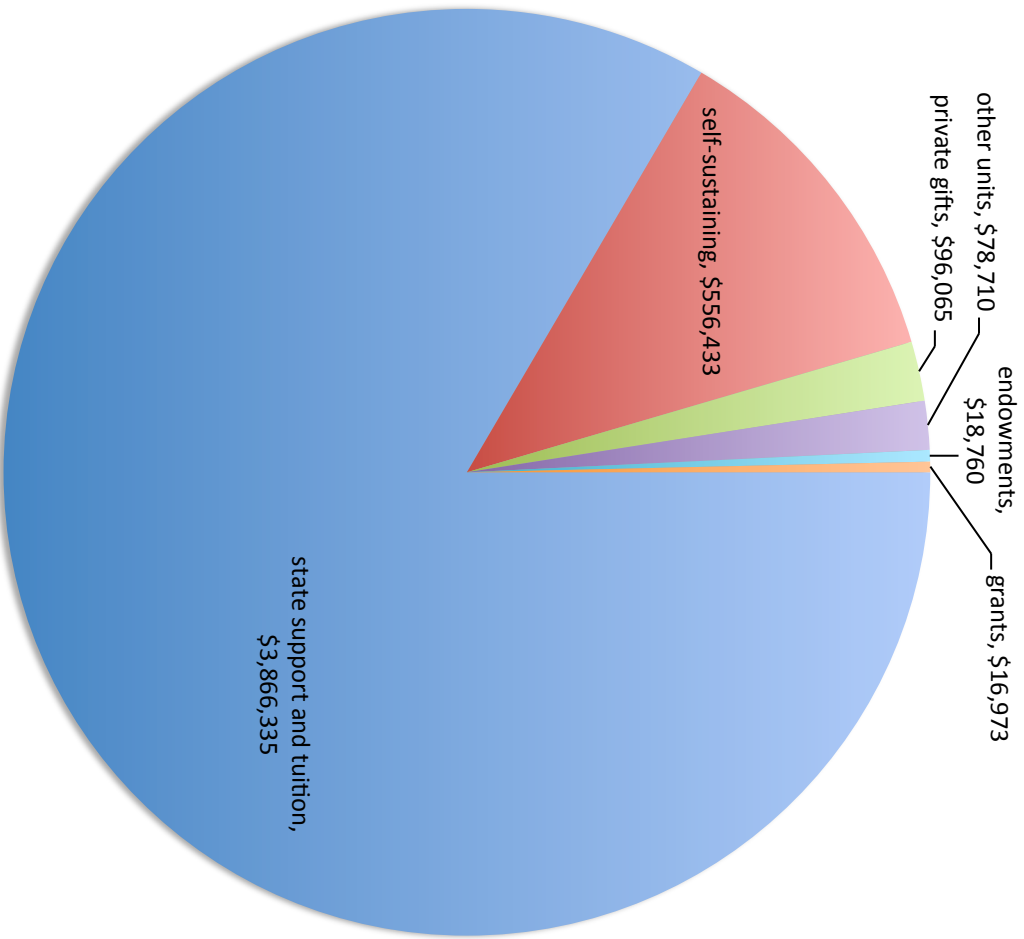
- faculty
- academic student employees
- benefits and insurance
- staff
- operations
- student stipends & fellowships
- other

2009-2011 FIS Allocations by Funding Source

Allocations	Amounts
faculty	\$2,016,355
academic student employees	\$1,468,560
benefits and insurance	\$626,674
staff	\$245,002
operations	\$116,239
student stipends & fellowships	\$53,006
other	\$3,972
Total	\$4,529,808

Disaggregated Total:	\$4,529,808
Faculty	\$2,016,355
Funded by other UW units	\$9,085
From state support and tuition	\$1,799,818
From self-sustaining (summer)	\$196,886
From grant	\$10,567
Academic student employees	\$1,468,560
Centrally funded	\$451,323
Funded by other UW units	\$22,194
From state support and tuition	\$645,891
From self-sustaining (summer)	\$349,152
Benefits and Insurance	\$626,674
Centrally funded	\$306,824
From state support and tuition	\$309,064
From self-sustaining (summer)	\$7,941
From direct gift funds	\$120
From grant	\$2,726
Staff	\$245,002
From state support and tuition	\$244,139
From direct gift funds	\$863
Operations	\$116,239
From state support and tuition	\$70,145
From self-sustaining (summer)	\$2,455
From direct gift funds	\$38,056
From endowment income	\$2,084
From grant	\$3,500
Student stipends & fellowships	\$53,006
Funded by other UW units	\$45,472
From direct gift funds	\$125
From endowment income	\$7,409
Other	\$3,972
From state support and tuition	\$3,972

2009-2011 Sources of Support for FIS

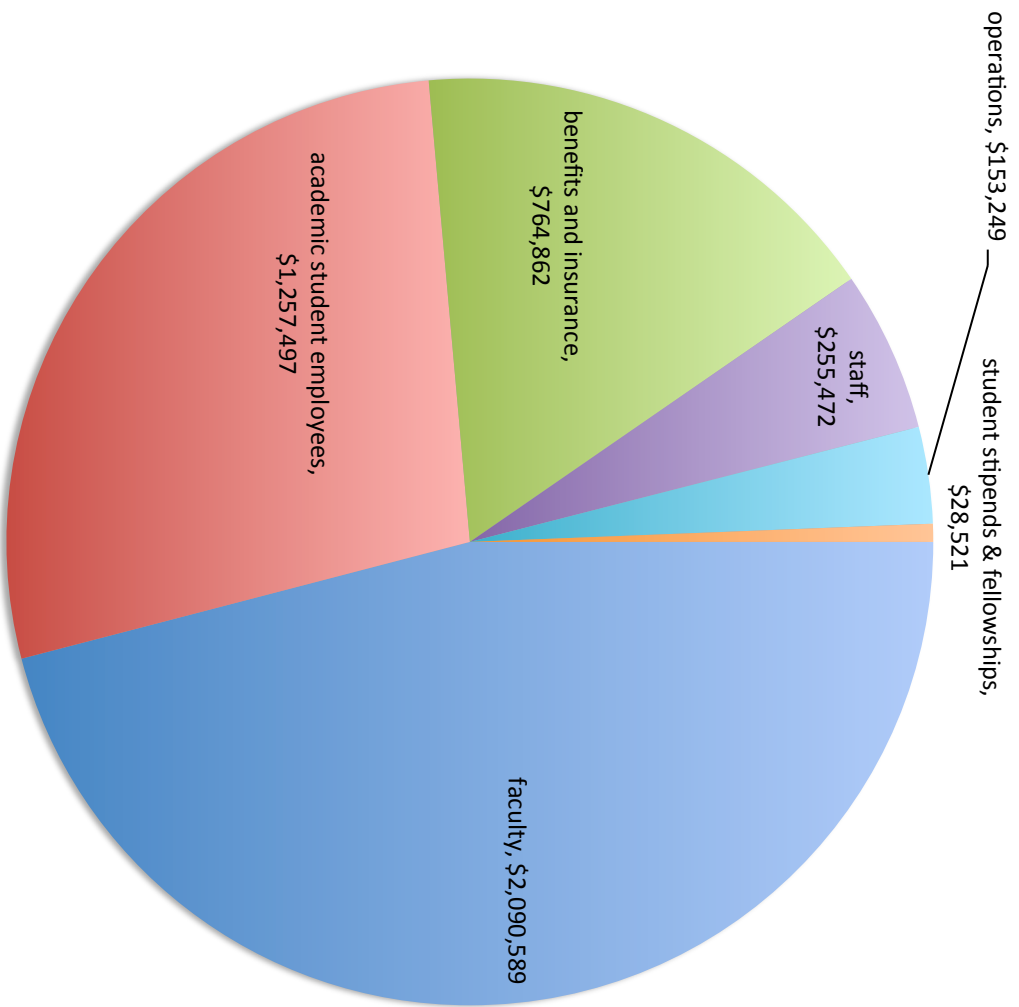


- state support and tuition
- self-sustaining
- private gifts
- other units
- endowments
- grants

2009-2011 FIS Funding Sources Detail

Sources of support	Amounts		Disaggregated Total: \$4,633,277
		State support and tuition	\$3,866,335
state support and tuition	\$3,866,335	ASE tuitions (centrally funded)	\$451,323
self-sustaining	\$556,433	Benefits (centrally funded)	\$306,824
private gifts	\$96,065	06-0483 (General Operating Fund)	\$3,094,230
other units	\$78,710	09-9822 (tuition from UW Ext)	\$11,458
endowments	\$18,760	74-0483 (indirect cost supported)	\$2,500
grants	\$16,973	Self-sustaining	\$556,433
Total	\$4,633,277	19-0483 summer budget	\$556,433
		Private gifts	\$96,065
		Gifts to allocations in French and Italian Studies	\$96,065
		Other units	\$78,710
		09-9822 non-tuition revenue	\$1,960
		06-0450 Simpson Center Support for instruction winter 2010	\$10,566
		67-9232 Canadian Studies support for instruction spring 2010	\$3,426
		67-2933 CWES support for instruction spring 2010	\$15,203
		06-1315 Faculty Fellows autumn 2010	\$2,084
		10-1600 GSFEI Top Scholar Awards 2009-2010 and 2010-2011	\$20,825
		65-4228 Alvord fellowship 2010-2011	\$18,352
		80-5025 dissertation fellowship autumn 2010	\$6,060
		75-1759 GSFEI grad student conference travel winter 2010	\$235
		Endowments	\$18,760
		Kimball 65-3222 FIS share	\$3,567
		Vance 65-9246	\$2,036
		Perrina 65-9426	\$1,441
		Zavaglia 65-9431	\$1,317
		Alfieri 65-9433	\$1,454
		Di Capua 65-9713	\$1,507
		Angelillo 65-9892	\$2,488
		Nesholm 80-9570	\$4,950
		Grants	\$16,973
		63-3351 RRF grant spring 2011	\$16,973

2011-2013 Allocation of Resources by FIS



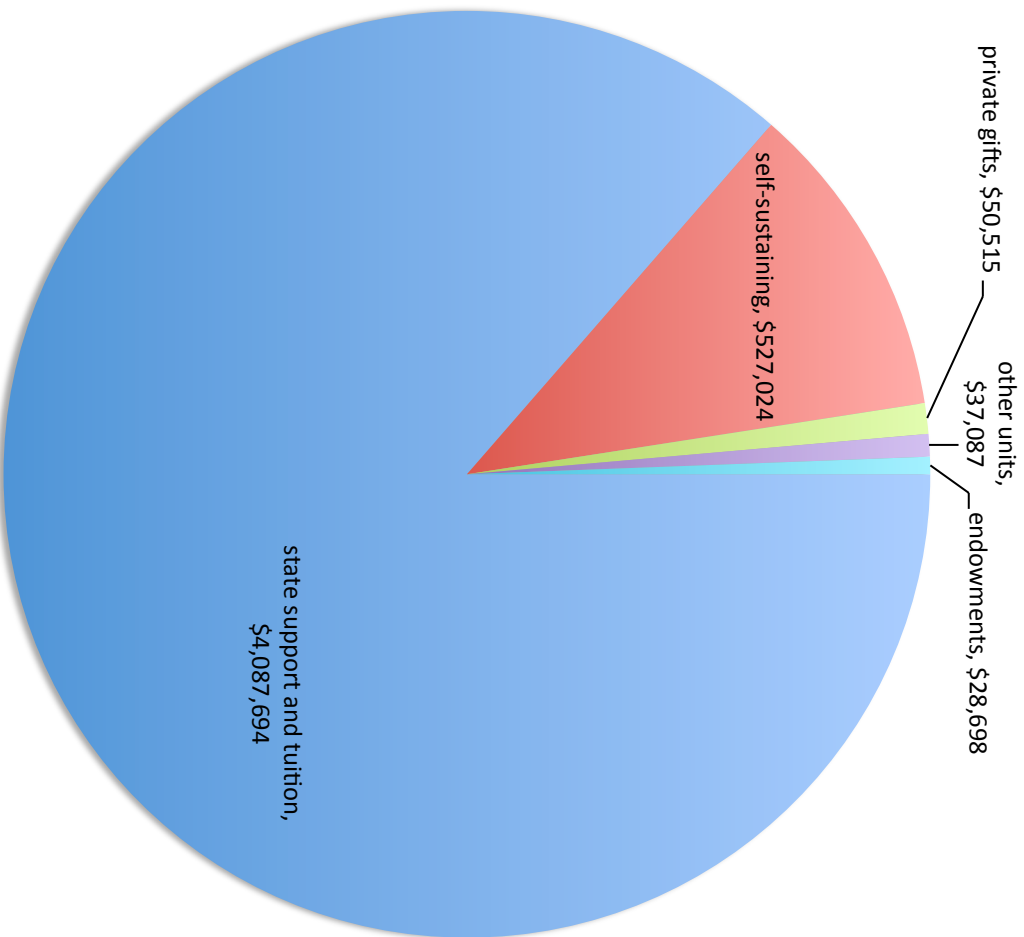
- faculty
- academic student employees
- benefits and insurance
- staff
- operations
- student stipends & fellowships

2011-2013 FIS Allocations by Funding Source

Allocations	Amounts
faculty	\$2,090,589
academic student employees	\$1,257,497
benefits and insurance	\$764,862
staff	\$255,472
operations	\$153,249
student stipends & fellowships	\$28,521
Total	\$4,550,189

Disaggregated Total:	\$4,550,189
Faculty	\$2,090,589
From state support and tuition	\$1,861,532
From self-sustaining (summer)	\$229,057
Academic student employees	\$1,257,497
Centrally funded	\$480,163
Funded by other UW units	\$10,566
From state support and tuition	\$560,443
From self-sustaining (summer)	\$206,326
Benefits and Insurance	\$764,862
From state support and tuition	\$676,290
From self-sustaining (summer)	\$88,571
Staff	\$255,472
From state support and tuition	\$255,472
Operations	\$153,249
From state support and tuition	\$116,776
From self-sustaining (summer)	\$3,070
From direct gift funds	\$28,239
From endowment income	\$5,163
Student stipends & fellowships	\$28,521
Funded by other UW units	\$17,021
From endowment income	\$11,500

2011-2013 Sources of Support for FIS

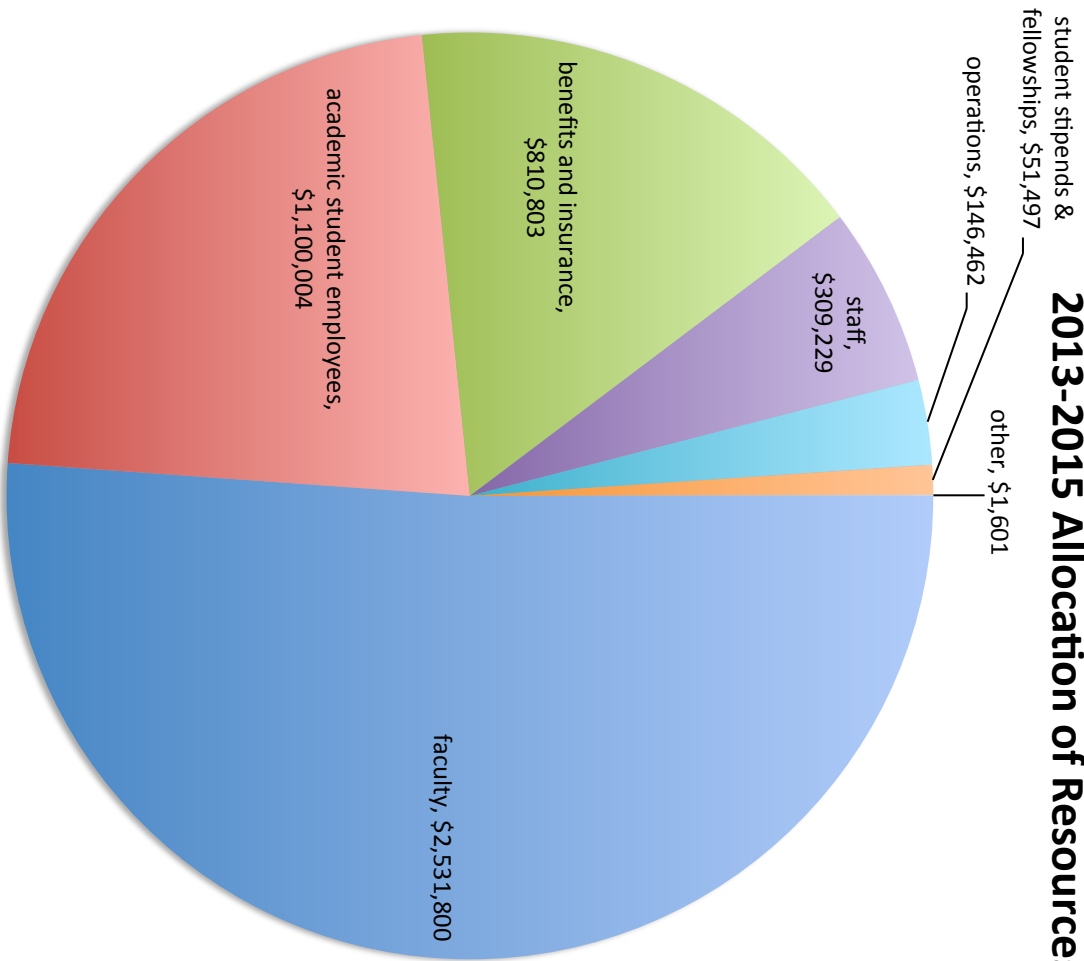


- state support and tuition
- self-sustaining
- private gifts
- other units
- endowments

2011-2013 FIS Funding Sources Detail

Sources of support	Amounts		Disaggregated Total: \$4,731,019
		State support and tuition	\$4,087,694
state support and tuition	\$4,087,694	ASE tuitions (centrally funded)	\$480,163
self-sustaining	\$527,024	06-0483 (General Operating Funds)	\$3,508,765
private gifts	\$50,515	09-9822 (tuition from UW Ext)	\$24,588
other units	\$37,087	74-0483 (indirect cost supported)	\$32,071
endowments	\$28,698	76-0483 (Designated Operating Funds)	\$42,108
Total	\$4,731,019	Self-sustaining	\$527,024
		19-0483 summer budget	\$527,024
		Private gifts	\$50,515
		Gifts to allocations in French and Italian Studies	\$50,515
		Other units	\$37,087
		09-9822 non-tuition revenue	\$3,500
		06-0450 Simpson Center Support for instruction spring 2013	\$10,566
		10-1600 GSFEI Top Scholar Award 2012-2013	\$16,896
		65-3222 Dempsey funds for Leporace/Geist translation project	\$6,000
		80-7895 GSFEI Top Scholar supplement	\$125
		Endowments	\$28,698
		Kimball 65-3222 FIS share	\$4,207
		Italian Studies Advisory Board 64-0242	\$1,445
		Cremin 65-6508	\$1,945
		Altig 65-6568	\$1,437
		Friedrich 65-6572	\$1,437
		Vance 65-9246	\$2,426
		Perrina 65-9426	\$1,737
		Zavaglia 65-9431	\$1,600
		Alfieri 65-9433	\$1,843
		Di Capua 65-9713	\$1,815
		Angelillo 65-9892	\$2,972
		Nesholm 80-9570	\$5,835

2013-2015 Allocation of Resources by FIS



- faculty
- academic student employees
- benefits and insurance
- staff
- operations
- student stipends & fellowships
- other

2013-2015 FIS Allocations by Funding Source

Allocations	Amounts
faculty	\$2,531,800
academic student employees	\$1,100,004
benefits and insurance	\$810,803
staff	\$309,229
operations	\$146,462
student stipends & fellowships	\$51,497
other	\$1,601
Total	\$4,951,395

Disaggregated Total:	\$4,951,395
Faculty	\$2,531,800
From state support and tuition	\$2,286,692
From self-sustaining (summer)	\$245,108
Academic student employees	\$1,100,004
Centrally funded	\$443,384
Funded by other UW units	\$12,786
From state support and tuition	\$514,451
From self-sustaining (summer)	\$129,383
Benefits and Insurance	\$810,803
From state support and tuition	\$733,848
From self-sustaining (summer)	\$76,955
Staff	\$309,229
From state support and tuition	\$309,229
Operations	\$146,462
From state support and tuition	\$95,650
From self-sustaining (summer)	\$2,671
From direct gift funds	\$30,840
From endowment income	\$17,301
Student stipends & fellowships	\$51,497
Funded by other UW units	\$30,134
From direct gift funds	\$3,500
From endowment income	\$17,863
Other	\$1,601
From state support and tuition	\$1,601