

Section A. Self-Evaluation of the Division of French and Italian Studies

Introduction

The last review of our unit (then a wing of the Department of Romance Languages and Literature, RLL) in 1993-94 generated five years of stress and instability. While the review committee reported that “impressive progress ha[d] been made in several problem areas identified” in the 1984 review, it also noted that “a high level of distress... pervade[d] much of the Department,” governance processes had aroused controversy and insufficient staffing had created a “crisis in French.” The committee recommended that RLL “engage in an extensive and organized period of reflection” so as to determine how to resolve these problems.

A year later RLL was provisionally split into two units, the Division of French and Italian Studies (FIS) and the Division of Spanish and Portuguese Studies (SPS), and the Dean and the Provost supported a proposal to transform them into autonomous departments. The Board of Regents narrowly rejected that proposal in 1996. Dean John Simpson then decided that FIS (and SPS) would continue to operate autonomously, with separate chairs and budgets, as quasi-departments. FIS had three consecutive Acting Chairs, two from outside the unit (Hazard Adams and Constantine Christofides), from 1994-95 through 1996-97. In 1997 Dean Simpson appointed another outside Chair of FIS (John Keeler, Professor of Political Science and Director of the Center for West European Studies), this time for a full five-year term.¹ He told Keeler that the unit needed to improve its performance substantially or face the prospect of “Berlitzization” (languages would still be taught but the degree programs would be abandoned). A year later, in the

¹ Renewed for another five years in 2002.

fall of 1998, the Graduate School ruled that the graduate degree programs of both FIS and SPS had performed so poorly that admissions to them were to be frozen; each unit was invited to design new programs, but there was no guarantee of their approval. The *freeze of '98* tarnished the reputation of FIS nationally and damaged already-low faculty morale.

In short, a decade ago the prospects of FIS seemed bleak and the challenges posed for its faculty and staff were daunting. Against that backdrop, it is a pleasure to report that FIS has clearly been on a sharp upward trajectory in most respects since the late 1990s. The faculty have bolstered and renewed their ranks by effectively recruiting new colleagues, implemented new governance structures, restructured and enhanced FIS programs, demonstrated a strong commitment to quality teaching, increased research output, and developed ties to the community through Advisory Boards that have helped raise substantial endowment funding. Table 1.1 highlights some of the most significant

Table 1: Selected Measures of Achievement by FIS since the late 1990's

	Increase in Majors and Degree Production from 1993-97 to 2001-05:
Majors	#1 among all UW L&L Depts.
BAs	#1 among all UW L&L Depts. 350% more Italian BAs (22/4) in 2003-05 than 1995-97 92% more French BAs (92/48) in 2003-05 than 1995-97
MAAs	#1 among all UW L&L Depts.
PhDs	#2 among all UW L&L Depts.
Other Indices of Achievement:	
Study Abroad Programs	*7 new programs (5 French, 2 Italian) launched since 1997 *The 3 new programs for French graduate students received perfect 5.0 ratings in a December 2005 student survey
Ph.D. Placement	Since 2002, 75% of PhDs have obtained full-time positions at colleges/universities; only 50% did so from 1996-2001
Publications by TT/T Faculty	4 books and 19 journal articles since 2001
Teaching Evaluations 2004-05	Overall 4.4, 0.2 above average for Humanities TAs 4.4, 0.3 above average for Humanities
Development	1 donor \$250 in 1996-97; no FIS endowments 118 donors \$150,771 from 2004-2006; 4 endowments

measures of achievement over the last decade. Needless to say, this period has also featured some disappointment, and challenges remain to be met. This report will assess, in turn, both achievements and challenges related to the faculty, governance structures, the language programs, the B.A. programs, the graduate programs, research and publication, development and administrative staff.

I. Governance Structures and Processes

The most important change in governance structure since the last review in 1994 is obviously the split of RLL into two quasi-autonomous divisions, FIS and SPS. We in FIS recognize that intellectual and bureaucratic arguments can be made, in the abstract, in favor of reverting to the RLL model. However, it should be noted that only 38% (3/8)

Table 2: Departmental Structures at the Peer Group of Eight

Dept. Structure	Number	Universities
Dept. of French & Italian	2	Indiana, Arizona
Two Autonomous Departments: Dept. of French, Dept. of Italian	2	UC-Berkeley, UCLA
Dept. of French, Dept. of Spanish, Italian & Portuguese	1	Illinois
Romance L&L	3	Michigan, North Carolina, Oregon

of our peer institutions employ that model—see table 2. The prevalence of alternative models would seem to indicate that the RLL formula is broadly viewed as bureaucratically problematic, especially given the size and complexity of Spanish faculties (divided into those oriented toward Spain, toward Latin America and toward U.S. ethnic studies). When Divisional Dean Michael Halleran gently floated the “reunification balloon” a few years ago, the FIS faculty spoke unanimously against it. The main reasons are pragmatic: the RLL model worked poorly here (as the 1994 report indicates), and the Division of French and Italian Studies has functioned with relative

harmony and effectiveness (see the evidence below). A decade has been devoted to developing governance structures, stable patterns of collegiality and an *esprit de corps* within FIS, and all of us here—including the outside Chair—see more to be lost than gained through abandoning that model.² That having been said, we should acknowledge that the future prosperity of our unit is likely to be determined less by departmental structure than by the propensity of the administration to help us move closer to the level of staffing enjoyed by our peers in French (and Spanish), as discussed in section II.

In terms of decision-making procedures, FIS now functions in a manner recommended by the 1994 review committee. Full faculty meetings are held at least once per month and the agenda for each meeting is circulated in advance by the Chair. When the Chair sends out the agenda via email, he asks faculty and staff to notify him if they would like to propose an addition to the agenda; when such proposals are submitted, they are accommodated if time permits or added to the agenda for the next meeting. Major decisions affecting FIS are made by a vote of the faculty, normally by secret ballot with ballots counted by our Administrative Assistant. The Administrative Assistant also takes minutes at all faculty meetings and makes those minutes available in a binder in her office.

Many departmental matters are handled initially or definitively by FIS standing committees. Currently there are five such committees: Undergraduate Program—French, Undergraduate Program—Italian, Graduate Program/Admissions—French, Graduate Program/Admissions—Italian, and Programs Abroad.³ Faculty searches are also handled,

² It should be noted that the job of Chair of RLL would be more demanding in 2005 than it was in 1993 due to the far greater amount of time now required for managing Advisory Boards and raising funds. No such boards even existed in 1993. Separate boards now exist for French, Italian and Spanish—see section VI.

³ Faculty involvement with development is discussed in section VI.

at the initial stages, by a formal committee. The Chair, in consultation with the Associate Chair, appoints the committee members. All tenured faculty members are assigned to serve as chair of at least one committee.

Since 1998, a student representative has been appointed to serve on all departmental committees, including search committees. Those appointments are made by the Chair in consultation with the Graduate Program Coordinator and the chairs of the undergraduate committees (undergraduates serve only on those two committees). Once all of the graduate student representatives have been appointed, the Chair meets with them as a group (the FIS Graduate Council). He asks them to decide (by election if necessary) which of them will serve as the Graduate-Faculty Liaison (GFL); this GFL is invited to attend all faculty meetings as an observer.

Challenges. If FIS and SPS are to remain separate, we would encourage the administration to allow both units to acquire *formal* departmental status as soon as possible. Our current awkwardly unique status as a “division” frequently prompts questions (and at times concerns) from prospective graduate students and others outside the UW. The biggest problems, however, arise when dealing with various bureaucracies *inside* the UW. Many hours have been spent by the Chair and our staff since 1997 explaining to officials that we cannot do our job—or be assessed in our job—effectively unless we can get disaggregated (that is, FIS rather than RLL) data. We now receive such data from the College of Arts and Sciences (which lists FIS and SPS as separate units on its website), the Educational Assessment Office (for teaching evaluations), and the Development Office. Other offices, however, have been slow to accommodate our needs in ways that could surely have detrimental effects. For example, prospective

graduate students scanning the website for the UW Graduate School are not able to find any information regarding the performance of students in French & Italian Studies (or Spanish); the “Graduate Student Statistical Summary” is provided only for Romance Languages and Literature—a unit that now exists only on paper and is not even listed on the website of the College of Arts and Sciences. Many would benefit from an effort to end such confusion and inefficiency.

Our departmental decision-making procedures have functioned well in recent years in the sense that they have generally produced positive results (see evidence below) and given rise to relatively little controversy. Two problems should be noted here, however: 1) given the thinness in our senior ranks, our junior faculty are often required to devote more time to administration than seems appropriate—see discussion in section II; 2) scheduling conflicts have at times made it more difficult than we would like for graduate students to attend committee or faculty meetings.

II. The Faculty

The French Wing. As noted above, the 1994 review committee expressed concern regarding the "crisis in French" at the UW. The assessment of Prof. Thomas Kavanagh of U.C. Berkeley applauded the fact that the French wing had made "two distinguished senior appointments" (Eugene Vance and Mikkel Borch-Jacobsen) and thus obtained "that visibility without which a department cannot be nationally competitive," but stressed that "behind those flagships, there is a clearly inadequate fleet." Aside from Vance and Borch-Jacobsen, the tenured or tenure-track (T/TT) faculty in 1994 included only one associate professor (Douglas Collins) and one assistant professor (Denyse Delcourt). "French must be able to appoint a minimum of two additional assistant

professors in the near term," concluded Kavanagh, "and, if possible, two more in the middle term."

By the time John Keeler became Chair of FIS in 1997-98, that near-term goal had been achieved: two new assistant professors had been hired (Jean-Pierre Van Elslande and Nancy Rubino), and the senior ranks had been strengthened with the promotion of Denyse Delcourt to associate professor. Permission was granted for another search that year, and FIS was thus able to add a third assistant professor (Dianah Jackson). As of 1998-99, the staffing of the French wing was far stronger than at the time of the 1994 review. However, the French wing was still one position short of Kavanagh's middle-term goal, and its FTE count (5.5) was substantially less than its nominal total of seven, given that Vance and Collins had .75 appointments (with .25 in Comparative Literature) and Borch-Jacobsen taught only in Comparative Literature (though he held voting rights in FIS and served on graduate committees). The Majeski Report of 2000 (that assessed our proposed new graduate programs—more on this below) concluded that our staffing on the French side was now "adequate" with a "solid core of senior faculty" and "three very promising assistant professors," but also suggested "that the French wing need[ed] at least one more line to ensure that it can offer and deliver a quality M.A. and Ph.D. program."

We were permitted to add such a line in 2002-03, and it was used to hire a much-needed expert on Francophone Studies (Vinay Swamy); however, this did *not* enable us to reach the Kavanagh middle-term goal of eight faculty, as Vance was by this time formally retired and teaching only 40% time. From 1997 through 2005 our nominal French TT/T faculty total has never been more than seven, and since 2004 (when an

assistant professor destined not to make tenure resigned—more on this below) it has been—as in 1997—only six.

As table 3 shows, the UW French wing compares very unfavorably to our eight official peer institutions in this regard. As of December 2005, those *peers have an average of eleven TT/T French faculty*; some have as many as fifteen, and none has fewer than seven. The peer totals would doubtless be less in terms of formal FTE's (as some of the faculty elsewhere hold joint positions with other units), but the UW figure is as well: 4.75 (with Collins still at 0.75 and Borch-Jacobsen formally 100% in Comparative

Table 3: French Studies Faculty at the UW and Peer Group of Eight⁴

University	Asst	Assoc	Full	Total TT	Lec	SrLec	Visit. Lec	Total NTT	Overall Total
Indiana	4	6	5	15	1	0	3	4	19
Illinois	7	4	4	15	0	0	0	0	15
UC-Berkeley	2	5	6	13	9	2	0	11	24
Arizona	1	4	6	11	0	0	0	0	11
UCLA	1	4	5	10	2	1	0	3	13
Michigan	2	5	3	10	1	5	0	6	16
North Carolina	0	3	4	7	4	2	0	6	13
Oregon	3	3	1	7	2	2	0	4	11
WASHINGTON	2	2	2*	6*	0	2	1	3	9

*Note: Includes one full professor with voting rights who does not teach or play an administrative role in the department (Borch-Jacobsen). Does not include the outside Chair (Keeler).

Literature). The UW French wing is bolstered by two excellent Senior Lecturers (Hélène V. Collins, Ph.D., the 200/300-level Language Program Coordinator and Hedwige Meyer, the 100-level LPC) and one very capable Visiting Lecturer (Holly Woodson Waddell, Ph.D.). However, the French wing's non-TT/T total (3) is also lower than the peer average (4.3). Overall, the French wing's total of 9 faculty is only 59% as high as the peer average of 15.2, and its number of full professors (2) is only 47% as high as the peer average (4.3).

⁴ All data regarding the UW's peer group of eight were found on their websites in December 2005.

Challenges. The greatest immediate challenge for FIS in this area is posed by the fact that one of our two full professors, and the only one who teaches in the division, Evelyne Ender (hired at the senior level in 2004 to fill the void left by Vance's retirement), is leaving for Hunter College/CUNY Graduate Center in 2006-07. As Ender has told the deans, she did not seek to leave, and is leaving with considerable regret. Her departure is spouse-driven, as her husband—who was unable to acquire a permanent position at the UW—was recently appointed Dean of the School of Education at Hunter College. FIS has a search in progress that may lead to a hire at the associate professor level, but this means that—at best—the French wing will have the same faculty total next year, but only one full professor and none teaching our students. Next year is also Keeler's last as outside chair, which means that even more will soon be demanded from the limited group of senior faculty. *We thus feel that it is clearly imperative that FIS be allowed to search for at least one full professor in French next year.*

Given that the UW is not capable financially of funding many senior hires, another challenge for the French wing is to do a better job of facilitating promotion of its junior faculty and retaining its rising stars. Since 1997 we have lost one excellent assistant professor to an extraordinary outside offer (Van Elslande, a francophone Swiss, accepted a full professorship with a salary of more than \$100,000 at the University of Neuchatel in 2001; he was replaced by Louisa Mackenzie) and have had to “counsel out” two others who were clearly destined to fall short of the publication record required for tenure (Rubino and Jackson). Retaining promising young faculty of Van Elslande's caliber will always be difficult, given FIS's profile, but the future of the unit depends on our ability to convince the administration to make an investment sufficient to enable that

to happen.

More can be done, at least, to help promising junior faculty publish sufficiently to clear the bar for promotion. As noted in our Strategic Planning Report of 2000, it must be recognized that our assistant professors are compelled to spend far more time on departmental administration and student mentoring than their counterparts in larger departments replete with senior faculty. In the wake of the Rubino and Jackson cases, the chair took two steps—with the blessing of the Divisional Dean, then Michael Halleran—to assist our current assistant professors (Mackenzie and Swamy): 1) their course loads were reduced from five to four for the years remaining before the tenure decision, and 2) they were told that, when their book manuscripts were approaching completion, FIS would pay a nationally prominent external faculty member to critique their work and assist in preparing the manuscripts for submission.

The Italian Wing. The Italian wing was singled out for “special recognition” in the 1994 review, as its three faculty were viewed as “devoted to achieving excellence in their program” and had “mounted a successful quarter of instruction in Italy.” When Keeler arrived as Chair in 1997, the wing consisted of one newly promoted associate professor (Albert Sbragia), one newly hired assistant professor (Erminia Ardissino), one Senior Lecturer with Ph.D. (Donna Yowell), and one Lecturer (Giuseppe Leporace). Sbragia, Yowell (the 200-level LPC) and Leporace (now a Senior Lecturer and the 100/300-level LPC) are still on the faculty today; Ardissino and her successors in the assistant professor position will be discussed under “challenges” below.

The Italian faculty have been extremely successful at program building since the last review. Talented as they are, it should be acknowledged that a key to their success

has been the unique status of the UW Rome Center. This is the only teaching facility operated on a long-term basis by the UW outside of the United States, and with encouragement from the administration, more and more departments (including FIS) have developed programs there over the past decade; currently *seventeen different departments/units* send students to programs there on a regular basis.⁵ The result has been ever-increasing demand for Italian language instruction and, as will be shown in detail in section III, a dramatic growth in both Italian enrollments and Italian majors.

Given the very small number of available TAs for Italian instruction, expansion in this area has necessitated additions to the faculty. Those additions have been made incrementally, with the dean allowing over time conversion of temporary instructional funds to full-time positions. No tenure-track faculty have been added since 1997, but the Italian wing has added 2.5 Lecturers (Claudio Mazzola, Ph.D., now a Senior Lecturer; Giuseppe Tassone, now a Lecturer and Assistant LPC; and Sabrina Tatta, a half-time Lecturer) and a Visiting Lecturer (Ruggero Taradel, Ph.D.).

In stark contrast to the French wing, as Table 4 shows, the Italian wing at the UW now has 23% more faculty overall (7.5) than the average of our eight peer institutions. However, the vast majority of them are non-TT/T (5.5); in this category the UW has 2.9 times the peer average. As with the French, the Italian wing lags in the TT/T category, with only two faculty—47% of the peer average of 4.25—and no full professors

⁵ Architecture, Art History, Astronomy, Classics, Communications, Comparative History of Ideas (CHID), Creative Writing, the Educational Opportunity Program—Office of Minority Affairs, English, History, the Honors Program, Interdisciplinary Arts and Sciences, Italian Studies, Landscape Architecture, Law, Society & Justice, Studio Art and Visual Communication Design. In 1995-96 108 UW students studied in Italy; by 2004-05 that figure had risen to 366 (312 at the Rome Center), an increase of 239%. Seven departments/programs sent at least 20 students to the Rome Center in 2004-05: CHID (47), Creative Writing (35), Law, Society & Justice (32), Architecture (31), Italian Studies (30) and Studio Art (27), and Landscape Architecture (20).

(compared to an average of 2.5 at the peers).⁶

Table 4: Italian Studies Faculty at the UW and Peer Group of Eight

University	Asst	Assoc	Full	Total TT	Lec	SrLec	Visit Lec	Total NTT	Overall Total
UCLA	0	0	7	7	3	0		3	10
UC-Berkeley	0	2	3	5	1	0		1	6
Indiana	1	0	4	5	2	0		2	7
Michigan	1	3	0	4	2	1		3	7
Illinois	2	1	1	4	1	0		1	5
Arizona	1	1	1	3	0	0		0	3
Oregon	0	0	3	3	2	1		3	6
North Carolina	1	1	1	3	2	0		2	5
WASHINGTON	1	1	0	2	1.5	3	1	5.5	7.5

Challenges. One challenge the Italian wing has faced since 1997 has been instability in the assistant professor position. Ardissino informed Keeler on his first day as Chair that she would have to resign effective at the end of the fall quarter because her husband had decided he did not want to move from Italy. One of her successors, Monica Azzolini, also left (in 2004) for spousal reasons. She was eager to stay at the UW, as was her husband, a Ph.D. in English and a citizen of Australia. However, he was able to obtain only a part-time teaching position with the UW English Department, and he was lured back to his Australian alma mater (the University of Sydney) by a tenure-track position. Azzolini thus applied for and obtained a position at the University of New South Wales. In between Ardissino and Azzolini, Massimo Scalabrini held the assistant professorship and served with distinction. Like Van Elslande, however, he was hired away by an offer from a higher profile department (he went to Indiana, one of our peers, with four full professors and a Ph.D. program in Italian).

For us in FIS, there seem to be two lessons here. First, FIS must develop the

⁶ In terms of French-Italian balance among faculty overall, our unit is now weighted more heavily toward the Italian side (45.4%) than any of our peers (29% on average). In terms of the balance among only TT/T faculty, the UW figure (25%) is slightly below the average of our peers (27.9%).

capacity to prevent the poaching of its star junior faculty; this will require efforts at the department level, but it will also probably necessitate a greater investment by the administration in both individual retention and the sort of program building that will bring our TT/T contingents closer to those of our peers. Our latest hire in the Italian assistant professor position, Susan Gaylard, and both of our TT French faculty seem quite capable of eventually attracting the sort of outside offers that will once again test our abilities in this area. Second, FIS and the administration must do a better job of accommodating the needs of faculty spouses. *It is worth noting here that all three of our spouse-driven departures have been by women.* If the university is serious in its declared commitment not only to hire but to retain and promote outstanding women faculty, which are especially prevalent in the Humanities, more resources may need to be reserved for this purpose. The need would seem to be especially acute in world language and literature departments, where non-U.S. faculty are commonly hired (e.g., Ardissino, Scalabrini, Azzolini, Gaylard, Van Elslande and Ender) and often trail non-citizen spouses with limited employment opportunities outside the UW.

The other challenge for the future of the Italian wing, of course, is to expand the TT/T ranks by at least one position so as to move FIS closer to the staffing levels prevalent among our peers. This is an issue that we will be discussing with the deans later this year.

III. Language Programs

The 1994 Review Committee praised the efforts made by RLL Chair Doug Collins, with help from the administration's Entry Level Initiative, to revamp and professionalize the language programs. Upgraded Language Program Coordinators

(LPC's) were said to be in the midst of integrating the different levels into "an effective and coherent curriculum," the department had instituted "excellent training programs for its teaching assistants" and "teaching performance [was] generally high."⁷ Our 100-300 level language programs in French and Italian still function successfully with the same basic structures, though the LPC's (Hedwige Meyer-100 level and H  l  ne V. Collins-200/300 level in French, Giuseppe Leporace-100/300 level and Donna Yowell-200 level in Italian) have, of course, periodically revised their curricula over time. The only administrative change made in this area since 1997 was the introduction of annual LPC evaluation forms to enable TAs to provide feedback to their coordinators and the Chair; a measure of the quality of our programs is that the LPC's normally receive evaluations averaging between 4.4 and 5.0 on a scale from 1 (poor) to 5 (excellent).

As table 2 shows, our TAs received a mean student evaluation of 4.4 in 2004-05—0.3 above the average for TAs in the Humanities; three of our TAs have

Table 5: FIS Teaching Evaluations: Autumn 2004-Summer 2005⁸

Course Level	No. of Classes	FIS	Humanities	Diff.	University	Diff.
TAs	102	4.4	4.1	+0.3	3.9	+0.5
Faculty Lower Level	46	4.5	4.3	+0.2	4.0	+0.5
Faculty Upper Level	40	4.4	4.4	Even	4.1	+0.3
Faculty Graduate	5	4.6	4.5	+0.1	4.1	+0.5
TOTAL	193	4.4	4.2	+0.2	4.0	+0.4

been nominated for the UW's Excellence in Teaching Award over the past five years.

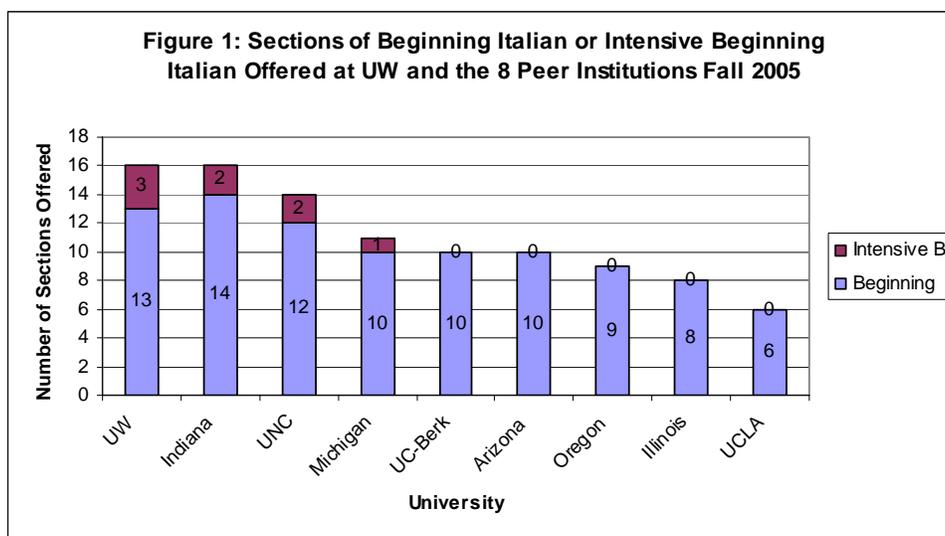
Faculty teaching in the language program received a mean rating of 4.5, 0.2 above the average in the Humanities.

⁷ See the memos of Daniel Harmon (July 2, 1994) and Thomas Kavanagh (March 6, 1994).

⁸ Combined items 1-4, data from the UW Office of Educational Assessment.

FIS plays a very important service role for the College, with 2004-05 enrollments at the 100-299 level (2644) second only to SPS (3004) among World Language and Literature units. Moreover, the gap between FIS and SPS has been closing over time. In 1993-94, lower-level enrollments in FIS were only 74% as high as those of SPS, while they had risen to 88% of the SPS figure by 2004-05.

The principal reason for this change is the Rome Center-driven explosion in demand for Italian language courses alluded to in section II. While the number of beginning French sections (101 and 121) declined from 1993 to 2005, the number of such Italian sections (101 and 111) increased from 9 to 16 (78%)—with 222 more students denied enrollment in autumn 2005.⁹ As of 2005-06, as figure 1 shows, *the UW was teaching more beginning Italian sections than all but one of our eight peer institutions* (the one exception, Indiana, offered the same number, 16). At the UW, more



beginning sections (for students with no prior experience) are now offered in Italian than in all but one other language, Japanese (24); the next highest are German (9), Russian (7), French (7), Latin (6), Chinese (5), Spanish (4), Arabic (3) and Korean (3).

⁹ 111 students were denied entry into French 101-103 in Autumn 2005.

In terms of total FIS enrollment, Italian has risen from just over 1/4th (27%) in 2000-01 to more than 1/3rd (36.6%) as of 2004-05. During that time, Italian enrollments have increased 43% while French enrollments have decreased by 6.7%. Italian enrollments at the 100 level have increased 55% since 2000-01 and are now, as table 6

Table 6: Enrollment Profiles for French and Italian 2004-05

	French	Italian	Italian as % of French
100 Level	52%	74%	82% (1031/1257)
200 Level	24%	13%	31% (173/568)
300 Level	14%	9%	35% (120/347)
400 Level	7%	4%	30% (49/165)
500-800	3%	1%	25% (16/65)

shows, only 18% lower than 100-level French enrollments. As of 2004-05, 100-level enrollment accounted for 74% of total Italian enrollment, compared to 52% for French (and 72% for Spanish).

Challenges. Our principal challenge in this area has been, of course, accommodating the ever-growing demand for Italian courses. In financial terms, this has been made possible primarily¹⁰ through a steady increase in temporary instructional funding converted, in several stages, to multi-year, non-TT lines. We have been very fortunate to find highly qualified instructors, based in our region, willing to work initially on a part-time, temporary basis with no firm pledge of the sort of multi-year, full-time, renewable contracts that eventually became possible in some cases. Whether that process can, or should, continue is debatable. As noted in section II, it seems at this point that the Italian wing needs and merits another TT line to be filled in the standard fashion through a national search.

¹⁰ It should be noted that 1/3 of the funding for our first additional Italian Lecturer, Claudio Mazzola (now a Senior Lecturer), was derived from resources previously allocated to FIS for French instruction. The French faculty unanimously supported a proposal to shift these funds to the other wing so as to bolster Italian. Another third of the Mazzola funding was initially derived from the U.S. Department of Education through our "Title VI" Center for West European Studies; that third is now covered by the UW.

A related challenge has been to support adequately our 100-level Italian LPC, Giuseppe Leporace, as the demands on his time have increased steadily and dramatically over the last decade. Not only has he had to coordinate more sections by the year, while playing the principal role in recruiting additional instructors, but—as will be discussed in section VI—he has also taken the lead in a very successful effort to recruit members of the Advisory Board for Italian and work with them to raise funds from the community.¹¹ The Chair has had the ability to reduce his teaching load, but not to provide him with staff support comparable to that of the 100-level LPC on the French side. FIS did manage to obtain from the divisional dean a small amount of temporary funding for an Assistant Italian LPC over the past two years, but we have been unable to obtain the larger, permanent allocation that would now seem appropriate.

IV. B.A. Programs

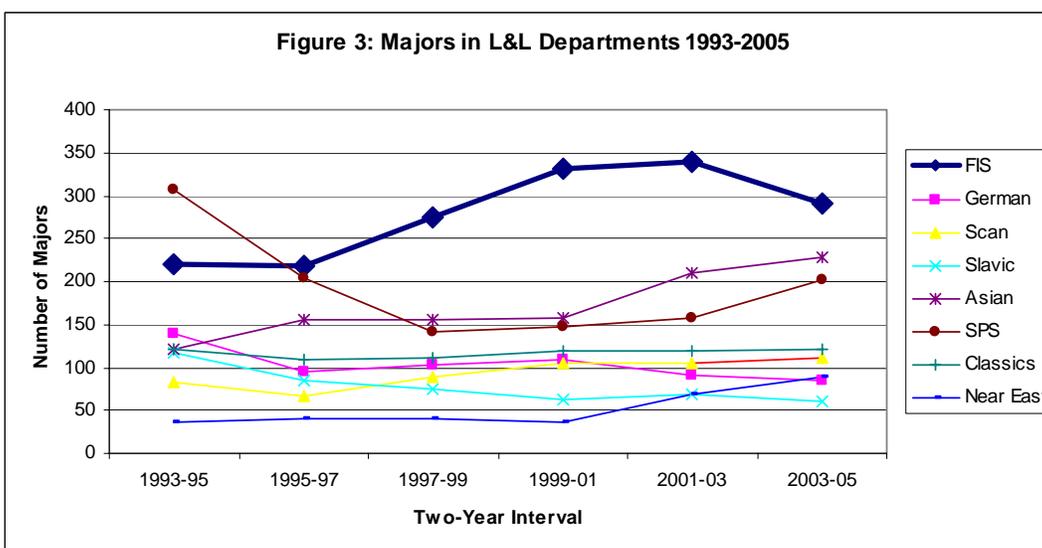
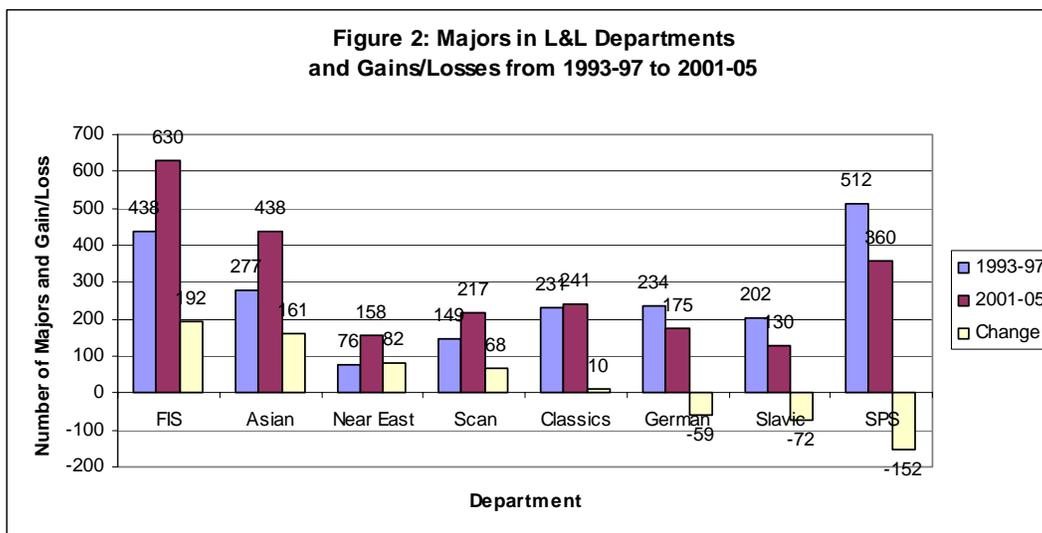
In terms of the measures available from the dean's data set, the record of the FIS undergraduate programs over the last decade is outstanding when compared either to trends in the other L&L departments at the UW or to national trends in the field. As figure 2 shows, *FIS ranks #1 by far among all L&L units at the UW in the number of majors gained from 1993-97 to 2001-05* and, as figure 3 shows, the number of majors in FIS increased steadily from 1995-97 to 2001-03.¹² At the annual peak in 2001-02, FIS had 170 majors—approximately 140 in French and 30 in Italian.

Our faculty then faced a problem very different from the kind discussed in the 1994 review: how to control a rate of growth in majors that was straining the capacity of

¹¹ Leporace is also the Honorary Vice-Consul for Italy in Washington State.

¹² Four-year and two-year data were used in these (and later) figures to iron out annual fluctuations and make trends more visible.

both our faculty and staff. We began to discuss whether it might be necessary to impose limits on entry into our majors, as some other departments have done; the faculty decided



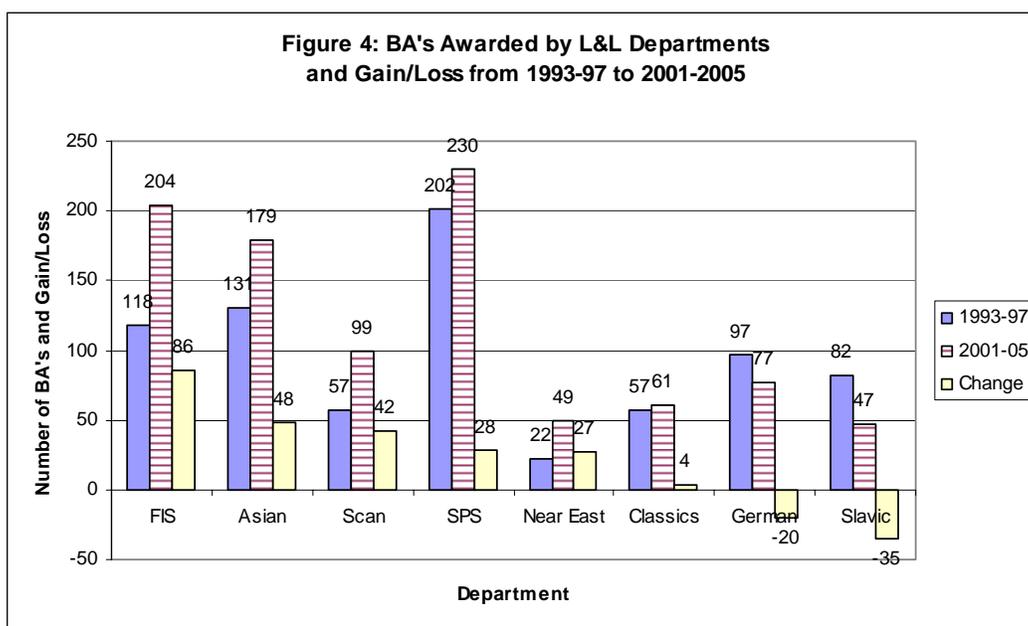
not to go that far, but at least to tone down recruitment efforts by screening potential majors more carefully. That process, combined (it appears) with the introduction of a 210-credit cap for undergraduates introduced by the College¹³, has led to an ironically

¹³ Many of our majors are double majors, and our advisor has heard from students that completing a second major seems less and less feasible in light of this cap. Concerns regarding this issue, combined with student feedback, led us to introduce the option of a Minor in French Studies in fall 2005.

welcome recent decline in majors to 139 as of 2004-05.

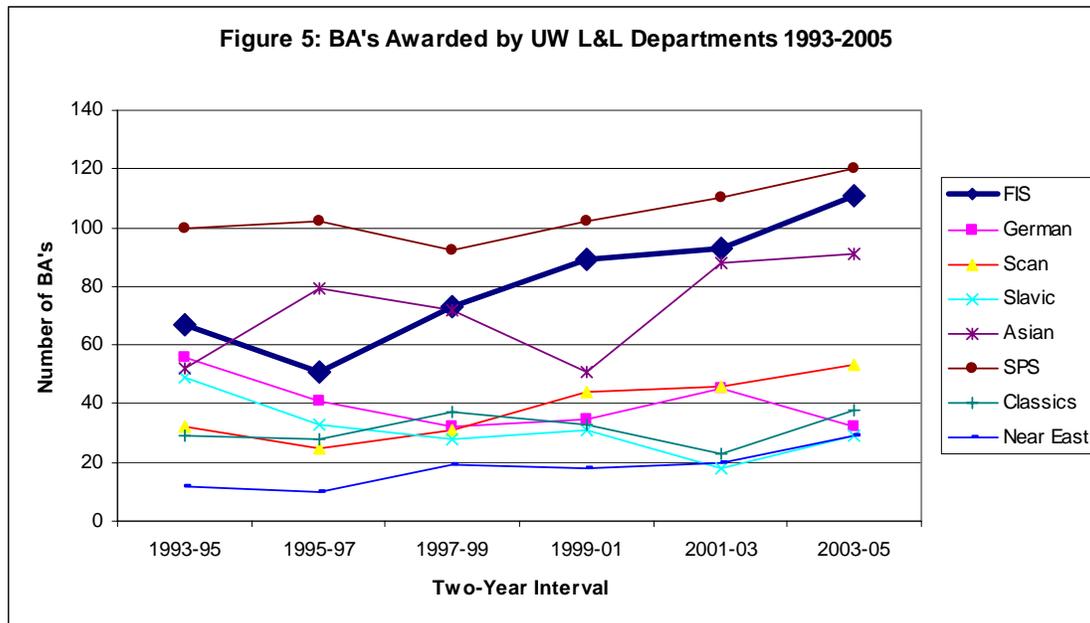
As the deans note, majors are a useful but imperfect measure of the performance of a department, given that cross-departmental variance in the number of majors is due at least in part to variance in entry barriers to declaring the major (e.g., SPS has relatively high entry barriers, while those of FIS are low). For this reason, B.A. production is regarded as a more reliable measure of the performance of undergraduate programs.

As figure 4 indicates, *FIS also ranks #1 by far among all L&L units at the UW when measured by the increase/decrease in B.A. production from 1993-97 to 2001-05.*



And as figure 5 shows, *the number of BAs produced by FIS has increased steadily during every two-year interval from 1995-97 through 2003-05; only one other L&L department at the UW (Scandinavian) has matched that achievement.*

It is important to note that *both French and Italian* have produced impressive increases in B.A. production over the last decade. The increase of the French wing is 92% (48 to 92) from 1995-97 to 2003-05, while the increase on the Italian wing is a



remarkable 350% (from 4 to 22). As far as we are able to discern from the dean's data set (which does not give a breakdown for majors within departments), no other B.A. program has matched the Italian increase rate during that period; the increase in Near Eastern L&C BAs has been second at 190% and Scandinavian third at 112%--with French ranking fourth.

When compared with national trends, the increase in French B.A. production at the UW appears arguably as impressive as the gain on the Italian side. From 1990 to 2002 (the latest year for which statistics are available), the number of BAs awarded nationally in French dropped 28.6%; the decline was 9.8% from 1995 to 2002.¹⁴ In contrast, the MLA reported in 2003 that Italian enrollment rose 29.6% at U.S. colleges and universities from 1998 to 2002—more than the increase in Spanish (14%) during that period.¹⁵ One can assume there has also been an upturn in national B.A. production.

¹⁴ "Facts and Figures: A Half Century of Earned Degrees in Modern Foreign Languages and Literature," *ADFL Bulletin* (Spring 2005), 36:3, p. 80.

¹⁵ "OSIA Reports Italian Enrollments on Rise in U.S. Colleges and Universities," *Sons of Italy News Bureau*, November 26, 2003.

The main reasons for the success of the FIS B.A. programs over the last decade are clear. First, our LPC's have done an excellent job of recruiting majors with first-rate language programs. Second, as table 5 shows, our faculty are committed to quality teaching; indeed, at least five of them have been nominated for the UW's Distinguished Teaching Award since 1997. Third, as discussed in section II, faculty FTE's in both French and Italian have increased substantially since 1993 and FIS has thus been able to offer a larger menu of courses and cover such previously under-served fields as Francophonie, cinema and women's studies. Fourth, the faculty in both wings have continued to revise and update the curriculum over time, adding to standard offerings such innovative courses as French Science Fiction and Italian Pulp Fiction. Fifth, as

Table 7: Study Abroad Programs for FIS¹⁶

Program	Date Launched	French/Italian	Undergr/Graduate	FullYr/Quarter	Students per Yr
University of Montpellier	1983	French	Undergrad	FY/Sum	6-8
Rome Center	1994	Italian	Undergrad	Spring	25-30
University of Bologna	1997	Italian	Undergrad	FY	1-2
Ecole Normale Supérieur	1998	French	Graduate	FY	1
University of Saint-Quentin en Yvelines, at Versailles	1998	French	Graduate	FY	1
University of Nantes	1999	French	Undergrad	FY or Q	12-17
Paris	2000	French	Undergrad	Summer	26-31
University of Geneva	2000	French	Graduate	FY	1
University of Perugia	2004	Italian	Undergrad	FY	1-2

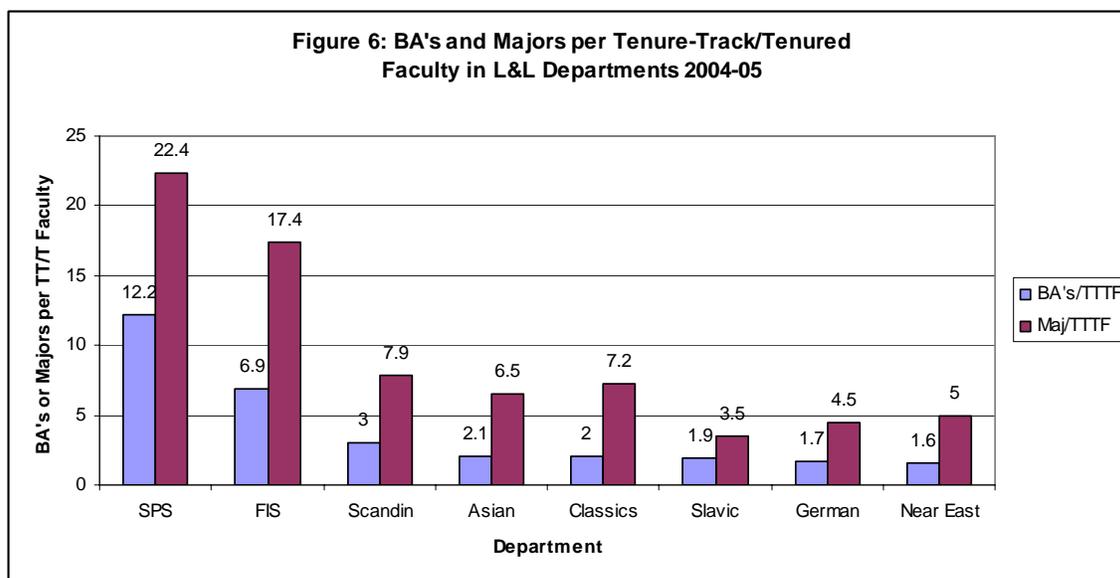
table 7 indicates, FIS has developed four new undergraduate study abroad programs since 1997 while also expanding greatly enrollment in Italian Studies at our UW Rome Center.

Twice over the last decade, in October 1999 and December 2005, we have surveyed our majors to assess how well we are doing and obtain feedback on how our programs might be improved. Viewed together, the two surveys help to explain the

¹⁶ Our students may also enroll in a Comparative Literature program in Paris on "Introduction to the Theory of Literature" taught by Mikkel Borch-Jacobsen.

upward trends documented above. In 1999, French majors gave their “program overall” a mean rating of 3.5 (between good and very good) on a 5-point scale; *by 2005, that rating had increased more than half a point, to 4.1*. By the same token, Italian majors in 1999 gave their “program overall” a mean rating of 3.8; *by 2005, that rating had increased half a point, to 4.3*.

Challenges. The fundamental challenge posed by the increasing success of our undergraduate programs is to determine how best to balance our desire to serve our students (with reasonable-sized classes, quality mentoring, special honors courses and independent studies) and our need to facilitate the research, publication and promotion of our faculty. During the four-year period from 2001-05, our faculty had to cope with 36% more SCH at the 300-499 level (and 106% more SCH at the 600 level) than they did from 1993-97. As figure 6 shows, FIS ranks second behind only SPS among L&L departments



in the number of majors/BAs per tenure-track or tenured faculty—and that chart *understates* the burden on our faculty, given that one of the eight included for these calculations (Borch-Jacobsen) does not teach undergraduate courses in our unit. Of the

seven who teach undergraduates, only one is a full professor. As discussed in section II, assistant professors in FIS have found it difficult to reserve adequate time for research and publication in the face of their unusually heavy teaching and administrative obligations. Needless to say, this is an issue for tenured faculty as well, especially associate professors focused on promotion.¹⁷

This concern has led our faculty to do such things as delay introduction of a minor in French (though we did finally do so in Autumn 2005—16 students have already enrolled) and hold off on developing a more extensive program (including a lengthy mandatory senior thesis) for our honors students.¹⁸ It has also compelled the Chair to take some steps (e.g., reducing the teaching load of junior faculty and discouraging them from taking on many independent-study students) that have, in effect, limited the curricular options for our students. Our capacity to serve our students better in the future will, of course, be contingent on our ability to obtain more faculty lines.

V. Graduate Programs

During the 1998-1999 academic year, we in FIS were compelled to devote scores of hours to redesigning our graduate programs (the M.A. and Ph.D. in French Studies and the M.A. in Italian Studies) and gaining approval by the Graduate School for the new programs.¹⁹ This process was arduous, but ultimately gratifying. As the Graduate School's Review Committee concluded in 2000: "The new M.A. programs in French and

¹⁷ Our Divisional Dean from 1997-2005, Michael Halleran, stressed on many occasions his concern over the fact that associate professors in the Humanities at the UW generally take significantly more years to attain promotion than do their colleagues in other divisions. The factors he cited were relatively heavy teaching loads, the lack of grants to provide course reductions and facilitate research, the propensity of our faculty to engage in solo writing projects (in stark contrast to the sciences) and the effect of relatively low salaries in a city with one of the country's most expensive real estate markets (this has led an increasing number of faculty to teach summer courses as a means of supplementing their income).

¹⁸ The honors program was launched in 2000 and has enrolled 21 students since that time. However, we have been unable to offer special honors courses and some other services common to larger units.

¹⁹ Denyse Delcourt and Albert Sbragia played the lead roles in redesigning programs for the two wings.

Italian and the Ph.D. program in French are a vast improvement over the prior programs in essentially all respects. The division is to be complimented for putting together three excellent programs. Both external reviewers are quite impressed with the new curricula and are quite supportive in general terms. The internal committee concurs in this general analysis...Graduate students in the program concur with this assessment. They are uniformly enthusiastic and supportive of the new programs. The structure and content of the new programs represents a shift toward a more cultural orientation from a more traditional, strictly literary approach. This shift, as both outside reviewers and the internal committee agree, reflects where the field is headed. In addition, it creates a more interdisciplinary focus that plays into the strengths of other units in the University.”

Along with revising the content of our graduate programs, we also worked hard in the late 1990's to rectify deficiencies in terms of infrastructure and human relations. We reviewed and made more student-friendly everything from our website to the forms used for numerous purposes.²⁰ In the fall of 1998, we began appointing graduate student representatives to all of the standing committees for French and Italian Studies (see section I). We also developed two new assessment forms designed to enable graduate students to provide comprehensive feedback on the performance of key administrators.

The Graduate Program Coordinator Evaluation Form and the Language Coordinator

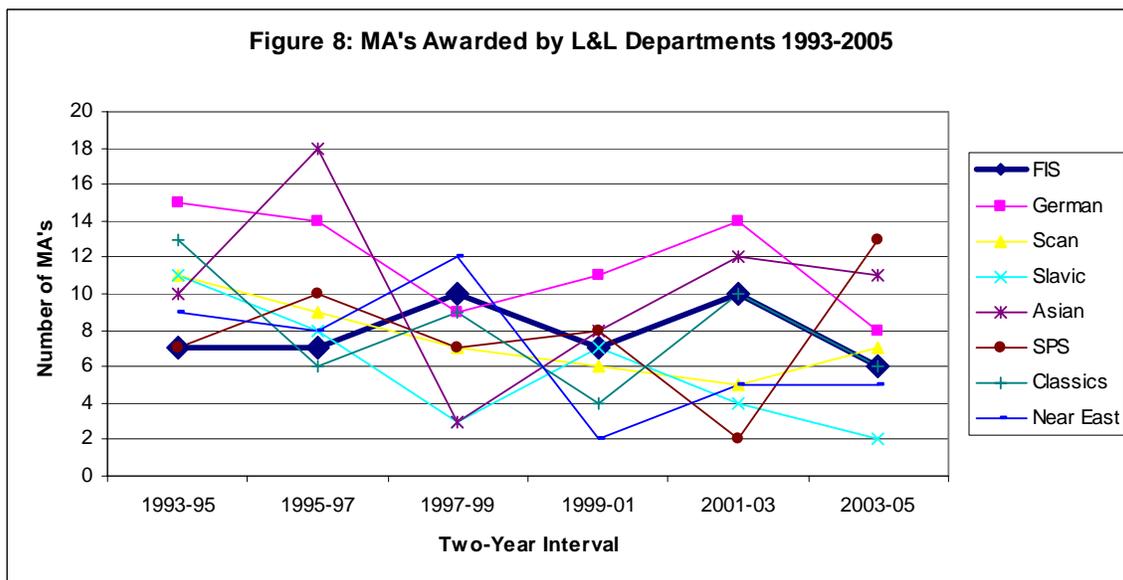
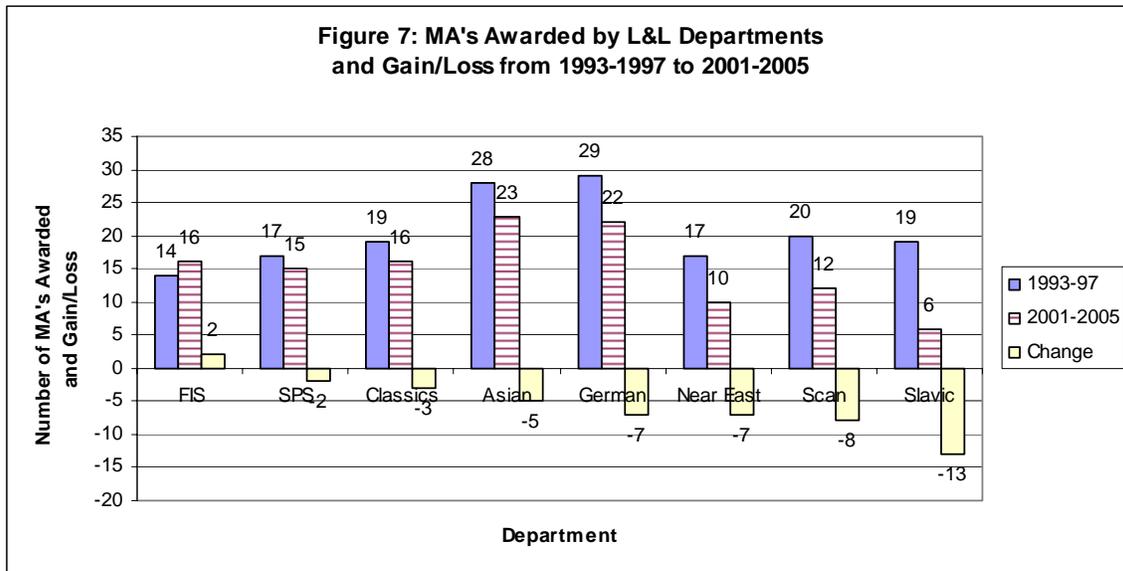
²⁰ After hearing numerous complaints from students regarding outdated or non-existent forms, the FIS administrator and chair spent several hours with our new Graduate Assistant during the summer of 1998 probing to discover the precise areas that needed attention. We made a list of new forms to be designed and also arranged for our Graduate Assistant to visit with two veteran Graduate Assistants (in History and Political Science) so that she could learn what other forms or procedures might be worth adopting. Over the next eighteen months, as we drafted our new program requirements, we also developed new forms designed to make navigating our graduate programs as easy as possible. All of those forms were then made available in downloadable form on our FIS website. By the end of this process, we felt that our forms and procedures were on a par with those of the best departments on campus.

Evaluation Form have both been given high marks by our students and have enabled the Chair to monitor administrative performance more effectively than in the past.

The Graduate School Review Committee concluded that these reforms of our graduate program had been very well received by our students as of 1999-2000: “FIS graduate students expressed a very positive attitude about the department in general and strongly supported the new programs in particular. Students felt more connected to the department and involved. This is partly due to having graduate student representation on almost all division committees. Students were enthusiastic about the recent faculty hires in the division. They felt that the program has ‘more vitality,’ with morale among themselves and the faculty considerably improved. Graduate students uniformly suggested that relations between faculty and students had improved... They indicated that faculty and students have a good rapport. They uniformly suggested that they were receiving a high level of faculty encouragement and support and considerable contact; enough, apparently, that some students have transferred to the division from other graduate programs here at the University of Washington. They also indicated that they were receiving far better advising and administrative help negotiating their programs of study and suggested that they felt more professionalized and had better job market preparation. The committee encountered a group of graduate students who were upbeat about the division and their own situations.”

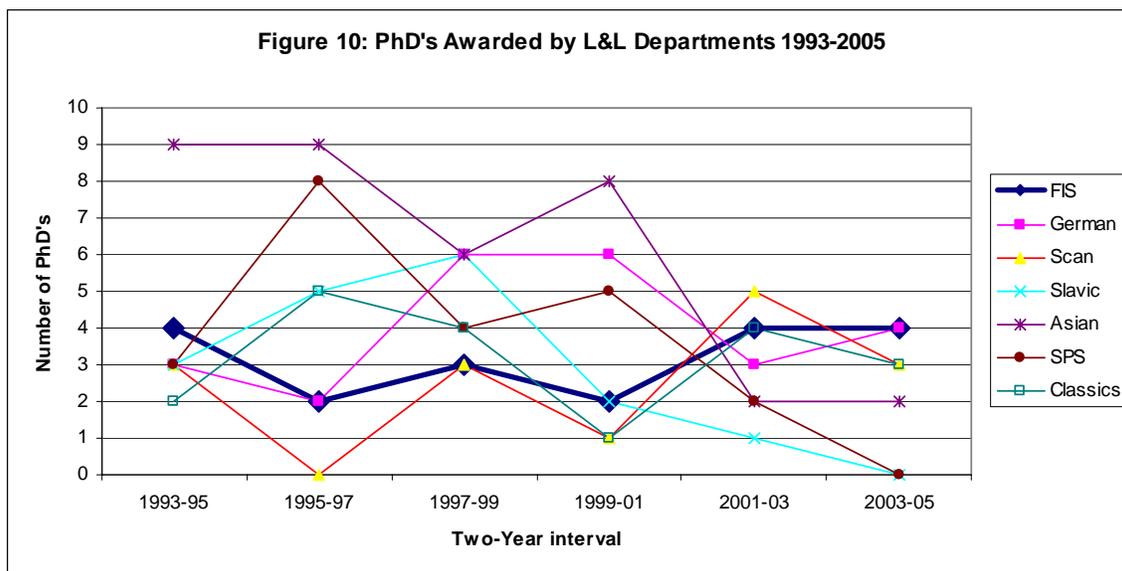
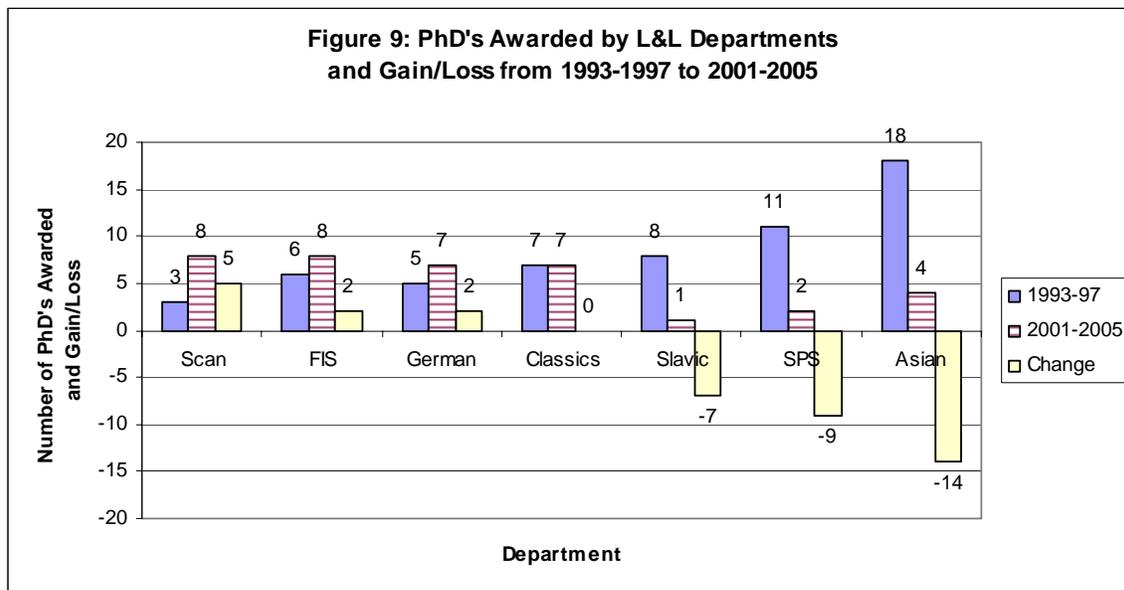
As the Review Committee’s report would lead one to expect, the performance of FIS graduate programs has improved dramatically since the late 1990’s. *FIS ranked #1 among all UW L&L departments in terms of gain/loss in MA production from 1993-97 to 2001-05*, as figure 7 shows. FIS produced two more MAs during the latter period than

the former, while all other L&L departments produced fewer. Whereas FIS ranked *dead last* among the eight units in MA production from 1993-97, it *tied for #3* from 2001-05.



The statistics in terms of Ph.D. production are impressive as well: *FIS ranked #2 (tied with Germanics) among all UW L&L departments in terms of gain/loss from 1993-97 to 2001-05*. FIS produced two more Ph.D.s during the latter period than the former; only Scandinavian had a greater gain (5), one unit had no gain and three others suffered

substantial losses. Whereas FIS ranked #5 among the seven doctorate-granting L&L units in production from 1993-97, it *tied for #1* (with Scandinavian) from 2001-05.



A survey of FIS graduate students administered in December 2005 helps to explain why the newly revamped programs have been so successful. As table 8 shows, the mean ratings (on a 1=poor to 5=excellent scale) of our programs overall were 3.7 for French Studies and 4.7 for Italian Studies. The rating for Italian is obviously superb.

The French rating is lower, but still just below “very good,” and it should be noted that the comments from students made it clear that the French rating would almost certainly have been higher if we had not recently learned that Evelyne Ender would be leaving

Table 8: Ratings of FIS Graduate Programs by Students in 2005

Dimension Rated	Mean Rating of Graduate Students in French (n=6)	Mean Rating of Grad Students in Italian (n=3)
Degree Program Overall	3.7	4.7
Graduate Courses in FIS	4.2	5.0
Courses in Other Depts.	5.0	5.0
FIS Study Abroad Programs	5.0	NA
Advising of Grad Prog Coord	4.2	5.0
Advising of Indiv. Faculty	4.2	4.0
Fall TA Orientation	4.4	4.3
TA Experience Overall	4.0	4.0

next year. Moreover, a 3.7 seems relatively impressive for a doctoral program so thin in the senior ranks. Especially encouraging on the French side are the 5.0 ratings for two aspects of the program emphasized in the reforms of 1998-99: study in cognate units for the development of interdisciplinary expertise (see section F for details) and study abroad. Eugene Vance played the lead role in developing our programs at the École Normale Supérieure (ENS), the University of Saint-Quentin en Yvelines (in Versailles) and the University of Geneva, and all have proven to be popular and beneficial for our students. The Geneva program, where our students earn a Diplôme d’Études Approfondies (DEA), has been cited by a number of our former graduate students as especially important both in intellectual terms and on the job market.

As table 9 shows, our time to degree record for doctoral students has improved greatly in recent years. The twelve doctoral students completing the program from 1993 through 2001 took an average of 10.3 years, and 58% took 10 years or more. The eight students who completed their degrees from 2002 through 2005 took an average of 8.1

Table 9: Time to Degree for FIS Ph.D.s 1993-2005

Years	5	7	8	9	10	11	12	13	15	17	20	Mean	10+
Total	3	5	4	1	1	1	1	1	1	1	1	9.5	7
1993-01	1	4	1	0	1	1	1	1	0	1	1	10.3	6
2002-05	2	1	3	1	0	0	0	0	1	0	0	8.1	1

years, 2.2 years less, and only 13% (1/8) took 10 years or more.

In terms of placement, our Ph.D. program has also substantially improved its performance in recent years. During the six years from 1996 through 2001 we produced eight Ph.D.s; only 50% received multi-year positions at colleges or universities and only 25% landed tenure-track jobs. During the four years since then we have produced another eight Ph.D.s, 75% of whom have received multi-year positions in higher education, 50% on a tenure track. Placements from 2003-2005 include Brigham Young University, University of South Florida-Tampa, Washington College in Maryland and the University of Puget Sound; one Ph.D. unable to move from the Seattle area has been employed part-time in our unit (see appendix for a complete list of recent placements).

Challenges. While our graduate programs are much improved since the last review and impressive by many standards, they also face some stiff challenges. *At the risk of being repetitive, it is evident that the main thing FIS needs to upgrade its programs further is more senior faculty with national/international scholarly reputations.* As these lines are being written, just after the MLA convention, we are in the process of a search that may yield a promising associate professor in French (perhaps even one on the cusp of promotion to full). We hope we will be allowed to follow that hire with another senior search next year designed to replace Ender. Assuming that our assistant professors continue to progress well toward promotion, and can be retained, French Studies would then be in a position to recruit and place students more effectively nationwide. From that

point on, the ability of FIS to climb in the national rankings would depend largely on the willingness to the deans to invest in our unit, for even with a hire this year and next we would still have only 64% as many TT/T positions (7) as the peer average (11).²¹

The same issue looms on the Italian side. One could clearly make a case for building on the rapid growth of the program by adding a third TT/T position—which would still leave us at 70% of the average of our peers. This is a matter that we hope to be able to discuss with the deans in the context of this review. One point worth stressing in that conversation is that, as noted above, the national trend is toward an *increase* in Italian enrollments, which should augur well for the graduate program and may even put a Ph.D. program in Italian on the agenda.

Beyond the issue of positions, FIS faces the same basic challenge as other units in the Humanities at the UW: we need to be able to offer better financial support for graduate students, from fellowships to TA compensation, if we are to take dramatic steps toward competing more effectively with our peers in recruitment and placement.²² It will be difficult to acquire such funding, especially if the job market for Humanities' Ph.D.s remains as it is today or worsens, but we need to work hard to try to make it happen.

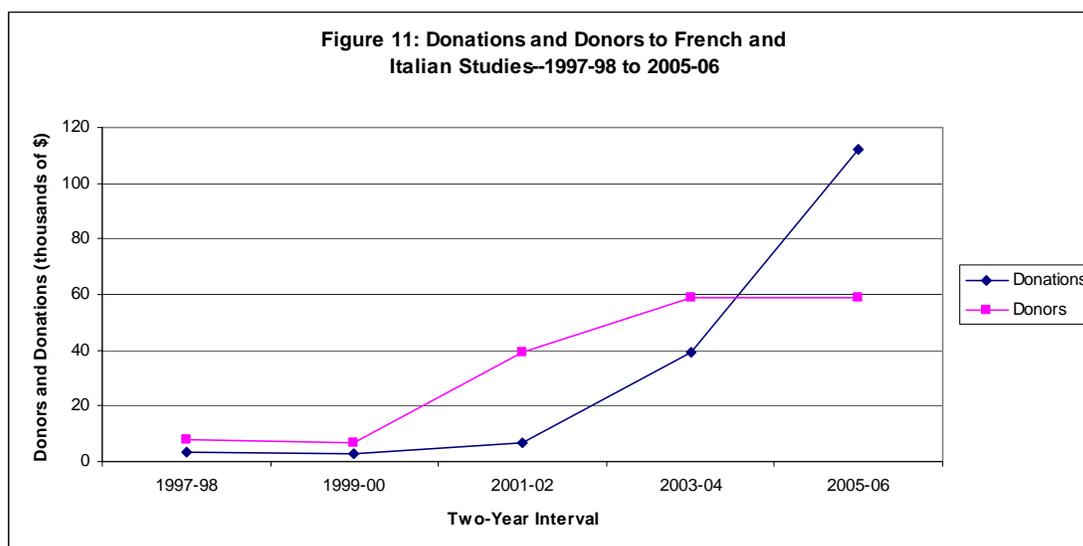
VI. Development

On the crucial issue of funding, FIS does have one reason to view the future with much more optimism than was possible a decade ago: *our development efforts have*

²¹ See table 3.

²² A recent case in point: our best French Studies recruit of 2003, Andrew Estes, completed his M.A. with distinction but opted to move to Johns Hopkins for his doctoral work. In an exit interview, he spoke very favorably of many aspects of our program, but he noted that Hopkins was able to offer not only much more money per year, but a guaranteed multi-year support package (not possible here) and a lower TA teaching load—in addition, of course, to a large contingent of senior faculty.

proven increasingly successful since the late 1990's and have just started to pay substantial dividends. In 1997, FIS raised \$250 from one donor. For the two-year period 1997-98, FIS raised only \$3,278 from eight donors. But as figure 11 shows, the development trajectory has been sharply upward ever since: in 2003-04, FIS raised \$38,695 from fifty-nine donors, in 2005-06—with six months left to go—FIS has raised \$115,901 from fifty-nine donors (including a good number of our own faculty). Table 10 tracks our development progress by another measure: endowments. FIS had none as of 1997 and its discretionary budget was in the red.²³ Since that time, we have



acquired four endowments, with three more on the way, and accumulated a balance of more than \$15,000 for current use in the discretionary budget. By 2007-08, when interest from our most recent endowments will be available, FIS will be receiving on an annual basis approximately \$5,000 per year for French graduate students, \$3,000 per year to fund student travel to Italy and \$4,000 per year in discretionary funds—not counting additional funds sure to be raised with the help of our Boards.²⁴

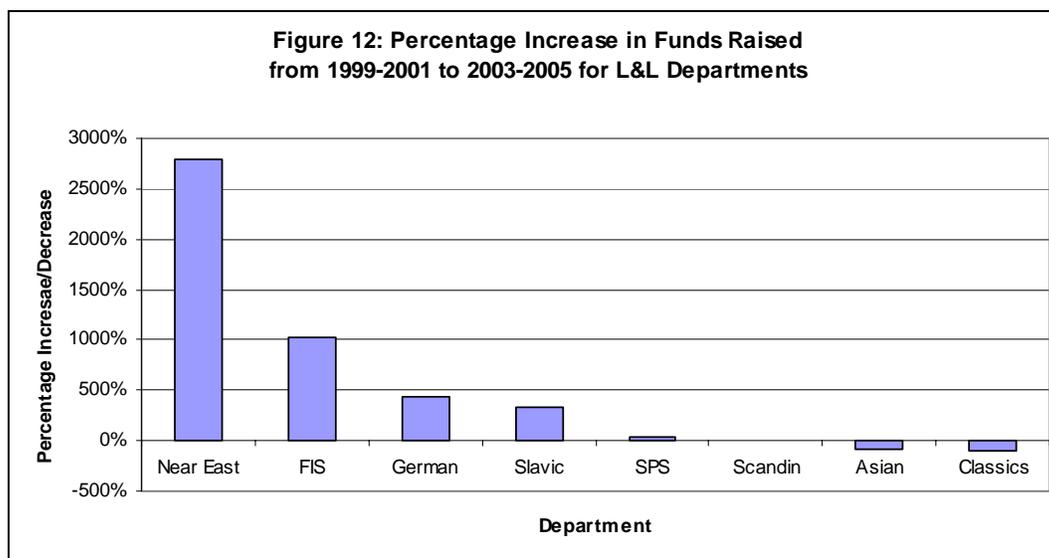
²³ Keeler learned this at the time he was offered the chair position by Dean Simpson; the dean agreed to rectify that problem by providing \$2,000.

Table 10: Establishment of FIS Endowments since 1998

Status	Name	Year Established	Purpose
Endowments Established	*Kimball ²⁵	1998	Discretionary—funds both Fr. & It. Funds travel for students studying at an Italian university for a full year ²⁷ Funds graduate students in French Funds graduate students in French
	*Technogym ²⁶	2004	
	*Vance	2005	
	*Nesholm	2005	
Endowments on the Way	*Magnotto *Alfieri *French Board Project 05-07	70% raised 28% raised Beginning	To fund students in Italian To fund students in Italian To support junior faculty in French

Source: Development Office—College of Arts and Sciences

As figure 12 shows, *FIS* ranks #2 behind only *NELC* among *L&L* units in percentage increase in funds raised (1025%) from 1999-2001 to 2003-05. As of



1999-2001 *FIS* ranked *last* among the eight *L&L* departments in funds raised (\$5,174); by 2003-2005 it had improved to 5th with \$58,191.

It should be acknowledged at the outset that a great deal of the credit for our

²⁴ These figures assume a 5% payout rate.

²⁵ The documents pledging this endowment, in the form of a bequest, were signed during the 1980s; the endowment became operational in 1998. Kimball also funds Spanish and Portuguese.

²⁶ This endowment is being funded through \$5,000 annual donations and will not reach the \$25,000 minimum figure until 2008, but the donor (Claudio Bellini, CEO of Technogym) began donating additional current-use funds in 2004, so the endowment became operational in that year.

²⁷ Matched by the Office of International Programs.

recent success in development goes to Dean Hodge, the College's Director of Development for the Humanities (DDH) and the UW Capital Campaign now in progress. Hodge increased the priority given to development and created the position of DDH. The first DDH was ineffective and even discouraging,²⁸ but the second—Donald Summers—did an excellent job of spurring units such as ours to put development on the agenda. In the fall of 2001, Summers attended a number of FIS faculty meetings to discuss our goals and priorities in this area. With Summers' assistance, the Chair then drafted our first FIS Development Plan (see appendix), which was circulated to the faculty in December 2001 and formally approved at our last faculty meeting of the term. Later that academic year, the first steps were taken toward recruiting members for Advisory/Development Boards to serve Italian Studies and French Studies.²⁹ On the Italian side, Giuseppe Leporace—who had already been successful in attracting some donations for Italian—played the lead organizational role. On the French side, the Chair played the lead role with advice from a number of French colleagues.

As of now, four years later, both boards have at least a dozen members from the Seattle community and—with leadership from dedicated chairs (Luke Magnotto and Joe Zavaglia on the Italian side, Joan Cremin on the French side)—are pursuing focused endowment projects. The Italian Board has already established one endowment (Technogym, through the efforts of Leporace) and is working to complete endowments honoring the family of one member (Magnotto) and a son of another (Ralph Alfieri). The French Board raised funds for an endowment to commemorate the retirement of a

²⁸ Indeed, the one time he met with the Chair he cautioned that FIS had three strikes against it in terms of development: too many women alums, too many alums in low-salary jobs, and a field in which the local community had little interest. *Yes, this is a true story.*

²⁹ It was quickly determined that, for social reasons, each wing should have its own board.

distinguished colleague, Eugene Vance, from 2003-2005 and is now working to create an endowment that will support junior faculty in French Studies.

Along with these Board-led efforts, the UW's current Capital Campaign—publicly launched in 2004 with a goal of \$2 billion—has already begun to assist FIS. In December 2005, John and Laurel Nesholm donated \$75,000 in endowment funding to support graduate students in French studies. Needless to say, we can only hope that more such unexpected windfalls are on the horizon!

FIS has also made other efforts to assist in development within the past few years. In 2001 Sabrina Tatta, our student advisor (and half-time Italian Lecturer), took the lead in organizing our first Graduation Gala to honor seniors and their families. When the fifth annual gala was held in 2005, the attendance was 104—more than four times higher than in 2001. In 2003 FIS produced its first newsletter; the annual newsletter is now produced in conjunction with the gala, and back issues are available on the website. In 2003 the Chair agreed to become a member of the board of the French-American Chamber of Commerce of the Pacific Northwest, a strategically valuable venue for the recruitment of future FIS Advisory Board members.

Challenges. The greatest challenge in launching and sustaining our development efforts has been that it requires a commitment of considerable time from faculty already stretched to the limit by other professional obligations. As recently as five years ago, when our Strategic Planning Report for 2000 was drafted, even chairs in the Humanities were under very little pressure to engage in development activities. Chairs are now under a great deal of such pressure, and they cannot be expected to have much success without the assistance of at least some of their colleagues. Enlisting the support of colleagues is

especially problematic in a unit such as FIS, where the total number of faculty is relatively small (compared to our peers elsewhere and to most departments outside the Humanities), senior faculty are scarce, junior faculty are under relentless pressure to publish, and—as demonstrated in figure 6—flourishing programs have created unusually heavy teaching demands. On the Italian side, we are fortunate that our non-TT/T faculty (especially Giuseppe Leporace) have to date devoted far more time to development than one could have a right to expect on the basis of job descriptions and salaries; some means must be found to encourage and reward such commitment if this level of activity is to be sustained. On the French side, our hope is that new hires and promotions from within will produce a larger senior cohort able to devote time to fundraising.

As will be discussed in section VIII, it is also difficult to demand much new development-related work from our administrative staff, which are already heavily burdened. For example, we would like to publish our newsletter on a quarterly rather than annual basis. As things now stand, however, this would be too much to expect of our half-time staff person, Jennifer Keene, who edits and produces *FIS Bulletin(o)* along with many other duties.

VII. Research and Publication

The research and publication record of our faculty in recent years appears impressive, especially in light of the heavy teaching demands in our unit documented above. Since 2001, as table 11 shows, the TT/T faculty have collectively published four books (one of which, a novel by Denyse Delcourt, was nominated for two major awards and has just been published in an English translation), nineteen articles in nineteen different journals and two edited books (as well as nine chapters in books edited by

others). Two of our Senior Lecturers have published as well; Leporace's translations of poems by Amelia Rosselli have appeared in *Yale Italian Poetry*, *Chelsea Literary Review* and *The Spoon River Poetry Review*, and Meyer has published two workbooks with McGraw-Hill.

To advance our research agendas and promote intellectual exchange among our colleagues, FIS has organized a Colloquium Series each of the past several years. The Colloquium was launched and originally chaired by one of our assistant professors,

Table 11: Publication Record of FIS Faculty since 2001

Books: 4	Journal Articles: 19	Edited Books: 2
<p>*Ender, <i>Architexts of Memory</i> (Michigan, 2005)</p> <p>*Borch-Jacobsen, <i>Le Dossier Freud</i> (Le Seuil, 2006 ; <i>Folies à plusieurs</i> (Le Seuil, 2002)</p> <p>*Delcourt, <i>Gabrielle au bois dormant</i> (Trois, 2001) ; published in English as <i>Gabrielle and the Long Sleep into Mourning</i> (Green Integer, 2005)</p>	<p>*Borch-Jacobsen (4): <i>Psychoanalysis and History</i>, 2005 ; <i>Ethnopsy</i>, 2001 ; <i>History of the Human Sciences</i>, 2001; <i>Le Débat</i>, 2001</p> <p>*Ender (4): <i>Science in Context</i> (2005); <i>Revista Canaria de Estudios Ingleses</i>, 2004; <i>George Sand Studies</i>, 2002; <i>Nineteenth-Century French Studies</i>, 2001</p> <p>*Collins (2): <i>Lingua Romana</i>, 2003; <i>Anthro-poetics</i>, 2002-03</p> <p>*Delcourt (3): <i>Mondes-francophone.com</i>, 2005; <i>MLN</i>, 2005; <i>Le Moyen Français</i>, 2004</p> <p>*Mackenzie (1) : <i>Journal of Medieval and Early Modern Studies</i>, 2002</p> <p>*Swamy (2): <i>Journal of Caribbean Literatures</i>, 2005; <i>Comparative Literature Studies</i>, 2003</p> <p>*Jackson (1), <i>Canadian Journal of History</i>, 2001</p> <p>*Sbragia (2) : <i>Edinburgh Journal of Gadda Studies</i>, 2004; <i>Lingua Humanitatis</i>, 2002</p>	<p>*Borch-Jacobsen, <i>Le Livre noir de la psychanalyse</i> (Les Arènes, 2005)</p> <p>*Vance, <i>Rhetoric and the Discourses of Power in Court Culture</i> (U. of Washington Press, 2005)</p>

Vinay Swamy. This year it has been chaired by Evelyne Ender, the Associate Chair.

Graduate students ready to go on the job market have been encouraged to present papers as a means of gaining experience and feedback before giving their job talks.

As noted in the prior section, special efforts have been made of late to raise endowment funds designed to support research and publication by junior faculty. These

funds would supplement the two Junior Faculty Development Grants (each provides one quarter of release time from teaching and \$5000 for research expenses or a month of summer salary) that are now routinely provided by the College to assistant professors.

Challenges. Attentive readers will have guessed that the biggest challenge FIS faces in this category is that we are losing Ender (author of a major recent book and four articles on the list above) at the end of this year. In addition, Borch-Jacobsen (author of two books and four articles in table 10) devotes only a relatively small percentage of his time directly to our unit, though he plays a significant role on graduate committees. Our current senior search is thus especially important as a means of providing intellectual leadership for the department.

Our other major challenge, touched on earlier, is to assure that FIS junior faculty receive adequate time, financial support and mentoring to have a fair chance at achieving tenure. See sections II (page 10) and IV (page 23) for a discussion of our attempts to respond to that challenge. One of our persistent problems is that we have had to rely on assistant professors to serve in such positions as Graduate Program Coordinator (Van Elslande, then Jackson, then Mackenzie) or Colloquium Chair (Swamy) and play a major role on search committees. Our junior faculty have served us very well in those roles (for example, Mackenzie received a 4.8 evaluation with rave reviews from the graduate students in 2004-05) and have generally not been reluctant to give time to the department. To the contrary: Swamy created the Colloquium Series *on his own initiative*, and this year, in the same fashion, Susan Gaylard and Holly Woodson Waddell organized a series of mentoring sessions (“Preparing for the Profession”) for graduate students. Often the Chair, with an eye on the tenure clock, has been put in the ironic position of having to

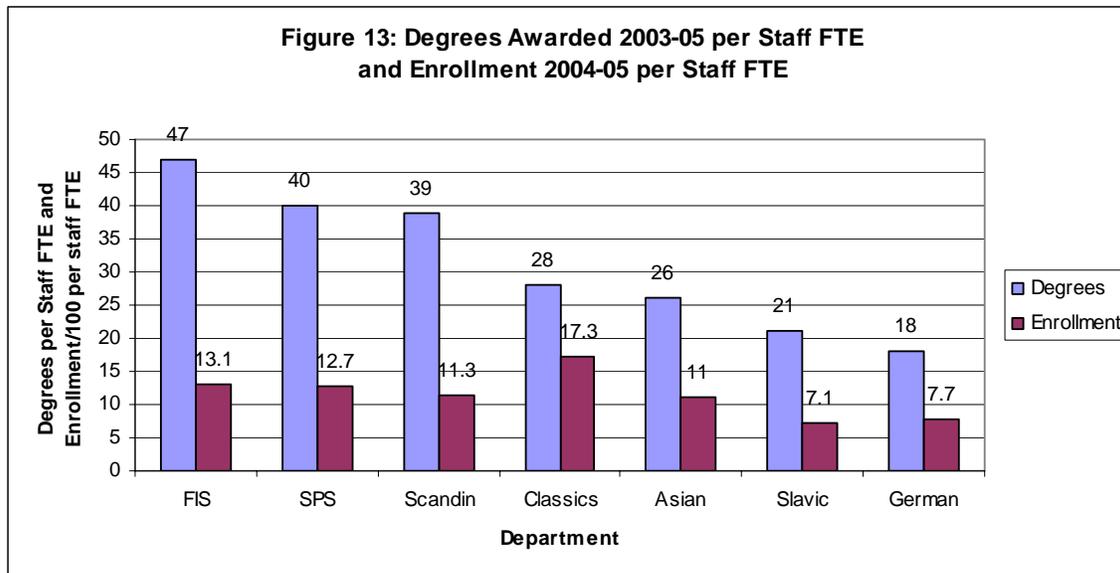
restrain the junior faculty from pursuing valuable service activities.

VIII. Administrative Staff

FIS now functions with approximately 2.62 FTEs of professional and classified staff. In the professional category we have a 0.45 Administrator (David Miles), who also serves as a 0.55 FTE Administrator for Spanish and Portuguese, and a ten-month 0.50 FTE Undergraduate Advisor/Graduate Assistant (Sabrina Tatta). In the classified category we have a 1.0 FTE Administrative Assistant (Michele Gillaspie), a 0.5 FTE program assistant (Jennifer Keene) and a 0.235 FTE Computer Support Analyst II (Cecile Kummerer), who also provides support to other units.³⁰ Our staff are all highly competent and very experienced; they have worked at the UW for an average of more than ten years and have all served in FIS for at least three years.

Challenges. Our basic problem in this category is simply that we are *understaffed* by most measures available from the dean's data set. As figure 13 shows, our staff hold the dubious distinction of ranking #1 among L&L units in the number of degree students they must serve per FTE and #2 in terms of the number of enrolled students they must serve per FTE; they also rank #1 in terms of the number of majors served, but that measure was not included in figure 13 for the reason cited on p. 19. Our staff problem thus persists despite the fact that Dean Halleran did augment our staff budget by 0.25 FTE several years ago (Keene was hired half-time with that funding) to help mitigate what was then an even greater issue. *The bottom line remains as follows: since 1997-98, our staff FTE count has risen only 12.4%, while demands on staff—as measured by students to be served—have risen far more.*

³⁰ The listed FTEs for these staff total 2.68, but the annualized total is 2.62 due to Tatta's ten-month appointment.



Our major goal for the short term is to obtain funding to hire another 0.5 FTE program assistant to support our combined Undergraduate Advisor/Graduate Assistant (Tatta). She is clearly overburdened by the standards of her peers in other units and has justifiably made her concerns known; students have frequently echoed this complaint, though they have praised Tatta for making heroic efforts (including working off the clock) to deal with their needs. We have attempted to help in recent years by shifting part of her burden to Keene and a graduate student, but neither of them can devote time sufficient to resolve the problem.

Conclusion

In short, FIS has improved its performance substantially by many measures over the past decade. However, success has created new challenges for the future. FIS needs more TT/T faculty, first and foremost, especially at the senior level. Our French Studies wing currently has six TT/T faculty and will probably be able to expand to seven with a search next year; however, even at seven the French wing would have only 64% of the average of our peers (11), and it will soon (with the departure of Ender) be without a full

professor except for one whose position is primarily in Comparative Literature. The Italian wing is also understaffed in the TT/T ranks, with only two faculty—47% of the peer average—and no full professors. The shortage of senior faculty is an especially acute problem now, given that the current (outside) Chair's term ends next year. *It is thus imperative that FIS be allowed to hire more TT/T faculty soon, preferably at the full professor level.*

The junior faculty will continue to need all the support they can get to serve our large student base and still find the time to publish at the rate expected for tenure. If our programs remain at the current level or continue to expand, FIS will need additional staff support as well. While working with the administration to accomplish these goals, the Chair and faculty must continue to work with our Advisory Boards to promote development, for the funds raised in this fashion have the potential to make a major difference in the opportunities available for our future students and faculty.

Section B. Teaching**Table 12: FIS Faculty Teaching Records 2004-05**

Name	Rank	SUM 04	AUT 04	WIN 05	SPR 05	Total Courses	Credits	Total SCH
Beck	Tea Assoc		F 201D			1	5	105
Collins	Professor		F 455	F 413, 435	F 455, 577	5	25	405
De Mambro Santos	Visiting Professor			I 250		1	5	290
Ender	Professor			F 499b	F 306, 532	3	15	270
Green	Teaching Associate		I 111B (10cr)	102B, 102G, 103A	103B, 103D	6	35	820
Leporace	Senior Lecturer		I101A, I 301A	302B	303B	4	20	285
Mackenzie	Assistant Professor			F 305, 576		2	10	275
Mazzola	Senior Lecturer	I 234 (15 cr)	301B, 351, 404/504	402/502		5	35	455
Meyer	Senior Lecturer		F 590A (3cr)	F 110A	F 103E	3	13	266
Paetzke	Teaching Associate		I 101E, I 101	I 102D, 102J, 102K	I 103A	6	30	755
Sbragia	Assoc Pro			I366	465	2	10	185
Strettoi	Teaching Associate		I 101L, I 111A (10cr)	I 103B, 113A (10cr)	I 103F, 103J	6	40	775
Swamy	Assistant Professor		F 470/C Lit 497, F 499B,	F 590B		3	15	180
Taradel	Lecturer		I 101I, I 111C (10cr)	302A, 352	490	5	30	510
Tassone	Lecturer		I 101F, I 201A, I 201B,	I 103C, 202B, 202C	203B, 303A	8	40	620
Tatta	Lecturer		I 201D, I 327 (2cr)	202D, 327A (2cr)	203A, 327A (2cr)	6	21	220
V.Collins	Senior Lecturer		F 201C, F 499 C	F 327 (2cr), 378		4	17	413
Vance	Professor		F 591			1	5	20
Waddell	Visiting Lecturer		F 110A	F 122A, 450	F 123A, 499B	5	25	355
Yowell	Senior Lecturer		I 201C, 470			2	10	130
Totals						78	406	7334

Allocation of Teaching Responsibilities

The normal teaching load for TT/T FIS faculty, as with all TT/T UW Humanities faculty, is five courses per academic year. As discussed in section A.II, assistant professors in FIS are now given—with approval of the dean—a reduced load of four courses per year through the year of the tenure decision. Both the Associate Chair and the Graduate Program Coordinator are also given a course reduction. Language Program Coordinators receive multi-course reductions that vary according to their responsibilities. Lecturers with no such responsibilities normally teach 7-8 courses depending on the type of courses offered.

Involvement in Undergraduate Student Learning (Outside Class)

As one would infer from the very positive undergraduate survey results cited in section A.IV, FIS faculty devote a good deal of time to advising students, mentoring and supervising independent studies. In addition, our faculty regularly organize activities designed to provide students with informal venues for the improvement of their French or Italian. The *Table Française* and *Tavola Italiana* are offered for an hour each Friday; attendance varies from 8-12 on average. In addition, the *Ciné Club Français* periodically hosts screenings of films with time for discussion afterwards. For its website, see <http://students.washington.edu/tb4/>.

Involvement of Undergraduates in Research and Scholarship

Alas, our unit offers few such opportunities. The main reasons are two: 1) the faculty all engage in solo research of a sort that does not involve any data collection or number-crunching (let alone lab experiments!); and 2) the faculty normally have no grants including funds for research assistants. Some possibilities exist for involving more

undergraduates in the future, and we will explore these.

Evaluating the Instructional Effectiveness of Faculty

The department uses a variety of methods to evaluate instructional effectiveness. Every faculty member has student evaluations administered by the Office for Educational Assessment for their courses. Junior faculty are required to do evaluations for every course; tenured faculty are required to do evaluations for one course. Results are reported to and reviewed by the chair. Junior faculty are also required to have at least one peer evaluation each year, and tenured faculty must have them at least once every three years. When faculty are reviewed for retention and promotion, evaluation of teaching is based not just on teaching evaluations, but also on a careful review of syllabi, exams and other course-related materials.

Data Collected to Evaluate Impact of Teaching on Student Learning

Twice over the past seven years, in 1999 and 2005, we have administered a survey to our students to evaluate the effectiveness of our teaching and other dimensions of our program. The results of the 2005 survey are included in the appendices.

Mentoring Junior Faculty

All junior faculty members participate in the Faculty Fellows Program upon arrival in the department. Junior faculty also have at least one peer review by a more senior faculty member each year. Peer reviewers observe a class session, review course materials like exams and syllabi, and produce a written report for the chair. The peer review process also provides the opportunity for junior faculty to meet and consult on teaching effectiveness. Our best senior teachers also provide a valuable resource for junior faculty to consult as they work to improve teaching effectiveness. Junior faculty

are also encouraged to take advantage of programs and resources of CIDR to develop and perfect teaching skills.

Training and Support for Teaching Assistants

The department has a strong commitment to training teaching assistants to become effective teachers. Prior to the start of autumn classes, all newly appointed teaching assistants attend a training program that prepares them for their teaching assignments. New and returning appointees must be present for a required planning and training period, and are notified in writing when that training begins (usually about September 16). Training includes lectures by the faculty, filmed and live demonstrations of college language courses, practice readings, and the preparation of teaching and testing materials (see appendix for a full schedule of activities). Additionally, international students are required to attend the International Teaching Assistant (ITA) program, which covers cross-cultural communication, teaching strategies, and second language practice. As Table 8 notes, our French TAs gave their Fall orientation a 4.4 rating and the Italian TAs gave theirs a 4.3 rating in our December 2005 survey.

When classes begin in autumn, all first-time French TAs are required to take Romance Linguistics 518: Teaching Foreign Languages (2 credits) with Klaus Brandl, the UW's foremost expert in this field, as well as the complementary French 590: Teaching Methodology (3 credits) with Hedwige Meyer, our 100-level French LPC. The LPCs monitor the work of all TAs with classroom observations and weekly meetings. We are proud that, as table 5 notes, our TAs received an average student evaluation of 4.4 (0.3 higher than the average for the Humanities) in 102 classes during 2004-05.

Tracking and Promoting Best Practices

The LPCs and the chairs of our undergraduate and graduate program committees are all responsible for tracking best practices and promoting innovations. Periodically the faculty of each wing meet as a group to review the curriculum and discuss reforms.

Section C. Research and Productivity

Balancing Individual Scholarly Pursuits with Goals of the Dept./College

Pursuant to the Provost's memo of October 13, 1999, the Chair requires every faculty member to submit in the spring an "Understanding Regarding Faculty Contributions and Assessment" form for the coming year (see appendices). Each faculty member is asked to declare whether he/she wants his/her contributions to be assessed on the basis of "the traditional mix of criteria" or some "nontraditional mix." If the latter is the case, the Chair and faculty member discuss the proposal in detail and the Chair approves only if he is sure that accommodating the request will not compromise the interests of the department and college. Whichever form is used, it is signed by both the faculty member and the Chair and kept in our Merit Review binder.

Mentoring of Junior Faculty

Junior faculty are mentored through annual meetings with the chair and frequent discussions with senior faculty. The thinness of our senior ranks has limited the utility of the latter, compared to the situation one finds in larger departments. For this reason the Chair decided two years ago, as discussed in section A.II, to provide assistant professors special external mentoring assistance at the point when their manuscripts are nearly ready to be submitted to prospective publishers.

Impact of Research on the Field

As table 10 shows, our faculty have had a substantial, broad scholarly impact on our field over the past five years: they have published 4 books and 19 journal articles in 19 different journals. Two of them (Borch-Jacobsen and Delcourt) have also won or been nominated for major international prizes.

Impediments to Faculty Productivity

See sections A.II and A.VII for a discussion of this issue.

Heterogeneity of Faculty

As noted in section A.1, our unit suffered from substantial conflict when it was a wing of a unified Romance Languages and Literature Department. Some internal differences remain, of course, but FIS has functioned with relative harmony. All faculty are housed in the same area of Padelford Hall, which has promoted collegiality.

Professional and Classified Staff: Encouraging and Preserving Productivity

We recognize the importance of providing opportunities for professional staff to enroll in courses that develop their professional staff skills. The University has a work release policy that allows us to provide work release time to staff to attend training sessions. We routinely pay fees for our staff to attend workshops, conferences and courses to improve their skills. The UW offers through their Training and Development program courses that improve management and supervisory skills. There is also a professional staff leave policy that allows professional staff to take time off with pay to acquire knowledge and/or experience that will enhance his or her future contributions to the University. Tuition Exemption Program allows staff to have tuition waived for up to six credits each quarter when enrolled on a “space-available” basis.

Section D. Relationships with Other Units

Collaboration with Other Units/Interdisciplinary Research

FIS has a close and productive collaborative relationship with a good number of other departments, centers or programs at the UW. Our closest such relationship is with the Department of Comparative Literature (CL). Three of our voting-rights faculty hold joint positions with that unit: Mikkel Borch-Jacobsen (100% CL), Douglas Collins (25% CL) and Albert Sbragia (25% CL); Sbragia is also Director of the Cinema Studies Program, a major within CL. Louisa Mackenzie has also taught in CL, as did Dianah Jackson before her. One of our four adjunct professors, Gary Handwerk, is currently the Chair of CL. Handwerk served on an FIS faculty search committee last year, and Marshall Brown from CL is doing so this year.

FIS also has a strong relationship with the Department of History; two of our adjuncts, Mary O'Neil (a specialist on early modern Italy) and Raymond Jonas (a specialist on 19th century France) are from that unit. Benjamin Schmidt from History recently collaborated with Louisa Mackenzie on a conference under the auspices of EMERGE, the UW's Early Modern Research Group.

FIS has a special relationship with the Center for West European Studies (CWES), a federally-funded ("Title VI") National Resource Center housed in the Henry M. Jackson School of International Studies. The Chair, John Keeler, is Director of CWES. Albert Sbragia serves as Chair of the West European Culture Colloquium funded by CWES, and he and Vinay Swamy along with another of our adjuncts, Meredith Clausen (Art History and Architecture) serve on the CWES Steering Committee. Denyse Delcourt, whose secondary field is Québécois literature, is a faculty affiliate of the

Canadian Studies Center, another “Title VI” center in JSIS.

Many of our faculty have had some involvement in one form or another with the Simpson Center for the Humanities. Evelyne Ender is currently a Society of Scholars Research Fellow with the Simpson Center; Vance, Jackson, Rubino, Azzolini and Mackenzie have held such fellowships in the past. Donna Yowell received funding from the Center to teach an interdisciplinary course with a colleague in English, and Monica Azzolini was part of a faculty group that received a “research cluster” award. Mackenzie and Schmidt received Center funding for the EMERGE conference mentioned above, and many other FIS faculty, including the Chair, have benefited from such funding.

Help in Recruiting New Faculty and Graduate Students

The Simpson Center offered a Society of Fellows grant as part of our package to hire Ender, and the Center has certainly helped attract many other Humanities faculty to the UW. CWES has provided a good deal of travel and conference funding that has helped with recruitment and retention. Foreign Language and Area Studies (FLAS) fellowships from CWES have been a factor in retaining a number of our graduate students.

Section E. Diversity

Inclusion of Underrepresented Groups

Faculty. Overall, 53% (9/17) of the FIS faculty are women. Of the TT/T faculty, 50% (4/8) are women; broken down by rank, 50% (1/2) of the full professors, 33% (1/3) of the associate professors and 67% (2/3) of the assistant professors are women. Of the NTT/T faculty, 56% (5/9) are women; broken down by rank, 60% (3/5) of the senior lecturers, 50% (1/2) of the lecturers and 50% (1/2) of the visiting lecturers are women.

Only 12% (2/17) of the faculty, one assistant professor and one senior lecturer, are ethnic minorities (one south Asian and one Hispanic). Our field attracts many women, but as one would infer from the data, not many minorities; only a handful, in total, have been in the applicant pools for all of the jobs advertised during the tenure of the current Chair. The one sub-field that is an exception to this rule is Francophonie.

Students. As with faculty, our field tends to attract much more than the UW average in terms of women, but less in terms of minorities. At the undergraduate level, the spring 2005 “Scholarship Summary by Major, Ethnic Origin” indicated that 81% (87/107) of our students surveyed—82% of the French majors and 79% of the Italian majors—were women and 16% (17/107) declared minority status; 76% (13/17) of the minority students were Asian. At the graduate level, the Autumn 2005 Graduate Enrollment Summary showed that 85% (11/13) of our students—75% in French and 100% in Italian—were women and 8% (1/13) declared minority status.

It should be noted that one of our 2002 Ph.D.s in French Studies, Jean-Elie Gilles, was an ethnic minority (from Haiti) and was placed at the University of Florida.

Staff. Of our five professional and classified staff, 80% (4/5) are women and 0% are minorities; we hope to have a chance soon to recruit a minority staff person.

Diversity in the Curriculum

Our request for permission to search in the Francophonie field stressed that one of our goals with that hire would be to enhance the diversity of the faculty, and we were successful in doing so with the addition of Swamy. Our hope is that, as he develops his full repertoire of courses and becomes even better known on campus, Swamy will attract more minority students to courses that engage their special interests.

Recruitment and Retention

See section A.II for a discussion of the challenge of retaining women faculty with husbands lacking appropriate employment in Seattle.

Section F. Degree Programs

1. Doctoral program.

Objectives. The Ph.D. in French Studies is designed to provide students with extensive knowledge of French and Francophone literatures and cultures, and to train them to integrate into their research the methods of such disciplines as history, philosophy, religion, film studies, the history of ideas, architecture, art history and psychoanalysis. This second objective presupposes close interaction between students and those faculty members whose interdisciplinary expertise corresponds to their interests. Given the interdisciplinary orientation of our Ph.D. program, our general examinations are not based exclusively on the traditional periods of French literature. Instead the program balances the traditional areas of “Century” or “Literary Movement” with non-traditional areas such as “Critical Problem” and “Outside Areas.” The doctoral program is designed not only to be intellectually compelling, but also efficient: several of its features serve to shorten the amount of time required for completion of the degree. Moreover, to enhance the guidance given to students writing dissertations faculty and doctoral students engage in an annual Faculty-Graduate Colloquium.

Note: for the Ph.D. curriculum, see appendix.

Standards Used for Measurement of Success. See section A.V.

Career Alternatives

Our faculty regularly schedule information sessions (e.g., “Preparing for the

Profession”—see section I.7) with discussion of how best to prepare for the academic profession; some attention is given to alternative occupations and students are referred to Graduate School programs on that subject.

2. Master’s Degrees.

Objectives: M.A. in French Studies. The M.A. program is viewed as preparation for our Ph.D. program and shares its objectives described above.

Objectives: M.A. in Italian Studies. Our program has two objectives: to prepare our students for advanced doctoral work at the University of Washington or other universities, and to train our students to become excellent teachers of Italian language and culture, especially in the greater Puget Sound area.

Standards Used for Measurement of Success. See section A.V.

3. Bachelor’s Degrees

Objectives. Our undergraduate programs are designed to give students a broad understanding of French or Italian language, literature, and culture and to enable them to develop their analytical and communication skills. A comprehensive language sequence focuses on linguistic competence in oral and written expression and provides an introduction to Contemporary French/Italian culture. Upper-level courses expose students to important literary and cultural topics and refine their ability to write analytical essays and give effective oral presentations. See appendix for major requirements.

Standards Used for Measurement of Success. See section A.IV. As that section shows, our French B.A. program is successful by most measures—but given our limited faculty, it is a challenge to cover all of the important fields within the discipline while ensuring that the *required* courses are offered regularly. During 2004-2006, for

example, the basic fields featured courses by the following faculty: *Contemporary*—Hélène Collins, Douglas Collins, Vinay Swamy; *Francophonie*—Vinay Swamy, Holly Woodson Waddell; *Modern*—Evelyne Ender, Holly Woodson Waddell (visiting lecturer), Doug Collins, Louisa Mackenzie (course on science-fiction), Mikkel Borch-Jacobsen (for courses in critical theory); *Modern Pre-1789*—Louisa Mackenzie (her specialty is the Renaissance), Doug Collins (with classes on Moliere); *Medieval*—Gene Vance (in the process of retiring), Denyse Delcourt. Except for Vance and Ender (both full professors), the literary, advanced part of the curriculum is supported by two associate professors, two assistant professors, one lecturer (who is also responsible for all the advanced language courses as well as a large study abroad program), one visiting lecturer (a providential hire in fall of 2004, given Evelyne Ender’s deferred arrival). This mapping demonstrates that our program is precariously balanced due to the shortage of faculty, that the department is very fortunate to find in Douglas Collins someone who is willing to play the role of a generalist (he teaches most often outside his area of specialization, 20th century literature and intellectual history), that without the serendipitous movement to Seattle of Holly Waddell (trailing her spouse) our modern program would have had no course offerings in the fall of 2004, and that it is imperative to appoint someone of advanced standing who can “take over” the nineteenth-century, a perennially popular field with undergraduates and graduates.

As for the Italian wing, FIS now has pending at the College Curriculum Committee a proposed revision of program requirements for the major in Italian. The principal features of the revision are: 1) an increase in required credits from 50 to 60—this will help ensure that our students acquire a more in-depth exposure to Italian

language, literature and culture; it will also establish the same credit requirement in the Italian program as in the French program; 2) the introduction of a series of four new 300-level core courses (Ital 341, 342, 351, 352), two of which are required for the major; these courses will introduce students to Italian translation, advanced composition, contemporary culture, and cultural history, and also serve as preparatory courses to the more advanced 400-level literature survey courses; 3) offering Italian 470 (Dante) as an alternative to Ital 401 (Medieval literature) in the 400-level literature survey course sequence; since 401 and 470 are taught in alternate years students will now have the same two-course option for the medieval period as they have for later periods; 4) requiring students to take 20 additional credits in the major (at least 10 of these credits must be at the 400 level); this new option, as opposed to the previous 15 additional credits at the 400-level, reflects the evolving nature of our program from a literature program toward a true Italian Studies program which integrates the study of culture and cinema together with literature. These revisions will give students greater and more diverse options to satisfy the major requirement, including study in our Rome program.

Steps Taken to Comply with State-Mandated Accountability Measures

FIS schedules classes to assure that students are able to take major requirements as they become eligible to take them. Many of our required classes are restricted to majors in the first period of registration. In addition, our Undergraduate Advisor has the discretion to expedite time to degree by approving credit for alternative course work in the cases where a certain required course may not be available. As should be evident from the discussion of our proposed revision of Italian requirements above, we also periodically change our requirements so as to expedite time to degree.

Section G. Graduate Students

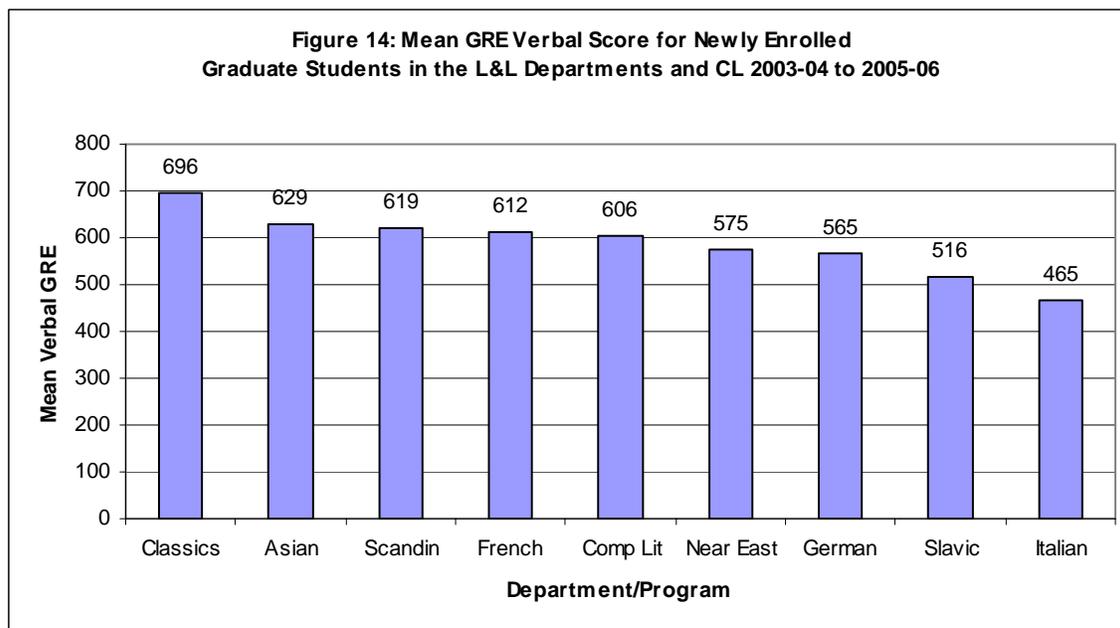
1. Recruitment and Retention

Recruitment. Given our limited faculty and thinness in the senior ranks relative to our peers, we have not invested much time and money in national recruitment. However, since the late 1990's we have attempted to maintain an attractive and informative website, and our Graduate Program Assistant and Graduate Program Coordinator have spent a substantial amount of time responding to inquiries from potential applicants and explaining application processes. Faculty respond to applicant queries often with extended interactions as do the Chair of the Admissions and Financial Aid committee and the department Chair.

We have been quite successful at recruiting from within our region and have had some success recruiting nationally—and internationally (from Italy, France, China and Romania in recent years). The profile of our recent recruits on the French side, where students are accepted only if they appear to be qualified to continue on to doctoral study, compares well by the one common measure that seems to make sense—verbal GRE score—to that of recruits by the other L&L units and Comparative Literature at the UW. As figure 14 shows, the mean (612) for our new French Studies students over the past three years (2003-04 to 2005-06) ranks ahead of that for students in Comparative Literature and three L&L departments, including Germanics.³¹ The mean GRE for our Italian MA students continues to lag behind that for students in other programs, but the average reflects in part the lower scores achieved by non-native speakers of English; at any rate, we would expect these numbers to improve over time with the bolstering of the

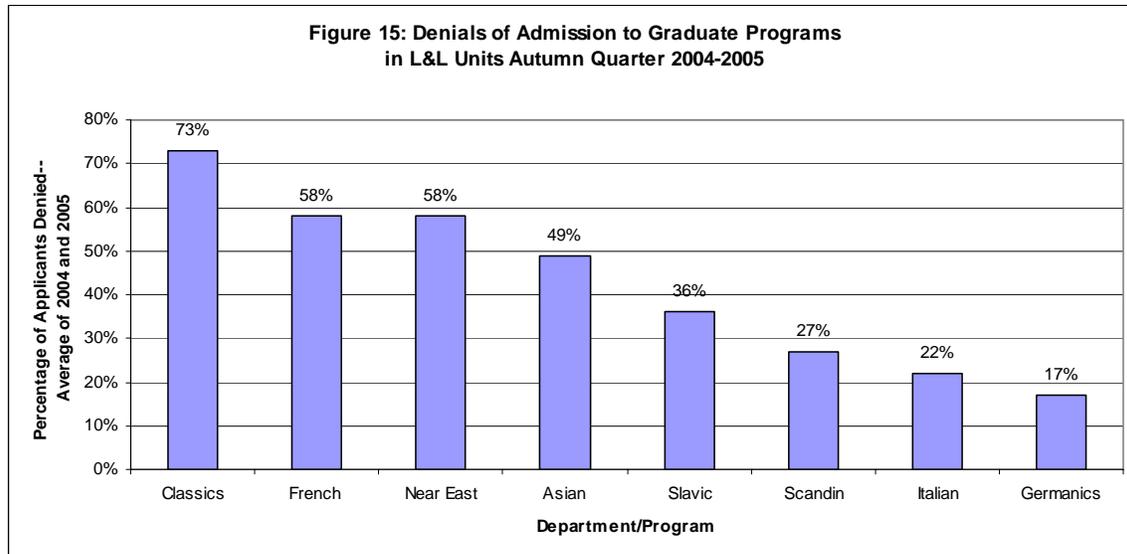
³¹ The figures for other units were taken from the “Graduate Students Statistical Summaries” on the website of the Graduate School. The statistics for French Studies and Italian Studies were calculated by our FIS staff, since the Graduate School provides no data for FIS or for SPS—only for “RLL” in aggregated form.

faculty in the Italian wing.



Since FIS is not included in the Graduate School's statistical summaries, we cannot provide official statistics to indicate whether our graduate program has become more or less selective--absolutely and relative to other units--over the last decade. However, using data for FIS derived from MyGradProgram, we can measure how FIS compares to the other L&L units in recent years (autumn 2004 and 2005). As figure 15 shows, our French program ranks #2 (tied with NELC at 58%, 19/33) among all L&L departments/programs in the percentage of autumn quarter applicants denied admission; only Classics ranks higher. The percentage of denials to the Italian program has been considerably lower (22%, 2/9), but that figure ranks above the one for Germanics, one of our best L&L departments. The percentage of denials for FIS overall (French and Italian combined) for the last two years is 50%; for the record, the Graduate School's statistical summary for RLL gives a figure of 47% (32/68) for that period.

Recruiting our top national candidates remains a challenge, as it is for most other



departments within the Humanities. Many of our competitors can offer guaranteed multi-year fellowship support (including dissertation completion stipends), summer stipends, and more generous compensation for RAs and TAs. A number of times in recent years we have had top students inform us that they intend to enroll, only to withdraw when a high-ranking and better funded program offers admission from the waiting list.

Retention. As table 13 shows, with the enlargement of the faculty, the retention

Table 13: M.A. Retention in Italian Studies 1995-96 to 2005-06

Enrollment Year	Original Cohort	Earned MA	Withdrew	Retention Rate
1995-96	2	2	0	100%
1996-97	2	2	0	100%
1997-98	3	1	2	33.33%
1998-99	2	1	1	100%
1999-00	3	2	1	66.67%
2000-01	2	2	0	100%
2001-02	1	1	0	100%
2002-03	1	1	0	100%
2003-04	1	1	0	100%
2004-05	2	2 in progress	0	100% anticipated
2005-06	4	4 in progress	0	100% anticipated
Totals	23	13 + 6 in progress	4	82.61% anticipated

rate has improved considerably of late in the Italian M.A. program. Whereas 33% (4/12) withdrew from the program program from 1995-2000, *none* (0/6, with 6 more in progress) has withdrawn since then. On the French side (see table 14), the retention rate

has improved only slightly: 24% (5/21) withdrew from 1995-2000, and 21% (3/14) since then. As for the French Ph.D. program, there have been no withdrawals since 2003—the first withdrawal-free 2+ year period on record (see table 15).

Table 14: M.A. Retention in French Studies 1995-96 to 2005-06

Enrollment Year	Original Cohort	Earned MA	Withdrew	Retention Rate	Continued to PhD	Completed PhD
1995-96	4	3	1	75%	1	1
1996-97	6	5	1	83.33%	3	1
1997-98	3	2	1	66.67%	0	0
1998-99	4	3	1	75%	1	1 in progress
1999-00	4	3	1	75%	1	1 in progress
2000-01	6	4 + 1 in progress	1	83.33%	1	0
2001-02	2	2	0	100%	2	2 in progress
2002-03	1	0	1	0%	0	NA
2003-04	3	3	0	100%	1	1 in progress
2004-05	2	1 in progress	1	50% (anticipated)	NA	NA
2005-06	0	NA	NA	NA	NA	NA
Totals	35	25 + 2 in progress = 29 (anticipated)	8	77.14%	10	2 + 5 in progress = 7 (anticipated)

Table 15: Ph.D. Retention in French Studies 1995-96 to 2005-06

Enrollment Year	Original Cohort	Earned PhD	Withdrew	Retention Rate
1995-96	0	0	0	NA
1996-97	4	2	2	50%
1997-98	2	1	1	50%
1998-99	3	2	1	66.67%
1999-00	1	1 in progress	0	100% anticipated
2000-01	1	0	1	0%
2001-02	2	1 in progress	1	50%
2002-03	3	1 in progress	2	33.33%
2003-04	2	2 in progress	0	100% anticipated
2004-05	0	0	0	NA
2005-06	2	2 in progress	0	100% anticipated
Totals	20	5 + 7 in progress	8	60% anticipated

Time to Degree. As table 9 (p. 27) shows, our time to degree record in the Ph.D. program has improved greatly in recent years. The twelve doctoral students completing the program from 1993 through 2001 took an average of 10.3 years, and 58% took 10 years or more. The eight students who completed their degrees from 2002 through 2005 took an average of 8.1 years, 2.2 years less, and only 13% (1/8) took 10 years or more. Our time to degree record has also improved at the M.A. level. The seven

students who completed Italian MAs from 1993-2001 required an average of 2.28 years (two took three years, the rest two years); the seven who completed their MAs from 2002-06 took an average of 2.14 years (one took three years, the rest two). The twenty-four students who completed French MAs from 1993-2001 required an average of 3.0 years (seven took three years or more, the rest two); the twelve who completed their MAs from 2002-06 took an average of 2.54 years (four took three or more years, the rest two). See appendix for a complete record.

Placement. As appendix F demonstrates, the placement record for our Ph.D. program has also improved impressively in recent years. During the six years from 1996 through 2001 we produced eight Ph.D.s; only 50% received multi-year positions at colleges or universities and only 25% landed tenure-track jobs. During the four years since then we have produced another eight Ph.D.s, 75% of whom have received multi-year positions in higher education, 50% on a tenure track; see section A.VI.

2. Advising, Mentoring and Professional Development

Communication of Program Expectations to Students

Our FIS website clearly describes timelines, procedures and requirements for all of our graduate degree programs. It also provides, in downloadable PDF files, all of the forms (e.g., “Summary Sheet for French M.A.”) that our students will need during the years they are enrolled—see appendices. Our Graduate Program Coordinator (GPC) meets annually with each graduate student to discuss his/her progress toward the degree. The GPC and the Graduate Assistant both hold regular office hours during which students may consult them regarding any question or concern that may arise.

Informing Students of Graduation and Placement Record

As mentioned in other sections of this report, we have been less able than other units (except SPS) to give students access to statistics regarding our program due to the fact that the Graduate School has not compiled and made available disaggregated statistics regarding our “Division.” One very positive effect of this review process is that we have now compiled a far more complete set of such statistics, including graduation and placement records, than ever before. As soon as possible, we plan to make many of the tables and figures created for this report available on our website.

3. Inclusion in Governance and Decisions

Inclusion of Graduate Students in Governance. See section A.I.

Grievance Process. None in last 3 years.

4. Graduate Student Service Appointees

Appointment Process: RAs. Once the Graduate Admissions Committee has identified its top candidate, we offer him/her a 3-quarter “Top Scholar” Research Assistantship. For recruitment purposes, that choice is made as early as possible (mid-February at the latest). If the top candidate declines, we extend the offer to the next candidate remaining on our rank-ordered list.

Appointment Process: TAs. T.A. eligibility is dependent on admission to the Graduate School and acceptability to the Division as a teacher of French or Italian. Within the limits of financial possibility and subject to certain conditions, the most important of which are maintaining satisfactory progress toward a degree and demonstrating competence as classroom teachers, teaching assistants holding regular appointments are reappointed annually for the full term of their eligibility. The number

of offers made varies from year to year. For example, we extended four offers in 2003, six in 2004, and one in 2005. It should be noted that, by agreement, FIS awards TAs to relevant graduate students—three per year, as of now—in both Comparative Literature and Linguistics. The procedure here is that both programs send our FIS Committee a list of their top-ranked applicants specializing in French studies. The Committee evaluates these applicants only on their French proficiency—not on their scholarship. So far, our collaboration with both programs has been mutually beneficial.

Average Duration of Appointment. Maximum eligibility is six quarters for M.A. students, with nine additional quarters for Ph.D. students; in recent years, given the demand for FIS courses and the limited supply of TAs, it has often been possible for doctoral students to teach at least part-time until completion of the dissertation. Students must maintain the minimum registration requirement of 10 credits per quarter applicable towards their degree in autumn, winter and spring and 2 credits in the summer (if there is a course for the student to teach in the summer and he/she wants to teach in the summer).

Mix of Funding. Except for the one RAship/year provided by the Graduate School, FIS has traditionally been able to support its students only with TAs. However, given our recent success in development (see section A.VI), we may soon be able to offer additional funding—e.g., for dissertation writing quarters—to our best students.

Criteria for Promotions and Salary Increases. Our TAs and RAs are paid according to the pay schedule provided by the Graduate School pursuant to the terms of the union contract. Students are promoted when they complete their M.A. and again when they attain Ph.D. Candidate status.