

**Comprehensive Program Review**  
**FRENCH & Other Languages (Arabic, Chinese, Hmong, Japanese)**

**General and Overview**

1. Describe your program's most significant opportunities and significant challenges.
  - The **French** program in UWGB offers a unique opportunity to learn about Francophone culture across the globe. Aside from offering students the opportunity to acquire the French language – the official language of almost 40 other countries, which is estimated to become among the top four languages spoken in the world by 2050 – the UW-Green Bay French program provides students the opportunity to develop multicultural expertise and knowledge of a wide variety of Francophone culture present in the 5 continents. Students at UW-Green Bay have the opportunity to minor in French or simply take French courses at the beginning, intermediate and advanced conversational levels as well as upper-level courses in literature and culture through our exchange with St. Norbert College. They can also study abroad and take courses in Paris and even enroll in business courses at one of Europe's premier business schools in Bordeaux. Unfortunately, after the retirement of Dr. Ken Fleurant in 2006 and then the departure of Dr. Nicole Meyer in 2014, these tenure-track lines were never replaced, Modern Languages lost not one but two full-time positions in French. Neither of these lines have ever been replaced despite the university's stated commitment to diversity and multicultural education and to preparing students for career success, which today means functioning an internationally defined workplace. Not surprisingly, we have had to deactivate the French major and naturally the number of enrollments decreased significantly. Since then, without any permanent position in French, as one would expect, it has been challenging to keep enrollments at the same level, and to consistently offer all French courses. Without this institutional commitment, we have had to resort to mounting the program with ad hoc part-time faculty in order to cover all needs of this program. Moreover, we have repeatedly requested permission to hire at least a full-time renewing Lecturer in French, who could rebuild enrollments and take care of all aspects of the French program (teaching, enrollment, promotion, overseeing the French Club, retention efforts, community outreach, etc.). The only responsibility of ad hoc faculty is to teach their assigned courses.
  - Regarding the **other languages**, the members of the Modern Languages committee decided to discontinue our collaboration with the CLP (Collaborate Language Program). Under this collaboration we sent German and received Arabic and Chinese. However, we renewed our agreement with St. Norbert College in which we send German and receive French.

- Probably the most important challenge we must face in teaching Modern Languages is the lack of interest from the American educational system and consequently the local high school and from our own university. Curiously, this fact goes against the mission of our university: “The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.”, since the learning a second language not only helps to understand any kind of diversity, but also create professional opportunities and opens paths for a lifetime. Finally, as Goethe said “those who know nothing of foreign languages know nothing of their own.”

2. What are some things that would help make your program and its students more successful?

- A crucial priority for the French and Modern Languages programs is obviously to hire at very least a full-time renewing Lecturer, someone who could eventually also teach Humanities courses in areas such as film and world cultures, among others, courses which could also serve to draw students from outside French into the program (French literature and culture from Europe, Quebec, Africa, etc.). By hiring a full-time Lecturer, I am convinced that the number of registrations is going to increase significantly, perhaps even more than German. Based on statistics provided by the MLA (Modern Language Association) in the fall of 2016, 175,667 American university students were enrolled in French courses, or 12.4% of all foreign-language students and the second-highest total of any language after Spanish.

Right now, the Chair of Modern Languages, who is by default now also responsible for running the French program, is trying to also see to the essential tasks necessary for running the French program – work such as staffing, recruitment, promotion, advising and retention, contacting high school programs and other community outreach, overseeing the French Club, forging connections to other academic programs, and other work that make any program run successfully. **Hiring a full-time renewing faculty member, even if it is not tenure-track, would contribute significantly to the growth and stability of the program.**

**We also need assistance in obtaining recruitment data and reaching out to both current and incoming UW-Green Bay students, who may have had French in high school.** Not only will this have a significant impact on enrollments in French courses, but it will also, in view of the retroactive credits these students stand to gain, reduce these students’ time to graduation and, given what many studies that relate smaller class size to college persistence have indicated, may also help to retain these students at UW-Green Bay. **We also need to revisit our French CCIHS course offerings to better understand how CCIHS is being promoted and its relationship to French enrollments here on campus.** And we need to reinstate in-person R&R, the

Placement Test and a more effective model for Campus Preview Days, just to name a few recruitment measures.

This semester there are over 177 CCIHS students enrolled in our UW-Green Bay French courses. We need to enhance our ability to capture the untapped local interest in the study of French. And we need to be sure that students accepted to UW-Green Bay with prior knowledge of the language are enrolling in our French courses and receiving the appropriate number of retroactive credits, which would also reduce their time to degree. But to do this consistently we need at very least a dedicated faculty member to increase enrollment in the minor program and build toward reinstatement of the major, although more general assistance with recruitment would also be helpful.

Obviously, establishing a foreign language requirement at least for the B.A. degree would be the shortest distance to go in this accomplishing this, while also beginning to make our institution's commitment to internationalization and multiculturalism actual and genuine. In fact, we understand that the GEC has already approved this requirement. Yet apparently, given the fact that such an institutional requirement goes beyond a program's purview, it is not clear how this is supposed to actually be accomplished.

Our university needs to step up its attention and commitment to multicultural education and language learning as a crucial part of students' liberal education and our stated dedication to both the idea of an educated person and our strategic objective to offer a high-quality curriculum that fosters inclusive excellence, international understanding and career success. UW-Green Bay may still be an outlier. We do not have the most current information, but in 2011 all UW-System campuses, with the exception of our own and UW-Stout, have a foreign language graduation requirement at least for the B.A. and many have a graduation requirement for all students. And according to at least one high school advising site in our area

([https://east.aasd.k12.wi.us/counseling/academics/uw\\_admissions\\_elective\\_recommendations](https://east.aasd.k12.wi.us/counseling/academics/uw_admissions_elective_recommendations)) UW-Green Bay's "incoming freshmen had an average of 3 years of foreign language." That represents a significant number of potential credits these students could receive toward graduation by taking just one foreign language course. Some of these incoming students are of course French students.

Instituting more rigorous advising in the French program would also assist with retention in the program. If the Advising Office could refer students with prior foreign language experience in high school to Modern Languages, it would also help with recruitment, but would also indicate to these students' that UW-Green Bay understands the value of learning other languages and encountering other cultures, a value these students obviously already understand and respect.

Reinstating *La table française*, the weekly French Conversation Table, would also reinstate an important social/linguistic feature of the program, one that puts all UW-Green Bay French students (and community members) in touch with their peers in French courses at other language levels in the program.

Having a functioning French Club again with officers, who reach out to all students in the program and engage them in programming and social media would also provide student leadership as well to help to begin rebuilding the program.

- Ideally, for the other languages we would need to have an Ad Hoc for each language permanently to cover all the needs of those courses, and also to give continuity to those courses. However, it is very difficult to find someone able to teach one of those languages at the salary that UWGB can offer. Also, we would need more promotion of those languages. It would probably be realistic to work in those languages with a base of 10 students per course.

3. What are some program accomplishments worth highlighting?

- Despite all of these significant challenges, we have created a new study abroad travel course in Paris for all UW-Green Bay students, but especially important for the students of French, who need more courses to complete their Minor and to acquire more linguistic and cultural proficiency. Our upper-level French students can also take courses at St. Nobert College.

Even though our French major has been suspended, students are still interested in the major and at least one of our French students has had an independent French major proposal, approved by Professors Fernandez-Mearidi, Professor Ham and Provost Kate Burns, and has now graduated with a French major with the intention of teaching the language at the high school level.

Professor Jennifer Ham was on a research trip in Europe and took a side trip to visit colleagues at our exchange with the Business School at Kedge in Bordeaux in order to refresh our connection with this program and explore the possibility of our French students taking French language courses there. Kedge now sends their students to the University of Bordeaux for French language courses as they are primarily a business school. While there she met with a colleague at Kedge in their wine production, a connection which could be developed into a resource for vintners in our Door County community. Prof. Ham feels more could be done in conjunction with the UW-Green Bay Business program to better foster communication between that program and our French program and to better prepare our Business students linguistically for studying in Bordeaux in the future.

- Regarding the other languages the only accomplishment would be the continuity of our agreement with SNC. We are still looking for Ad Hoc for the other languages, still it is very hard to find one qualified.

4. Have there been any significant changes that have affected your program?

- Aside from the new travel course to Paris, the most significant change to the French program is that negative one that happened years ago when it lost its tenured faculty. Since then, with only ad hoc courses to offer, it has been challenging to find and retain qualified teachers, ones who are willing to move to the area and accept ad hoc pay that is lower than that offered by area community colleges. This lack of support makes it challenging to cover the courses of the French program. Despite this, we have been successful recently in hiring part-time instructors with advanced French degrees from very reputable M.A. and Ph.D programs, such as from the University of Montreal, CUNY/Barnard and UW-Madison, to name a few, one completed advanced study at the Sorbonne, which indicate the kind of applicants we would likely be able to attract for a full-time position, a hire that could address needs in both French and Humanities.
- Concerning the other languages, the major changes were the renewal of the agreement with SNC and the discontinuity of the collaboration of UWGB with CLP.

5. Where do you want your program to be 5 to 7 years from now?

- It would be very important to hire a full-lecturer for French program to give it more stability. There are a lot of advantages to the maintaining the French program. This program joint to other Modern Language programs combines with classes in communications, public health, education, marketing, business, opens opportunities to our students to have a more international profile. By developing language programs for professionals, in French we could take advantage of our partnership with the Université de Bordeaux.
- The other languages are of central importance to allow our students to have a very good complement to the Modern Languages programs. Mainly because they can respond to the demands according to the needs of the students in a short period of time.

**Demand**

*All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)*

- It seems the data provided is inaccurate which makes very hard to produce an analysis of the numbers of both French program and other languages courses. However, if those statistics are at least proportional I can see that we had **122** minors in 2013/14 and only **22** in 2014/15 after the departure of Dr. Meyer, our last full-time professor in French. What I mean with this comment is that French have a lot of potential in our area to come back to those number and even better. This assumption is based in true numbers, on Fall 2020 we have **176** CCIHS students enrolled in our UW-Green Bay French courses.

### **Internal**

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

Students graduating with a French minor are expected to:

#### **Learning Outcomes**

- Speak standard French at the ACTFL intermediate-high level.
- Read non-technical prose at the ACTFL intermediate level.
- Comprehend clearly articulated conversations on everyday topics in standard French at the ACTFL intermediate level.
- Write about non-technical topics at the intermediate/intermediate-high ACTFL level.
- Demonstrate an advanced knowledge of French and French-speaking cultures.
- Have read great works of French and Francophone literature and have a sense of their place in literary history.
- Research literary and cultural topics and report findings.
- Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

2. Curriculum development (Lists, brief narrative if appropriate)

- It has been very difficult to plan or develop anything in the French program due mainly to the absence of a full dedicate position that should bring not only new ideas and strategies for the program but mostly stability and continuity. One of the main problems is that students enrolled in our CCIHS French courses at UW-Green Bay think that we are not a French program. Honestly, until we will have a fully dedicated French position, this is true. Included the current students enrolled in the French minor hesitate about this program.

It was approved a course of French 222 fully designed for CCIHS.

A study abroad program in Paris was created with the idea of offering our student in French the possibility of taking some courses and becoming fluent in their French skills.

- It is kind of the same situation concerning the other languages. It is very difficult to keep the enrollments in good number when the students know that there are not fully dedicated teacher for those courses.

3. Connections to other programs (Lists, brief narrative if appropriate)

- The French program contributes to and offers courses as part of the following programs:
  - a. International Business (<https://www.uwgb.edu/international-business/degree-requirements/>)
  - b. Political Science (<https://www.uwgb.edu/political-science/major-requirements/>)
  - c. Global Studies (<https://www.uwgb.edu/global-studies/minor-requirements/>)
  - d. International Environmental Studies (<https://www.uwgb.edu/environmental-science/minor-requirements/international-environmental-studies/>)
  - e. Humanities (<https://www.uwgb.edu/humanities/major-requirements/world-cultures/>)
  - f. College Credit in High School (<https://www.uwgb.edu/ccihhs/>)
- All other languages contribute to International Business and credits in world languages (Two (2) years of college-level language courses or equivalent competency in a language other than English.)

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

- Currently the French program is offering 6 courses, plus internships and independents studies at UWGB campus, and 6 courses though our agreement with St. Norbert College. All the courses at UWGB are taught online, while all courses at SNC are taught on the classrooms.

Additionally, UWGB French courses are offered at 15 Wisconsin High Schools through CCIHS.

The Study Abroad in Paris has been cancelled due to the COVID pandemic situation in Europe.

- Only Japanese is offering in other languages through our agreement with St Norbert College.

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

- I don't have reliable data on the population of our students in French, however, even if we don't count many students from a visible minority, I know that we have some adult students and a couple of students belong to a minority.
- In Japanese, the half of students belong to a minority.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

- Due to the fact that we don't have a full-time position in French, this program is not participating in programs like Gen Ed, and FYS/GPS. However, the students and high schools participating in CCIHS are growing on the last years going from 5 high school with 58 students, 5 years ago, to 14 high schools with 176 students, on Fall 2020.

2015-16	5 high schools	66 students
2016-17	5 high schools	58 students
2017-18	7 high schools	87 students
2018-19	8 high schools	130 students
2019-20	14 high schools	158 students
2020-21	13 high schools	176 students

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

- Unfortunately, as stated before, after the retirement of Dr. Ken Fleurant in 2006 and then the departure of Dr. Nicole Meyer in 2014, these tenure-track lines were never replaced, Modern Languages lost not one but two full-time positions in French. Neither of these lines have ever been replaced despite the university's stated commitment to diversity and multicultural education and to preparing students for career success, which today means functioning an internationally defined workplace. Not surprisingly, we have had to deactivate the French major and naturally the number of enrollments decreased significantly. Since then, without any permanent position in French, as one would expect, it has been challenging to keep enrollments at the same level, and to consistently offer all French courses. Without this institutional commitment, we have had to resort to mounting the program with ad hoc part-time faculty in order to cover all needs of this program. Moreover, we have repeatedly requested permission to hire at least a full-time renewing Lecturer in French, who could rebuild enrollments and take care of all aspects of the French



program (teaching, enrollment, promotion, overseeing the French Club, retention efforts, community outreach, etc.). The only responsibility of ad hoc faculty is to teach their assigned courses.

- All other languages currently lives the same situation. It is very hard to give a continuity to all language programs without sustainable stability in the teaching positions.

#### 8. Cost per credit hour (TBD)

### **External**

#### 1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually.

- We renewed our agreement in Modern Languages with St Norbert College in which one of the most important languages is French.

BEM Bordeaux Management School, Bordeaux, France (BEM) and the University of Wisconsin-Green Bay, Green Bay, Wisconsin, United-States (UWGB), have a Degree Program Partnership that allow students to transfer credits between the two institutions, and in this way, to receive two graduate diplomas from two collaborating universities in two countries. Full time students enrolled in the Degree Program Partnership can expect to complete the degree(s) in only 17 months. Students will enroll in a minimum of 15 credits at UW-Green Bay during the fall semester. During the following semester, students will complete the equivalent of 15 credits in Bordeaux. Those credits will be accepted as transfer credits in the Master of Science in Management Program at UW-Green Bay. Students will then complete their degree requirements (Internship and Professional Project) during the following academic year.

All Modern Languages staff members regularly collaborate with institutions and members of our community in search of translations in different languages. However, without a visible full position in French, those people cannot approach us for French needs.

The relationship with High Schools could develop much further, as we have 14 high school that have French courses through CCIHS. We only need a full position in French to develop many avenues that will lead this program to undoubted success.

#### 2. Contributions to regional infrastructure

- CCIHS: we currently partner with 14 Wisconsin high schools to offer college credit French courses.
3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)
    - There is no faculty fully dedicated to the FRENCH program.

### **Student Success**

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)
  - Even if we don't have a fully dedicated teacher in the French program, professor Fernandez-Meardi offers independent studies and internship to the students enrolled in the French minor. He also coordinates and participate in the conversation table for French students.

Even though our French major has been suspended, students are still interested in the major and at least one of our French students has had an independent French major proposal, approved by Professors Fernandez-Meardi, Professor Ham and Provost Kate Burns, and has now graduated with a French major with the intention of teaching the language at the high school level.

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)
  - Aside the fact that is very hard to work in the retention without a full dedicated position in French, the members of Modern Languages work in the promotion and retention for the French program by participating in all promotion programs proposed by the College of Arts, Humanities, and Social Sciences.

The creation of a Study Abroad travel course in Paris has been very important to promote the French program, especially since our experience says that this is one of the most important experiences to involve and create attachment between students and the target language.

### **Mission Relevant**

1. Relevance to mission (Narrative or lists as appropriate)

- The French and Francophone Studies program is designed to develop practical language skills while they learn about the literature, culture and the diversity of the French-speaking world. Knowing French opens the door to all the other cultures of the world where French is widely spoken — in Africa, the Middle East, Europe, Indochina. This program is very involved in multiculturalism, interculturalism, and the recognition of all kind of diversity.

French is the only language other than English spoken on five continents. Like English, French is truly a global language. French is the first or second language in over 40 countries, France is the world's sixth largest economy, and is the official working language of the United Nations, UNESCO, NATO, the International Olympic Committee and many more similarly important world organizations. According to the most recent U.S. Census, 1.9 million Americans speak French in the home.

In recent years, the U.S. was the second largest direct investor in France, and in 2002, France was the second largest foreign investor in the U.S. French is the foreign language spoken by our largest trading partner (Canada). In 2000, the United States exported more to countries having French as a national language than to countries having any other foreign language. Exports to Canada alone in that year were greater than the combined exports to all countries south of the United States. Among foreign countries doing business in the U.S., France employs the third largest number of Americans.

The world invests in France: In 2003, France was the second largest destination of foreign investment in the world. France is a leader in science and technology (nuclear physics, AIDS research, automobiles, electronics, aerospace, transportation, telecommunications and more). More tourists visit France than any other country in the world.

## 2. Cultural enrichment (Narrative or lists as appropriate)

- The broad training that is part of a program in French and Francophone Studies (including written and oral communication skills, reading and analyzing texts, history, geography and social studies) is an excellent means to personal growth and intellectual enrichment. It is also a fine preparation for entrance into the international professional world. French and Francophone Studies have developed successful careers in many areas of business, the service professions (such as law or teaching), and government.

Along with the regularly scheduled array of courses, the French and Francophone Studies program also offers students the opportunity to earn degree credits while studying abroad. UW-Green Bay sponsors a semester program in Bordeaux and, with faculty approval, accepts credits from numerous

other study-abroad programs. On campus, students can have frequent contact with authentic cultural materials both inside and outside the classroom via the internet, the latest multimedia equipment, and international television and radio reception.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)
  - **UWGB/St Norbert College Agreement:** Regularly UWGB send students in French and Japanese and receive students for German.

**CCIHS:** we have 14 high school that have French courses through CCIHS.

**Universite de Bordeaux:** we have a very important partnership with the University of Bordeaux.