

Department of French and Spanish

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

ACADEMIC PROGRAM REVIEW: Self-study Report

February 2004

PREAMBLE:

Some of what follows concerns both the French and Spanish sections of our department. However, a separate supplementary report covering issues of specific importance to the Spanish section will be forwarded to the Review Panel very shortly.

1.0 BACKGROUND:

Since the mid-1960's, the Department of French and Spanish has undergone a number of administrative changes and has had to adapt to changes in degree regulations, both in the Faculty of Arts and in other academic units. Up to the late 1960's students in the B.A. program were required to take the equivalent of four semester courses in French. Enrolments in first-year courses were high, but the retention rate from first- to second-year very low, a pattern repeated throughout the University. The department found it difficult to retain faculty members with a high research profile since there was little opportunity to teach at the senior undergraduate or graduate level.

With the introduction of Junior Division in 1968 and its attendant emphasis on high quality teaching to relatively small classes (25), the number of tenure-track faculty in the department grew, but with no expectation of research on the part of those appointed to Junior Division. This arrangement led eventually to an invidious situation in which there were two classes of permanent academic staff members: those teaching primarily language sections at the first- or second-year level; and those teaching literature, civilisation and senior language courses. Junior Division was eventually eradicated as a separate administrative unit, but the perception of two classes has remained, and still occasionally gives rise to difficulties between colleagues in the department.

The removal of the language requirement in 1971 resulted in an initial, dramatic drop in enrolment at the first-year level from approximately 1,400 to less than 400, but within two years the number of majors and honours students increased until it reached a high in 1984-86, with the department having the largest honours school in the Faculty of Arts with 25 students.

The re-imposition of a second-language requirement for the B.A. in 1996, and the addition of a French language requirement for all students in the Faculty of Education, has posed severe problems for the department, particularly at the first-year level. Details of enrolment figures are given later in the report, but the immediate effect on teaching loads needs to be underscored. While the nominal course load is now five per academic year since 1999-2000, the number of students initially enrolled per section has risen from 35 to 39, and there is now almost no attrition during the course of the semester, compared with a drop of –five per section in the 1990's. The department now has to rely on a very large number of contractual and per-course instructors to deliver its programs in French and Spanish; 25 in Fall and Winter 2003-2004, with no sign that the situation may be ameliorated in the next few years. The presence of such a large group of contingent academic staff poses enormous problems for the morale of both that group and tenured and tenure-track ASMs, but the senior administration seems to view the department largely as a service unit and so offers inadequate remedies to the situation..

2.0 STUDENT INFORMATION:

PROGRAM ENROLMENTS - FRENCH:

French Majors:

The number of students both enrolled and registered in an Honours or Major program in French declined significantly during the 1990s, from a high of 291 in 1991-1992 to a low of 95 in 2000-2001. However, since 2000-2001, there has been a dramatic increase, the number of Honours and Majors having more than doubled: according to the information released by the Faculty of Arts in November 2003, there are now 207 students enrolled in these programs. The number of Honours students has risen from 0 in 2001-2002 to nine in 2003-2004.

French Minors:

A similar pattern applies to our French Minor program. The number of French Minors dropped from a high of 128 in 1991-1992 to a low of 77 in 1998-1999 but has rebounded to a total of 181 in 2003-2004, more than double the number for 2001-2002 (84).

Focus area in French (B.Ed. Primary/Elementary):

Data on the number of students completing a Focus Area in French are available only from 1995-1996. In that academic year, 33 students were completing this program. This figure dropped to 20 in 1999-2000 but has risen again since then to reach a total of 31 for 2003-2004.

M.A. in French Studies:

Enrolments in our M.A. program have not changed significantly in recent years. Normally, there are one or two new M.A. students each year (two in 2002-2003 and two in 2003-2004), but in each of the last two academic years, there has been a total graduate enrolment of nine students, including those finishing their thesis.

PROGRAM ENROLMENTS - SPANISH:

Spanish Majors:

The number of students declaring a Major in Spanish fluctuated between one and five throughout the 1990s. In 2002-2003, there were five such students and six in 2003-2004.

Spanish Minors:

The number of Spanish Minors declined from a high of 16 in 1993-1994 to a low of four in 2000-2001. Numbers have risen steadily since then to reach a total of 12 in 2003-2004.

Enrolment in our Spanish programs has been discouraged by the fact that for a number of years, there has been only one tenured faculty member in the Spanish section. This has made it very difficult for students to plan completion of a Major or Minor in Spanish in a timely fashion.

ACADEMIC BACKGROUND OF STUDENTS:

Recent increases in the number of French immersion programs in Newfoundland and Labrador schools and in the availability of Accelerated and Extended Core French programs, Advanced Placement courses and the International Baccalaureate program have led to an increase in the number of students entering Memorial with more experience in French than that of earlier cohorts. Whilst some students demonstrate proficiency in the areas of aural comprehension and oral expression and possess a degree of self-confidence in their abilities in French greater than that of earlier groups, some are found to be weaker in the areas of grammar skills and written accuracy. In some cases, such students demonstrate an inability to accept the need to improve the level of accuracy, particularly in their written French.

There appears to be a resurgence of awareness amongst students of the potential practical advantages of acquiring a command of French sufficient to enable them to apply for positions which require an ability to work in French. Because of this, our programs appear to be attracting larger numbers of very good students. This impression is confirmed by the number of French students named to the Dean of Arts List and the

quality of the students opting to complete a French Major as part of the Joint Degrees of Bachelor of Arts and Bachelor of Commerce (Co-operative) program.

The academic quality of the students admitted to the Frecker programme in Saint-Pierre has increased significantly over the past few years. This is a reflection of an increase in the number of applications for admission to the program. Since the number of places available has remained constant at 30, selection has become more selective than ever. In 2003, a number of students with an average of 70% or better in French were unable to be admitted to this program.

Students admitted to our M.A. program, a majority of whom have completed their undergraduate degree at Memorial, usually have an Honours or general degree with a 75% - 85% average. Although the program remains small, it continues to attract well-qualified students. A significant proportion of students who have completed their M.A. in French Studies at Memorial are admitted to Ph.D. programs at other institutions. Two of the three students admitted most recently have exceptional academic records both in French and in general.

SCHOLARSHIPS AND OTHER AWARDS:

An encouraging number of our students (five in 2003-2004) have been successful in their applications to participate in the Assistantship in France program.

Last year, a student completing a Joint Major in French was awarded a Peter Gzowski internship. Another was recently awarded a Queen Elizabeth II scholarship.

One of our M.A. students has been awarded a Canada Graduate Scholarship - Master's by the Social Sciences and Humanities Research Council of Canada.

ATTRITION AND RETENTION:

A comparison of the number of students enrolled in our programs with the number of undergraduate degrees awarded suggests that we face a problem of significant attrition from our Major and Minor programs. However, no detailed data is available on this question and it is impossible to obtain a clear idea of the extent of the problem or of the reasons for this phenomenon. The true attrition rates may well be considerably less than might at first appear to be the case because a number of students who declare a Major or Minor in French do so only in order to obtain access to courses which have reserved seating for French Majors and/or Minors and which they need to complete in order to be eligible for admission to the Faculty of Education. Moreover, the decline in the number of students completing their B.A. is a faculty-wide problem: similar discrepancies between program enrolments and degrees awarded are found in most other units within the Faculty of Arts.

Attrition is not a problem with our M.A. program.

AVERAGE TIME TO GRADUATION:

The department has no data on the question of average time to graduation. We are, however, aware of the fact that a significant number of the students enrolled in our undergraduate programs do not graduate in four years. This again is a faculty-wide phenomenon for which there are a number of reasons.

Undergraduate degrees completed with a major in French by calendar year:

1994 - 82 2000 - 37 2001 - 29 2002 - 19 2003 - 42

Most students complete our M.A. program in a timely fashion although several have been unable to complete their M.A. thesis on time despite the best efforts and encouragement of their supervisor. Such delays are normally the result of the fact that a student has other commitments which make it difficult for them to devote sufficient time to their thesis.

STUDENT INVOLVEMENT IN DEPARTMENTAL GOVERNANCE :

Both undergraduate and graduate students elect a representative who is invited to attend all regular departmental meetings. However, these student representatives do not have voting privileges. The record of participation of these student representatives has not been encouraging. Regular members of the department are divided on the issue of the extent to which students should be involved in departmental governance.

3.0 TEACHING ACTIVITY:

UNDERGRADUATE PROGRAMS:

The department offers the following undergraduate programs in French Studies:

- 0. B.A. Honours in French (21 courses in French)
- 0. B.A. Major in French (14 courses in French)
- 0. B.A. Minor in French (8 courses in French)
- 0. Focus Area concentration in French under the B.Ed.
(Primary/Elementary) program (6 courses in French)

The Spanish section offers the following undergraduate programs in Hispanic Studies:

- 0. B.A. Major in Spanish (12 courses in Spanish)
- 0. B.A. Minor in Spanish (8 courses in Spanish)

We offer our students of French the opportunity to participate in the Frecker program, under which they spend a full semester in Saint-Pierre. Participants in this program complete five French courses at the 2000 level. They are housed with French families and thus enjoy three months of total immersion in French.

Memorial also has an agreement with the authorities in Saint-Pierre allowing for up to five students per year to spend two semesters at the *Lycee d'État* in Saint-Pierre, where they give conversation classes in English and also complete courses offered by the *Lycee*.

Memorial students may also participate in the Canadian Third Year in Nice program.

Each year, several of our students participate in the Assistantship in France program. Others take advantage of programs available within Canada which enable students to study and/or live in French-speaking areas, such as the Student Fellowship program, the Official Languages Monitor program and the Summer Language Bursary program.

Memorial also has a reciprocal agreement with the Université de Bordeaux III, under which one senior student each year is selected to spend a full academic year in Bordeaux, where they are employed as a English assistant. A French counterpart spends a year at Memorial at the level of *lecteur/lectrice*.

CURRICULUM AND DEPARTMENTAL GOALS:

The department offers quality instruction in French and Spanish at the undergraduate level. Students go on to advanced learning in the areas of French and Quebecois literature and civilisation and of Spanish and Latin American literature and civilisation at the undergraduate level. The department also offers instruction in French and Quebecois literature and civilisation at the graduate level. In so doing, the department seeks to offer intellectual and academic training consonant with the requirements of the liberal arts education expected of a B.A. program.

To these ends, we offer a series of three consecutive courses in French at the 1000 level - French 1500, 1501 and 1502. These courses offer a review of the main elements of French grammar and are designed to enable students to improve the accuracy of their written French, as well as to enhance their skills in aural comprehension and expression and their knowledge of francophone culture. Students completing a Major or a Minor in French are allowed to apply no more than two of these courses directly towards their program.

At the 2000 level, we offer two language courses (French 2100 and French 2101). These courses are designed to continue the work begun in our 1000 level courses, but particular emphasis is placed on further development of written skills (*redactions, précis*, etc.).

Our other offerings at this level are more specialized: French 2300 is an introduction to the study of French Phonetics, whilst French 2601 and French 2602 are designed to improve reading skills and written comprehension and to prepare students for the study of francophone literature at the 3000 level. French 2900 is an introductory course on francophone civilization.

A similar pattern obtains at the 3000 level. French 3100 and French 3101 are designed to add further depth to the students' mastery of French grammar and written language skills. French 3500, 3501, 3502, 3503 and 3504 are courses on francophone literature, currently distinguished primarily by genre. French 3302, 3310 and 3311 are all courses cross-listed with Linguistics. French 3650, 3651 and 3653 are courses on the francophone civilization of different regions (France, Quebec and Canada outside Quebec respectively). This year, following consultation with our students, we have introduced a new course (French 3300) on rhetoric and public speaking.

At the 4000 level, we again offer two "core" language courses (French 4100 and French 4101) and (occasionally) alternative language and translation courses (French 4120 and French 4121). In addition, we have a considerable range of literature courses at this level, some defined by literary movement (French 4610 and French 4620) or by genre (French 4630 and French 4640); one on literary theory (French 4660). We also have special topics blocks which enable us to offer 4000 level courses in francophone civilization as well as special topics courses in French language and in francophone literature.

At present, our Major and Minor programs are designed to allow students maximum flexibility in their choice of courses and of areas of specialisation. We have preferred to limit the number of courses at various levels which may be applied directly to each program and to rely on prerequisite requirements to ensure depth.

For the French Major, students may count towards the overall minimum of 14 courses in French no more than two courses at the 1000 level and no more than five at the 2000 level. They must complete at least two courses at the 4000 level. For the French Minor, no more than two courses at the 1000 level may be counted towards the minimum of eight French courses required overall. Students must also complete either French 3100 or French 3101. The prerequisites for these courses effectively render completion of French 2100 and French 2101 compulsory. The remaining five courses required for the Minor are thus typically all courses at the 2000 level.

Recently, however, we have approved a proposal to restructure our Major and Minor programs around completion of a number of required courses to be complemented by electives. It is hoped that this will make the structure of our programs clearer to our students and thus make it easier for them to plan their undergraduate academic career.

A recently approved change in our departmental regulations will have considerable impact on the structure of our Major program: currently, the minimum prerequisite for all 3000 level literature courses is completion of French 2601 OR French 2602. In future, completion of French 2601 will be a prerequisite for French 2602 and completion of both these courses a prerequisite for all 3000 level literature courses.

Several members of the department have become increasingly concerned about a perceived decline in the level of the language skills demonstrated by students entering courses beyond the 1000 level. Such concerns have been voiced most frequently by instructors of language courses at the 2000, 3000 and 4000 level and by instructors involved with the Frecker program in Saint-Pierre. These concerns, along with an indication from the Dean of Arts that he expects the department to reduce significantly the number of sections of 1000 level French courses beginning with the academic year 2004-2005, have led the department to begin a re-examination of its 1000 level offerings.

In common with other departments and units in the Faculty of Arts, we have long been plagued by the prevalence of the view that a B.A. "doesn't lead to anything except teaching". Unfortunately, this assessment still appears to be widespread amongst students and is often reinforced by parents and guidance counsellors. By expanding our contacts with high schools and their students and through our advising efforts, we are trying to correct this misapprehension. There are signs that some progress is being made. In particular, there has been growth in the number of students interested in a career in business who realize the practical advantages of being functionally bilingual. The development of the program leading to the joint degrees of B.A. and B.Comm (Co-operative) has been beneficial to us and to our students. At the same time, there has been an increase in the number of students hoping to build a career in the civil service where the importance of being able to work in both of Canada's official languages has long been recognised. Recruitment to our programmes has also been aided by indications of a current and future shortage of specialist French teachers in the province's schools.

Whilst the department fully recognises the need to continue to seek to make improvements to our programmes, feedback from our graduates and from the employers of our graduates suggest that we can claim considerable success in our efforts to equip our students with the tools they need to succeed in their chosen field.

INNOVATIONS AND ENRICHMENTS:

By joining the consortium of Canadian universities participating in the Canadian Third Year in Nice program, Memorial has been able to offer an exciting new opportunity for students. Participants in this program spend a full academic year at the Universite de Nice-Sophia Antipolis as part of a group of some 30+ Canadian students. The group is accompanied by a Canadian Coordinator who is a regular faculty member of one of the universities who participate in this program. The Canadian Coordinator teaches four of

the ten semester courses completed by the students in Nice, the others being chosen from the offerings of the Université de Nice. A member of the department (Lemelin) is currently serving as Canadian Coordinator of this program.

A significant increase in the number of students seeking admission to the Frecker program in Saint-Pierre and in the academic quality of applicants has led the department to request an increase in the number of bursaries made available to students wishing to participate in this program. We hope to offer this program (perhaps in a modified form) in the Winter semester each year, in addition to the current offering in the Fall semester. The success and value of this program have been evident for many years, and an increase in the number of students able to complete it would be very beneficial to both our students and the department.

Following consultation with our students, the department has developed a new course (French 3300) on rhetoric and public speaking. This course is designed to allow students to hone their skills in the field of oral expression.

The department is also attempting to fill an important gap in our course offerings by reactivating and/or creating new courses in the field of French-Newfoundland Studies. No such courses have been offered since the retirement of our only specialist in this field. French Newfoundland Studies was one of the areas of specialization identified by the department in its most recent advertisement for a new position.

A member of the department acts as Liaison Officer with the *Cercle Français*. As a result of his efforts and encouragement and of the energy and enthusiasm of the members of the executive of the *Cercle*, this organisation has become much more successful in recent years in achieving greater student participation in *Cercle* activities.

COLL BOR

The department is playing an active role in a number of collaborative projects designed to encourage the acquisition of French as a Second Language.

We are working with the office of the Dean of Arts, representatives of several University departments and with the provincial and federal governments to explore the possibility of offering Memorial students the opportunity to complete courses in disciplines other than our own, but taught in French.

We are also working under contract to the Newfoundland and Labrador Federal Council on a proposal to establish a position of Chair/Coordinator of FLS studies; to develop new strategies to encourage enrolment and retention in FLS programs at the secondary and post-secondary level and to develop a course or courses on "French in the Office/Workplace" aimed at civil servants and students in professional schools.

A contractual employee of the department (Jordaan) has been assigned to undertake a study of the feasibility of establishing a program in International Communications at Memorial.

The department works closely with the School of Music to ensure that appropriate courses, including introductory courses in Italian, are available to Voice Study students.

Three of the courses offered by the department are "cross-listed" with those of the Department of Linguistics. Of these, French/Linguistics 3310 (Phonology and Morphology of French) has, in recent years, been taught by the Associate Dean of Arts, a joint appointment with the Department of Linguistics, whilst French/Linguistics 3302 and French/Linguistics 3311 have been taught by members of this department.

For many years, the department has worked with various campuses of the College of the North Atlantic to enable CNA to offer 1000 level French courses as part of their College Transfer year program. Currently, such courses are offered at the Grand Falls-Windsor and Burin campuses of CNA, involving close collaboration between the CNA instructors and our First-Year Coordinator for French.

In 2000, the department's Frecker program in Saint-Pierre was restructured and is now offered in collaboration with the Francoforum, a French language institute established in Saint-Pierre by the government of France.

Under the terms of our reciprocal agreement with the Universite de Bordeaux III, the Bordeaux *lecteur/lectrice* teaches one section of French each semester as well as organising and animating conversation classes for our students. In this task, he/she is assisted by a French *assistant(e)*. Although it did not prove possible to arrange for the academic year 2003-2004, a second *lecteur/lectrice* is expected to join the department each year under the terms of Memorial's participation in the Canadian Third Year in Nice program.

Macdonald is currently *servng* as Coordinator of the Medieval Studies program and regularly teaches one Medieval Studies course as part of her annual teaching assignment.

Courses offered by the department are completed by students in the Canadian Studies and European Studies programs.

Members of the department participate in the Master of Philosophy in Humanities program offered by the School of Graduate Studies. Retired members of the department have also offered courses in French to graduate students from other disciplines seeking to fulfill second language requirements.

STUDENT DEMAND AND COURSE ENROLMENTS:

The "service" role of the Department of French and Spanish has become more onerous than ever in recent years and has come to pose serious strains on our resources, both financial and human.

FRENCH:

French is a popular choice of students seeking to fulfill the requirement of Memorial's B.A. program to complete two courses in a language other than English. Completion of at least French 1500 is a requirement for eligibility for admission to the Faculty of Education's B.Ed. (Primary/Elementary) program. Students planning to apply for admission to the B.Ed. (Primary/Elementary) program and to complete a Focus Area in French are required to complete at least five French courses before being admitted to the Faculty.

In order to try to meet the demand for courses in French from students other than those enrolled in our own programs, we have had to make significant adjustments to our offerings: not only have the number of sections been increased, particularly in 1000 level French courses, but class section size has also had to be increased beyond what we consider to be pedagogically sound limits. In addition, and since this has been combined with increased demand for courses at the 2000, 3000 and 4000 level, the department has been unable to maintain its tradition of assigning teaching of 1000 level French courses to regular members of faculty and has had to have recourse to ever-increasing numbers of term- and per-course instructors. In the Fall 2003 semester, the French section of the department included a total of 13 tenured faculty members (not including the Dean of Arts and the Associate Dean of Arts). Of these, three were on sabbatical leave and another in Nice as Canadian Coordinator of the Canadian Third Year in Nice program. At the same time, there were eight contractual instructors of French and 13 per-course instructors.

After a period of steady decline in enrolments at all levels in the 1990s, the French section of the department has experienced a dramatic increase in enrolments in recent years. Initially, enrolment increases were predominantly at the 1000 level and the demand continues to be highest at this level. However, there has been a steady increase in enrolment in French courses at the 2000, 3000 and even 4000 levels, particularly since 2000-2001. This trend is illustrated by the following end-of-semester enrolments in French courses offered at the St. John's and Saint-Pierre campuses:

1000 level	Sections			Total	Enrolments			Total
	F	W	S		F	W	S	
1997-98	13	12	2	27	361	338	29	728
2000-01	28	29	8	65	809	867	190	1,866
2002-03	38	33	7	78	1,228	1,057	207	2,492
2000 level	Sections			Total	Enrolments			Total
	F	W	S		F	W	S	
1997-98	8	5	0	13	229	105	0	334
2000-01	9	5	0	14	244	138	0	382
2002-03	13	11	0	24	372	313	0	685
3000 level	Sections			Total	Enrolments			Total
	F	W	S		F	W	S	
1997-98	5	4	1	10	113	98	9	220
2000-01	3	4	0	7	71	95	0	166
2002-03	7	7	1	15	141	156	22	319
4000 level	Sections			Total	Enrolments			Total
	F	W	S		F	W	S	
1997-98	6	5	5	16	61	62	35	158
2000-01	3	3	1	7	22	24	1	47
2002-03	3	4	2	9	38	59	7	104
All levels	Sections			Total	Enrolments			Total
	F	W	S		F	W	S	
1997-98	32	26	8	66	764	603	73	1,440
2000-01	43	41	9	93	1,146	1,124	191	2,461
2002-03	61	55	10	126	1,779	1,585	236	3,600

SPANISH:

Since 1990-1991, enrolment in Spanish courses has fluctuated considerably from year to year.

1990-1991: 226	1991-1992: 380	1992-1993: 281	1993-1994: 308
1994-1995: 291	1995-1996: 181	1996-1997: 241	1997-1998: 232
1998-1999: 341	1999-2000: 249	2000-2001: 301	2001-2002: 348
2002-2003: 346			

Given the small number of Spanish Majors and Minors, most of the students completing Spanish courses have been doing so either to meet the language requirement of the B.A. program or for personal enrichment.

STUDENT ADVISING:

In the past, the department attempted to implement various forms of formalised student advising at the undergraduate level, particularly for students completing our Honours or Major programs. For a time, for example, each student was assigned a particular faculty member within the department to act as their faculty advisor. Since this type of system did not appear to produce the desired results, the department has opted in recent years to rely on a more informal approach. Students are encouraged to contact a member of the department of their own choosing with whom they feel comfortable and to use that person as their faculty advisor. In addition, the department has an Undergraduate Student Advisor whom students needing advice are invited to contact. Many students prefer to seek academic advice from the Head of the department. Students at the 1000 level are frequently referred to the First-Year Coordinator for French or to the Coordinator for Spanish. All Honours students are advised by their Honours essay supervisor and by the Head.

Students completing an M.A. in French Studies are advised by their thesis supervisor and by the departmental Graduate Studies Committee.

DISTANCE EDUCATION:

Over the years, the department has experimented with various types of distance education delivery modes. At present, however, no such courses are offered. The department remains convinced that direct instructor-student contact is indispensable in the study of a second language and that it is still impossible to achieve such contact in a satisfactory manner through distance education.

GRADUATE PROGRAM:

The French department offers an M.A. program in "French Studies" (thesis option only).

Data prior to April 2002 are not available. There have been 25 inquiries and four registrations since then.

In recent years, there has been no significant change in the number of students registered in this program:

Enrolment:

93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
6	6	5	8	6	6	3	5	6	9	9

Master's degrees awarded:

93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
0	2	1	1	0	4	0	1	1	3

Almost all of our M.A. graduates in French Studies are future or present high school teachers, French immersion teachers or civil servants.

The curriculum of the program is designed to match professors' expertise. There is a link between research and the graduate program to give students an idea of how research in those areas is carried out.

The department has adopted a revised version of its M.A. program. It is in the process of being approved by the Faculty and the School of Graduate Studies. We recently decided to discontinue the non-thesis option (we were not able to maintain a coherent course only program).

In our new program we have decided to emphasize textual studies through a variety of texts in two required methodology courses, plus three other courses and the thesis. This thesis will normally be presented at a departmental seminar.

Not all professors teach at the graduate level for historic reasons; therefore we have difficulties in staffing our M.A. courses. Several people came to Memorial who are not active in research and they are not qualified or interested in teaching at that level. Because of a reduction in faculty interested in graduate teaching during the last ten years, the department has not been able to conduct the program the way we would have liked to. We normally have to twin our graduate courses with undergraduate courses.

A number of our M.A. students have completed courses offered by other departments and units (History and Faculty of Education) while graduates and students from other programs have taken our courses (Faculty of Education, Faculty of Business Administration).

We have an agreement with the University Michel de Montaigne in Bordeaux. In the selection of the student to be sent as *lecteur/lectrice*, first preference is always given to students enrolled in the M.A. program.

We have undertaken discussions with the Faculty of Education and the Department of Linguistics with a view to establish a joint program in French and Applied Linguistics.

Some of our Faculty and graduate students participate in the Groupe de recherches en *études franco-terreneuviennes* (GREF) along with members of the francophone community and French Services of the provincial government.

We do occasionally attract a small number of students from outside the province; however the majority of our graduate students completed their first degree at Memorial. Despite our best efforts to publicize the M.A. program nationally and internationally, it will always be difficult to recruit from elsewhere because of the predominantly anglophone environment in St. John's and the province and because of the level of financial support Memorial offers.

Students have mostly had a positive response and have found jobs very easily or continued in doctoral programs.

No M.A. courses are currently offered through distance and there are no current plans to do so.

4.0 RESEARCH AND CREATIVE ACTIVITY:

AREAS OF SPECIALIZATION AND STRENGTH:

Of the department's 17 permanent members, 14 are researchers with ongoing projects. The research contingent is made up of scholars active in many areas, both within the traditional bounds of literary scholarship as well as in interdisciplinary settings. The department's strengths are in the areas of translating, critical editing and bibliographical studies as well as textual analysis and second-language teaching. Individuals also pursue research in the areas of emblematics, human rights and psychoanalysis as they relate to French-language literatures. The department is currently endeavouring to develop its expertise in Franco-Newfoundland Studies.

The multiple aspects of translating are at the forefront of the department's activities: literary translation (Bishop, Macdonald), textbook and non-fiction prose translation (Gamble, Jamieson, MacLean, Thareau), service translation and simultaneous interpretation (Harger-Grinling, Bishop, Jamieson, Thareau, M. Thomas). Members of the department translate the works of Robert Lalonde and Jacques Lacan.

Several researchers have produced and continue to produce critical editions, both as volumes and as web-based documents. These editions include works by French as well as Quebecois authors and texts from medieval, renaissance and modern times. The internet site "*La bibliothèque des textes méconnus*," devoted to previously unpublished or long out-of-print works, is still in its infancy, but plans to grow steadily. Bishop, Chadwick, Macdonald, Jamieson and Thareau, O'Reilly and Salama have ongoing projects in translating and critical editing.

Major scholarly bibliographies spanning the modern French and Quebecois novel and the Judeo-Spanish romancero have been contributed by Chadwick and Harger-Grinling and by Salama respectively.

The department bears the main responsibility for training the province's French teachers for all levels of the provincial school system. Janis Black, Graham, Thareau and Jamieson have regularly presented papers and participated in colloquia dealing with second-language teaching, particularly as it relates to the use of emerging classroom technologies.

The department is further endeavouring to continue a legacy of two retired members (M. Wilkshire, G. Thomas) and reactivate departmental participation in the field of Franco-Newfoundland Studies. The "*Groupe de recherche en études franco-terreneuviennes*" (GREF) was founded in 2002 by MacLean, and Jamieson is currently president. This multidisciplinary group involves collaborations and regular exchanges with members of the Departments of Folklore and History and with the staff of QE II's Franco-Newfoundland Archives. The development of Franco-Newfoundland studies has been designated a departmental priority.

Besides these areas of common endeavour, research is being conducted on a wide range of individual topics ranging from the literature of human rights to text linguistics to Sephardic songs and many more (see accompanying resumes). Bishop is one of Canada's foremost specialists on the work of Anne Hebert and his studies of her work have been anthologized. Lemelin has published ten books and maintains a web site dealing with literary theory, psychoanalysis and the origin of human language. The department has been the site of two conferences in the past decade, one entitled "*Le rythme : littératures, cinémas, traductions*" (1993), and an annual conference of the *Association des professeurs des littératures acadienne et quebecoise de l'Atlantique* (2000). Memorial University hosted the Congress of Learned Societies in 1997 with Graham as Chief Organizer. Members of the department regularly speak and publish in national and

international venues. Macdonald was the main organizer of the academic portion of the Viking Millennium conference held in part in L'anse-aux-Meadows.

RESEARCH GROUPS AND ASSOCIATED RESEARCH UNITS:

The GREF has already been mentioned. Members of the department are also active in the Women's Studies programme (Macdonald, Osorio), and the M.Phil. in Humanities programme (Chadwick). Macdonald is the co-founder and sometime coordinator of the Medieval Studies programme. O'Reilly is involved in a Manitoba-based team editing and translating accounts by 17th Century French explorers of Canada's west. A number of the department's members currently serve as Honorary Adjunct professors with the French department of Dalhousie University.

The department has jointed the departments of English Language and Literature, Folklore and Linguistics in preparing a Tier 2 Canada Research Chair proposal. The proposal is for the establishment of a Chair in the field of Regional Language and Oral Text Studies, including Newfoundland French. This proposal has received strong support within the Faculty of Arts.

AWARDS, HONOURS, AND RECOGNITION FOR FACULTY, STAFF, STUDENTS (GRADUATE AND UNDERGRADUATE):

The department is the home of no less than three laureates of an APFUCC prize (Association des *professeurs de français des universités et collèges canadiens*). Bishop is the recipient of both the prize for best article (1985) and for best book (1995). Lemelin and O'Reilly are both recipients of the prize for best article.

Harger-Grinling is the winner of a Governor-General's Golden Jubilee Medal for "significant contribution to Canada" (2003). Salama has been awarded the Research Award by the University of Houston.

Bishop received a Commendation for translation from the British Comparative Literature Association and the British Centre for Comparative Literature (2001) and has been a finalist for the Governor-General's Award for translation (1992). Janis Black is the recipient of Memorial's Distinguished Teaching Award (1995).

RESEARCH REVENUE

Macdonald is currently funded by the SSHRC (\$24,000 over 2003-2006) for a critical edition and translation of Lapassion *de Rouergue*. Three other SSHRC standard research grants have been held by members of the department in the past 10 years (Graham, Lemelin, O'Reilly). Graham was co-researcher on yet a fourth SSHRC-funded project. Macdonald and O'Reilly have each twice obtained funding from the SSHRC's Aid to

Scholarly Conferences programme (see Areas of Specialization and Strength). In one case, Macdonald also obtained funds from ISER and the Smallwood Foundation. Macdonald and O'Reilly have both received internally distributed SSHRC funds in aid of publication. Salama authored an SSHRC-fundable application in 1996, though there were insufficient resources to fund his project that year.

Internally distributed research and travel funding has regularly been awarded to Bishop, Gamble, Graham, Harger-Grinling, Jamieson, Lemelin, MacLean, O'Reilly and Salama. O'Reilly has also been awarded the Klein Fellowship (University of Texas at Austin, 1996).

CONNECTION BETWEEN RESEARCH AND TEACHING:

Most of the researchers in the department are literary scholars, but the great majority of our teaching efforts are by necessity devoted to second-language teaching, an area where few of us have published (Janis Black, Graham, Thareau). Though many members of the department participate in translating activities, the department offers a few courses in translation.

For the literary scholars, opportunities to share research with classes are somewhat infrequent and generally require some form of compromise such as limiting this type of teaching to a very small graduate class or developing a research interest defined by programme requirements. However, recent successes at linking research and teaching can be pointed to: Lemelin's course on tragedy, O'Reilly's course on Quebec culture and language, Macdonald's courses on medieval women writers, Bishop's courses on translation and Harger-Grinling's courses on the new novel in France and Quebec.

OTHER INDICATORS OF RESEARCH AND CREATIVE ACTIVITY:

Some creative work has been published by Bishop. Chadwick has been involved in local theatre as a director. (See accompanying resumes). (Consider also the discussion of translating work in Areas of Specialization and Strength above).

Each month during the Fall and Winter semesters (and occasionally in the Spring or Summer) the department organises a public lecture with discussion or a panel debate. This seminar series serves four purposes:

1. It allows department members to disseminate the results of their research within the department and the University;
2. It provides a forum for interdisciplinary debate;

3. It integrates graduate students into the research activities of the department, as the students are required to prepare a report on one of the lectures for their French 6006 course;
4. It provides, in lieu of a public oral examination, the opportunity for graduating M.A. students to present and defend before the department and the public, as a programme requirement, the results of their thesis research.

Once (and sometimes twice) a year, an interdisciplinary panel discussion on a topic of general interest is organised within the framework of the departmental seminar. Panellists include, in addition to members of the department, members of other departments, students, and invited speakers from outside the University. Usually about forty people attend these debates. Recent topics have included: "Freudian Theory: Science or Quackery?" (2003, with faculty members in Psychology, Women's Studies and the Counselling Centre); "Why Should We Study Literature?" (2002, with student panellists and a member of the Department of English); "French in School, French at University: Are We Doing it Right?" (2001, with student panellists, a high school French teacher and a member of the Faculty of Education; and "What is a Discipline?" (2000, with members of the departments of English and Religious Studies). Other topics have included censorship, racism, translation, and the concept of the author (with Canadian author Jane Urquhart).

In November 2001, the departmental seminar organized with the Avalon East School Board a two-hour workshop on methodologies and practices of second-language teaching.

5.0 PROFESSIONAL AND COMMUNITY SERVICE, RELATED TO DISCIPLINE OR PROFESSIONAL ACTIVITIES:

SERVICE AS JOURNAL EDITORS, ASSOCIATE EDITORS. MEMBERS OF EDITORIAL BOARDS:

Jim Black was the editor of *Linguistica Atlantica* (Volume 12-22) and Graham has been co-editor of *Emblematica* and member of the editorial board of *Glasgow Emblem Studies*. O'Reilly has guest-edited a number of *Études littéraires*. Bishop was a member of the editorial board of *Canadian Literature* (1998-2001) and is currently a member of the editorial board of the *Cahiers Anne-Hebert*. Macdonald has been on the editorial board of the Canadian Society of Medievalists. Chadwick is associate editor of the *Journal of Lacan Studies*.

SERVICE AS INVITED REVIEWERS OR COMMITTEE MEMBERS FOR NATIONAL AND INTERNATIONAL RESEARCH COMPETITIONS:

Graham has served on evaluating committees for the Canadian Federation of the Humanities and for the Canada Council. Graham, Harger-Grinling and O'Reilly have served on SSHRC adjudication committees. Bishop, Gamble and Lemelin have also been called upon to evaluate applications for major grants. Many members of the department have evaluated manuscripts for learned journals or publishers and a number have regularly written reviews of works in their respective areas of specialisation (Bishop, Jim Black, Chadwick, Gamble, Harger-Grinling, Macdonald, O'Reilly, Salama).

COLLABORATIONS WITH GOVERNMENT AND INDUSTRY:

The department is the home of the Honorary Consul of France (M. Thomas) and both M. Thomas and recently-retired A. Thoms have, for years, been involved at the highest levels of publicly-funded local and provincial francophone organizations. Janis Black and M. Thomas have been departmental liaisons with the provincial Department of Education French programmes.

CONNECTIONS BETWEEN SERVICE AND TEACHING:

In recent semesters, the department has offered off-campus courses in first-year French for senior civil servants. Graduates of the department have gone on to civil service positions involving provincial French-language services (J. Butt, N. Matthews) and virtually all of the provinces French teachers are graduates of the department.

OTHER ASPECTS OF SERVICE:

As has already been pointed out, translating is an important activity. Depending on its object and its context, translation can be viewed as creative work, as an object of research or as community service. The service aspect includes translating textbooks for the French-language programmes in Newfoundland schools, documents, and publications of governmental or non-governmental organizations. It also includes simultaneous translation for locally-held meetings of national associations and organizations of all sorts, as well as serving as court translators (including Spanish). Most of this work in simultaneous translation is organized by Harger-Grinling.

Graham has performed a number of services on the national level, including president of APFUCC and chairing Klibansky Book Prize Jury for the HSSF. O'Reilly will assume the presidency of APFUCC in 2004, Thareau will be secretary-treasurer. Bishop, Gamble, O'Reilly and Salama have served as regional representatives for their respective national associations.

A form of service which is highly valued by Memorial University is participation in High School outreach, particularly the "spring interview" process. Many members of the department devote time year after year to this community-oriented activity (Ayres, Janis Black, Macdonald, O'Reilly, Salama, etc.).

Members of the department occupy leadership position in the University: Dean of Arts (Graham), Associate Dean of Arts (Jim Black), President of MUNFA (Chadwick).

6.0 DEPARTMENTAL ORGANIZATION AND HUMAN RESOURCES:

ADMINISTRATIVE POSITIONS:

. Head	3 years
. 1st-Year Coordinator (French)	3 years
. Spanish Coordinator	3 years
. Director of Frecker Program	3 years
. Undergraduate Student Advisor	3 years
. Graduate Officer	3 years

SUPPORT STAFF:

Administrative Staff Specialist I
Departmental Secretary (Intermediate)

FACULTY INFORMATION:

Currently, the department has 13 full-time appointees in the French section and two in the Spanish section. Two other members of the department are currently serving as Dean of Arts and as Associate Dean of Arts (the latter being a Joint Appointment with the Department of Linguistics).

CURRENT TENURED AND TENURE-TRACK FACULTY MEMBERS AND CREDENTIALS:

FRENCH:

Ayres, P.C.R.	M.A., B.Litt, Dip.Ed
Bishop, N.	B.A., B.Ed., M.A., D.IIIe cycle
Black, J.H.	B.A., P.G.C.E., M.Ed
Black, J.R.	B.A., M.A., Ph.D (Associate Dean of Arts/Joint Appointment with Linguistics)

Chadwick, A.R.	B.A., M.A
Gamble, D.R.	B.A., M.A., D.Phil
Graham, D.	B.A., M.A., Ph.D (Dean of Arts)
Harger-Grinling, V.	B.A., M.A., Dip. Hons., Ph.D
Jamieson, S.	B.A., M.A., D.Nouveau regime
Lemelin, J-M.	B.A., M.A., Ph.D
Macdonald, A.A.	B.A., M.A., Dip.Ed., M.Litt., Ph.D
MacLean, J.	B.A., M.A., D.IIIe cycle
O'Reilly, M.	B.A., M.A., Ph.D
Thareau, A.	B.A., M.A., D.Nouveau regime
Thomas, M.	B.A.

SPANISH:

Osorio, M.	B.A., M.A., Ph.D
Salama, M.	B.A., M.A., Ph.D

CONTRACTUAL AND PER-COURSE APPOINTEES:

At present, the department has eight contractual appointees (all in the French section) and 12 per-course appointees, one teaching Italian and three in the Spanish section.

Each Fall semester, three additional per-course employees teach courses offered in Saint-Pierre under the Frecker program.

Three of the contractual employees in French and three per-course instructors are retired High School teachers. Six per-course instructors of French are currently teaching in local High Schools.

The statistics mask the scope of the problem. In the current Winter 2004 semester, only four of 29 sections of 1000 level French courses and two of 13 sections of 2000 level French courses are taught by tenured or tenure-track ASMs. Similarly, only two of six sections of 1000 level Spanish courses are taught by tenured or tenure-track ASMs.

Discussions of first-year curricula, are frequently conducted in isolation from the rest of our programs, with some aspects being driven by financial rather than pedagogical considerations. Morale among contractuales and some per-course instructors is very low since they see no future for themselves in our department, and are thus not motivated to pursue a higher degree that would enable them to compete for tenure-track positions.

VISITING FACULTY:

Currently, there are no visiting faculty in the department. In the past, we have received a visiting professor of French from Norway and one of our members has spent a year in Norway under an exchange agreement between Memorial and Bergen.

The department has indicated its strong support for an application from an Irish scholar to visit Memorial as part of a Newfoundland-Ireland exchange program.

A member of the department is spending the academic year 2003-2004 at the Universite de Nice Sophia Antipolis as Canadian Coordinator of the Canadian Third Year in Nice program.

MAJOR COMPLEMENT CHANGES IN THE PAST SEVEN YEARS:

As the following figures indicate, since 1996-1997, the Faculty complement of the department's French section has diminished whilst end-of-term enrolments and the number of sections offered have both risen significantly:

Year	Faculty	Enrolments	Sections
1996-1997	18	1,875	118
2002-2003	13	3,600	126

In 2003-2004, the total is 15 (excluding the Dean of Arts and the Associate Dean of Arts, a Joint Appointment with Linguistics, who teaches one section of a cross-listed French/ Linguistics course per year). The loss of one faculty member as a result of an unexpected retirement has been compensated by the transfer of Jamieson from Sir Wilfred Grenfell College in Corner Brook and the return of Thureau to regular teaching duties here in St. John's. We welcomed a new tenure-track colleague in the Spanish section this academic year and have permission to make a new appointment in French effective September 1, 2004.

There has been no dramatic shift in patterns of expertise in recent years. However, the department has identified two areas of concern in this respect.

By the end of the academic year 2005-2006, we expect to lose through retirement the services of two colleagues whose primary area of research and teaching specialisation is modern French and Quebecois literature, an area which attracts a significant proportion of our senior undergraduate and graduate students.

The department is also anxious to revive and develop its teaching and research expertise in the area of French-Newfoundland studies.

FACULTY AGE AND RETIREMENT PROFILES:

Between 2004 and 2014, 10 of the 15 current regular members of the department are scheduled to retire - nine members of the French section and one in the Spanish section. Of the remaining five, only three are less than 50 years old.

WORKLOADS:

The average teaching load in the department is five courses per academic year (or a total of 10 over two years).

A number of factors have combined to make the teaching of graduate courses unattractive to some members of the department.

The burden of graduate teaching is not shared evenly amongst members of the department. Several members of the department have always been primarily or even exclusively interested in teaching rather than research and have no interest in teaching graduate level courses.

The current Teaching Equivalencies Policy of the Faculty of Arts allows the teaching of graduate courses to be considered part of a regular teaching load only when at least four students are enrolled in a course. At the same time, overload teaching for banked time or for extra pay is discouraged for financial reasons. Consequently, all French M.A. courses must normally be "piggy-backed" on 4000 level undergraduate courses with no extra remuneration or offered pro bono. Whilst the number of M.A. supervisions is small, this task tends to fall on a very limited number of members of the department. Currently, four colleagues are each supervising two M.A. students and one, the ninth M.A. student.

For the most part, the same colleagues assume responsibility for teaching graduate level courses and for both Honours and Master's supervision. As a result, the burden of delivering our M.A. program is carried by a very limited number of colleagues.

SUPPORT STAFF:

The department has one Administrative Staff Specialist and one Departmental Secretary

In 1999, we lost one support staff position, a second secretarial post. Since that time, dramatic increases in course and programme enrolments and in the number of contractual and per-course employees, combined with the addition of new programs in both French (Canadian Third Year in Nice Program) and in Spanish (La Coruña) have led to a significant increase in the workload of both remaining Support Staff members of the department.

We have attempted to deal in part with the consequences of the loss of this position by accepting work term students from local colleges whenever such students have been available. Clearly, however, this is no more than a partial and stop-gap solution to the problem of inadequate staff support and the department intends to continue its efforts to obtain a second full-time secretarial appointment.

ADMINISTRATIVE STAFF SPECIALIST:

The Administrative Staff Specialist assumes primary responsibility for several budgets: the departmental budget and also those of the Frecker program, the La Coruña program and the Canadian Third Year in Nice program as well as Research Pool accounts. She is also responsible for submitting weekly returns for student employees working in the department and in the Language Laboratories. She deals with the administrative aspects of the employment of all contractual and per-course appointees, students employed under the MUCEP program and new tenure-track appointments. Other duties include assisting in the preparation of departmental teaching plans and Class Schedule Audit Reports (and trying to accommodate requests for section, time slot and classroom changes) and office allocation. She prepares the schedule of the French Help Centre and helps in making arrangements for conversation classes.

DEPARTMENTAL SECRETARY:

The Departmental Secretary is primarily responsible for the operation of our departmental office. She offers practical assistance to all members of the department (regular faculty, contractual and per-course employees, graduate students and the *Cercle Français*) in such areas as word processing and computer applications (i.e., e-mail, student web and Banner), liaison with students, office supplies, photocopying and the daily bookings and organization of our seminar room. As well as providing secretarial support to the Frecker program, the La Coruña program and the Canadian Third Year in Nice program.

Both our Administrative Staff Specialist and Departmental Secretary are relatively young. Both have considerable experience and have been in their present positions for several years, but neither is close to retirement.

7.0 FINANCIAL SUPPORT:

The Frecker and La Coruña programs are operated under budgets separate from that of the department.

Since 1999, there has been a significant decrease in operating funds made available to the department. In 1993-1994, the department's Operating Budget allocation was \$39,300. In 1995-1996, this was reduced to \$34,900 - but an additional sum of \$6,500 was

allocated for capital expenditures in that year. Since 1999, the department's Operating Budget has remained unchanged at \$25,918. In 2004, the department received an additional sum of \$650 as a result of enrolment increases in 2002-2003.

An area of concern for the University administration is an almost tenfold increase in the department's Extra Teaching Budget to support on-campus teaching from fiscal year 1996-1997 (\$37,959) and fiscal 2002-2003 (\$366,746). Although this increase has been due in large measure to a reduction in our faculty complement and an increase in student enrolments, it has led the Dean of Arts to request that the department explore ways of effecting a significant decrease in the number of sections offered (particularly in 1000 level French courses) and consequently, in the number of contractual and/or per-course appointments made.

EXTERNAL SOURCES:

Currently, one member of the department has a SSHRC grant.

The only other source of external funding available to the department is the annual payment to the University by the provincial government to support the offering of the Frecker program in Saint Pierre. These funds have to be applied for each year and are paid in the form of a bursary paid in the name of each student admitted to the program.

SCHOLARSHIPS, TEACHING AND RESEARCH ASSISTANTSHIPS PROVIDED BY THE UNIT TO STUDENTS:

The department is able to offer a very limited number of scholarships to undergraduate students through the University's Scholarships and Awards office. The most valuable of these is the Rod Browne Family Memorial scholarship (not less than \$1,500). The A.C. Hunter Travel Scholarships in French and the Muriel H. Hunter Scholarships in Spanish are offered to students wishing to travel and study outside Canada and are valued at \$600. The Dr. Grenville R. Robinson Award in French is an annual award of \$250.

Students admitted to our M.A. Program in French Studies are normally eligible for a Masters Fellowship and Graduate Assistantship offered by the School of Graduate Studies and by the Faculty of Arts respectively. There are currently no funds available to offer departmental financial support beyond payment for leading conversation classes.

8.0 PHYSICAL RESOURCES :

The department shares the facilities of the Audio and Multi-Media Language laboratories with the Departments of German and Russian and of Linguistics.

Financial constraints have made it impossible for the department to provide its members with adequate computer equipment. Indeed, it is an ongoing challenge to provide the bare minimum required under the terms of the collective agreement between the University and MUNFA, particularly in the case of contractual and per-course employees. Several regular members of the department have to make do with computers and software which are outdated and unreliable. Contractual and per-course instructors have to share computers or at times bring in their own.

Our departmental photocopier, acquired two years ago, is already overused and barely able to meet our needs. Our fax machine and departmental networked faculty printers also need to be replaced by more up-to-date and efficient equipment.

LIBRARY RESOURCES:

Please see attached reports on Library Holdings in French and in Spanish.

SPACE:

In common with most other units in the Faculty of Arts, our department is faced with a chronic shortage of space. At present, we are able to provide individual offices to all regular members of the department, but contractual and per-course employees all have to share office space. For the Winter 2004 semester, four offices are being shared by three such appointees - in one case, the office concerned being that of a colleague not currently on campus. The location of the offices available to us is also a cause for concern since they are not closely grouped: the department has offices on two different wings of the fourth floor of the Science building and on two other floors of the same building, whilst two other offices are in a different building altogether - the Earth Sciences building. Inevitably, this situation makes it difficult to foster a sense of a coherent unit and of departmental identity.

All graduate students in French share a single office in yet another different building (Field Hall) with students from German and Russian. However, M.A. students assigned teaching responsibilities are accommodated with contractual and per-course employees. The only office space available to undergraduate students is the office of the *Cercle Français* in the University Centre.

Apart from the departmental office, the only other room available to the department is SN-4035, which necessarily has to be used as a multi-purpose facility. Some senior undergraduate and graduate level seminar courses are offered in this room, but it is also used for departmental meetings and for the French Help Centre. When not in use for these purposes, it is made available to our students in French and in Spanish as a departmental library and study centre and is used by both the department and the *Cercle Français* for social activities.

The department has been unsuccessful in several attempts in recent years to identify space which could be made available to relieve some of the pressure on SN-4035.

As noted above, the department shares the facilities of the Language Laboratories with German and Russian and with Linguistics.

The Frecker program in Saint-Pierre is run in collaboration with the Francoforum, a French language institute established in the town of Saint-Pierre by the government of France.

Our participation in the La Coruña Summer Programme in Spain and in the Canadian Third Year in Nice program in France also involve cooperation and the sharing of facilities with other universities.

9.0 FUTURE PLANS:

For the French section of the department, the primary goals over the next seven years will be the following:

- I. to improve morale and collegiality within the department
- II. to encourage the continuation of increases in enrolments in our existing programs, and particularly in our Honours and Major programs
- III. to develop new programs in collaboration with other departments and units (such as a Diploma in Translation Theory and Practice and a variant of the current Memorial B.A. program which would allow students to achieve a high level of proficiency in three languages)
- IV. to develop new courses in the area of French Newfoundland Studies and to expand research efforts in this field
- V. to enhance the research profile of the department by obtaining more external research grants and through increases in publications
- VI. to endeavour to ensure renewal and rejuvenation of our faculty complement and the replacement of retirees in areas of particular research strength in the department and of particular interest to graduate and senior undergraduate students
- VII. to foster amongst our students a greater sense of identity with the department and to improve contact and consultation with our students

- VIII. to secure funding to allow expansion of the Frecker program and specifically, to return to the former practice of sending a second group to Saint-Pierre each year during the Winter semester
- IX. to participate in pilot projects to test the feasibility of Memorial offering courses in disciplines other than our own, but taught in French

Whilst it shares many of the same goals, the primary focus of the Spanish section must continue to be to attract and retain more students to our Major and Minor programs in Spanish. Continued participation in the Summer program in La Coruña and exploration of similar possibilities in Central or South America are likely to prove to be of special importance in this context.

10.0 ADDITIONAL ISSUES:

The department would appreciate advice on the following issues:

- How to respond to pressure to reduce the number of sections and increase section size in our 1000 level courses
- How to increase enrolments in our M.A. program in French Studies
- How to increase enrolments in our Spanish Major and Minor programs
- How to maximize our chances of increasing our tenured and tenure-track faculty complement.

Department of French and Spanish

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

ACADEMIC PROGRAMME REVIEW: Self-study Report

Hispanic Section

February 2004

Preamble:

Introductions to various subheadings are sometimes similar to the French Programme entries. Since we represent a smaller section and for purposes of conciseness and avoiding redundancy we are supplying a briefer report.

1.0 BACKGROUND:

The Hispanic section represents a small part of the French and Spanish department. When Dr. M. Salama, the present coordinator, started in 1985, he was the only member of the Hispanic section in a department that counted more than 20 tenured French professors. In 1985 the Spanish section started with one single tenured stream member and one single part-time instructor in charge of various sections of Spanish 1000 and 1001. Steadily these courses grew into a full programme offering grammar courses up to the fourth year (Gramatica Avanzada) and literature courses. In the Peninsular field, literature courses on Medieval, Golden Age Comedia, *the Siglo de los ilustrados*, the XXth century Spanish literature, as well as a course on Spanish Culture and Civilization have been offered on a regular basis. With the recent hiring of a professor of Spanish American, literature and culture, courses in this area have been offered. Unfortunately, due to budgeting constraints, the death of two tenured professors, the noa-renewal of probationary instructors, the presence of intermittent and transitory staff has impaired a steadier growth. As a result, Dr. Salama has taught a variety of 16 different courses spanning from beginner's Spanish to Advanced Grammar and from Medieval Literature to XXth century Peninsular literature.

2.0 STUDENT INFORMATION:

PROGRAMME ENROLMENTS - SPANISH:

Spanish Majors:

The number of students declaring a Major in Spanish fluctuated between one and five throughout the 1990s. In 2002-2003, there were five such students and six in 2003-2004.

Spanish Minors:

The number of Spanish Minors declined from a high of 16 in 1993-1994 to a low of four in 2000-2001. Numbers have risen steadily since then to reach a total of 12 in 2003-2004.

Enrolment in our Spanish programmes has been discouraged by the fact that for a number of years, there was only one tenured faculty member in the Spanish section. This has made it very difficult for students to plan completion of a Major or Minor in Spanish in a timely fashion.

Students majoring in this discipline are encouraged to complement their studies in an Hispanic institution or a Canadian university with a graduate programme in Hispanic Studies. Furthermore, the overwhelming majority of our students are absolute beginners without any possibility of being placed at a higher level beyond their first year at Memorial.

Both the Faculty of Education and the provincial Department of Education have refused to consider Spanish a teachable subject. This, in spite of the fact that Spanish has been introduced in a number of high schools in the province. This policy reduces considerably the practical choices of students and eliminates any major incentive for new teachers who may be otherwise interested in pursuing Hispanic studies.

The rigour and cohesive nature of our programme nonetheless seems to compensate for the slow increase in the number of minors and majors. In spite of the very limited number of instructors we have managed to strike a balance and variety in our language and literature courses and between our Peninsular and Spanish American courses.

ACADEMIC BACKGROUND OF STUDENTS:

As opposed to students enrolled in the French programme, most students entering the Spanish courses are absolute beginners, with no previous knowledge of the language and culture of Spain and Latin-America. The introduction of Spanish in some high schools in the St. John's area has increased the visibility of our programme. Most students, however, opt to start University at the beginner's level. We have also attracted students from the International Baccalaureate Programme and from the Advanced Placement Programme.

SCHOLARSHIPS AND OTHER AWARDS:

There is a slow but steadily growing interest in the acquisition of Spanish among language students and some of our students have been included in the Dean of Arts list. With the creation of our Language Abroad Programme in Spain a number of students

have been able to obtain scholarships and bursaries with the assistance of the Dean of Arts.

- (See appendix on the La Coruña Programme).

Some of our students with Minors in Spanish have been selected as hostesses in the Canadian Pavilion in Spain, taught Spanish in Korea, English in Spain and joined graduate programmes where Spanish is an asset (Anthropology, Folklore, Commerce, Linguistics, and Medieval Studies among others). A number of our graduates have obtained academic and government administrative positions while other students have pursued studies abroad in the Universidad de Santiago de Compostela and La Universidad de Cantabria (Santander) and enrolled in the School of Translation at the Université d'Ottawa.

ATTRITION AND RETENTION:

With the implementation by the University of compulsory elective courses in the Faculty of Arts, a number of students have chosen the Spanish option. Very few of them opt to continue their studies in this discipline. This phenomenon is not unique to Memorial, as statistics from modern language departments in other Canadian universities reveal similar facts. Nonetheless, numbers at the second year level have increased slowly and gradually.

AVERAGE TIME TO GRADUATION:

Due to the reduced number of tenured or long term contractual instructors, it is often rather difficult to complete the required number of courses for a major in Hispanic Studies within the regular time frame of eight academic terms or four years.

The need to offer several sections at the first year level has reduced the possibility of offering many at a higher level. Our courses are given in sequential stages. Therefore, students, who for academic or personal reasons miss a particular course are compelled to extend their university stay in order to obtain their minor or major. In addition, students enrolled in professional schools (Economics, Business, Engineering) who fulfill their practicum, work term or cooperative session outside of St. John's also miss the time sequence of our courses and do not complete their minors in spite of their interest in Spanish. Since our Literature and Culture courses are given entirely in Spanish, students have to complete Spanish Grammar 2001, and wait until their third year to be able to continue their Spanish courses. Remedial steps have been undertaken and courses at the beginning level (Spanish 1000 and Spanish 1001) are taught in the Spring term both to fulfill the requirements for our programme in La Coruña and to satisfy the need for the electives.

3.0 TEACHING ACTIVITY:

UNDERGRADUATE PROGRAMMES:

The Spanish section offers the following undergraduate programmes in Hispanic Studies:

B.A. Major in Spanish	(12 courses in Spanish)
B.A. Minor in Spanish	(8 courses in Spanish)

CURRICULUM AND DEPARTMENTAL GOALS:

The Hispanic section offers two first year courses (Spanish 1000 and 1001) to absolute beginners. These courses develop the four skills necessary for the acquisition of modern languages and cover a significant learning of grammatical structures. Hispanic culture is also actively introduced. Attendance at the Language lab and at the Multimedia centre is obligatory. The Spanish section has maintained a programme of four hours weekly including classes and labs. We have established free tutorials, conversation classes and a help centre for beginning and advanced students. These electives classes are conducted by Spanish-speaking monitors. Since our programme of studies is built on a progressive and cumulative process, students cannot take Spanish grammar courses simultaneously but in sequence.

In their second year students continue to study and expand their oral and composition skills. They are taught strictly in Spanish and they are in a position to understand, participate, compose and express themselves in the language as well as understand complex readings taken from mainly "authentic" texts.

After completion of their first and second year, students who do major and minor in Spanish must pursue the Advanced Oral and Composition courses and combine them with courses on Peninsular and Spanish American Literature, and the Culture and Civilization of Spain and Spanish America.

The completion of Spanish 2000/2001 is necessary for the understanding and full appreciation of both literature and culture. Lectures, essays, reports, and participation are conducted fully in Spanish. At the fourth level students can take courses on Spanish Composition and Stylistics, as well as courses on Medieval, Golden Age, Modern and Contemporary Literature of Spain and on the Colonial, Modern and Contemporary Literature of Spanish America. Although the sequences of our offerings may seem rigorous, this is mainly due to the impossibility of offering more courses in a given term and to the increasing realization that beginning students lack knowledge of their own native English language. Reinforcement of traditional grammatical structures is both necessary and beneficial to reach a solid knowledge of a foreign language and culture.

We are totally comfortable with the level of our graduating students. They can easily and favourably compare with graduates of other programmes both in Canada and abroad. In the past these students have joined schools of translation, served as missionaries in Spanish America, and worked for the federal and provincial governments. Some students pursue further careers in journalism, social work, political science, sociology and education.

INNOVATIONS AND ENRICHMENTS:

A few years ago the Hispanic Programme was reformed. The list of courses was expanded and updated both to consolidate it and to respond to new trends. Nonetheless, a holistic and comprehensive approach was retained.

Recently a course on Hispanic Cinema with an emphasis on combining literature, history and language was also added.

For the last two years, students who complete Spanish 1001 (two terms) are encouraged to participate in the Spanish programme of La Universidad de la Coruña. Students are offered a variety of four courses (culture, civilisation, grammar and conversation).

Upon completion of 60 hours of class, students at Memorial can participate in our Spanish Abroad Programme in La Universidad de la Coruña and receive six credits for two unspecified courses. These courses may be counted towards their minor or major.

– See Appendix La Coruña, and visit our web page
<http://www.mun.ca/french/Spanish/>

COLLABORATION:

The Hispanic section is actively participating in the preliminary study of the feasibility of establishing a Programme in International Communications at Memorial commissioned by the President and the Dean of Arts. We were also part of the founding of the Medieval Studies Programme. Dr. Salama has been invited to lecture in the Medieval Studies Programme as a specialist of Medieval Spanish Studies and of the coexistence of the three main religions in the Iberian Peninsula (711-1492).

Dr. Salama has also supervised Ph.D. oral comprehensive exams for the Department of Folkllore (Spanish Language Component) and has collaborated with Dr. David Close, an expert in Guatemala in the Department of Political Science as well as with Dr. Vit Bubenilc, a renowned scholar in Historical Linguistics in the Department of Linguistics at Memorial.

Similarly, the Spanish section has collaborated with Dr. Karin Thomeier, Director of the Language Lab and Multimedia Centre in the purchasing, acquisition and establishment of an audio, video library and musical library. For the last 15 years Dr. Salama has been the Hispanic Liaison Officer for the Queen Elizabeth Library. We have been gradually building the collection with the emphasis on audio visual materials.

See appendix prepared by Ms. Marguerite Jones, Acquisition Officer.

In the past Dr. Salama has supervised Spanish exams on behalf of other Canadian Universities for students residing in Newfoundland.

As a French speaker and graduate student in French and Medieval Studies, Dr. Salama is presently serving as an examiner for a M.A. thesis in French Studies.

Dr. Myriam Osorio is working in collaboration with Dr. Asunción Lavrin, renowned historian at Arizona State University on a project about historical images of women smoking and producing cigars.

STUDENT DEMAND AND COURSE ENROLMENTS:

SPANISH:

Since 1990-1991, enrolment in Spanish courses has fluctuated considerably from year to year.

1990-1991: 226	1991-1992: 380	1992-1993: 281	1993-1994: 308
1994-1995: 291	1995-1996: 181	1996-1997: 241	1997-1998: 232
1998-1999: 341	1999-2000: 249	2000-2001: 301	2001-2002: 348
2002-2003: 346			

Given the small number of Spanish Majors and Minors, most of the students completing Spanish courses have been doing so either to meet the language requirement of the B.A. programme or for personal enrichment.

STUDENT ADVISING:

The open door policy practised by the Head and coordinators of both French and Spanish Studies facilitate the interpersonal communication between advisors and students who require counselling. Furthermore, a number of first year students are assigned to every instructor, who monitors their progress and offers guidance.

DISTANCE EDUCATION:

-- See Main Document.

GRADUATE PROGRAMME:

N/A.

4.0 RESEARCH AND CREATIVE ACTIVITY:

Dr. Salama is pursuing a major annotated and comprehensive bibliography on Judeo Spanish ballads and folk songs. This is a multilingual compilation spanning from 1492 to 2000 and includes videographic, discographic and literary and ethnomusicological components. Over 1,500 pages have been completed so far. In addition, an updating of the Comprehensive and Contextual bibliography of the Judeo-Spanish *Romancero* and *Cancionevo* in the United States is in progress.

Dr. Salama has participated in a number of International Conferences (Jerusalem, Toledo (Spain), Leeds, Glasgow, London, Lexington, Binghamton (NY), Vancouver, Montreal, and Toronto) and has published articles and bibliographies in a variety of languages (English, Spanish, Hebrew) in International Proceedings which appeared in major publishing houses (E.J. Brill).

Dr. Osorio participated in the recent proposal for a Tier II Canada Research Chair Faculty of Arts - Women's Studies.

AREAS OF SPECIALIZATION AND STRENGTH:

Major scholarly bibliographies of Judeo-Spanish *Romancevo* and *Cancionevo* since 1492 and a comprehensive contextual reference guide to the Judeo-Spanish *Romancero* in the United States have been contributed and being updated by Dr. Salama.

AWARDS, HONOURS, AND RECOGNITION FOR FACULTY, STAFF, STUDENTS (GRADUATE AND UNDERGRADUATE):

RESEARCH REVENUE:

Dr. Salama has been awarded the Research Award by the University of Houston.

Dr. Salama authored an SSHRC-fundable application in 1996. Though deemed worthy of financial assistance and included in the short list, there were insufficient resources to fund his project that year.

In the summer of 2002 Dr. Myriam Osorio received a National Endowment for the Humanities scholarship for a summer institute: "Gendering the Americas, Beyond Cultural and Geographical Boundaries" at Arizona State University.

Internally distributed research and travel funding has regularly been awarded to Salama.

Dr. M. Osorio who recently joined us, is applying to one of these grants to pursue her research.

CONNECTION BETWEEN RESEARCH AND TEACHING:

– See Main Document.

OTHER INDICATORS OF RESEARCH AND CREATIVE ACTIVITY:

5.0 PROFESSIONAL AND COMMUNITY SERVICE, RELATED TO DISCIPLINE OR PROFESSIONAL ACTIVITIES:

Dr. Salama has served as executive officer in a variety of Academic and Communal institutions and organizations.

SERVICE AS INVITED REVIEWERS OR COMMITTEE MEMBERS FOR NATIONAL AND INTERNATIONAL RESEARCH COMPETITIONS:

– See Main Document.

Many members of the department have evaluated manuscripts for learned journals or publishers and a number have regularly written reviews of works in their respective areas of specialisation (Bishop, Jim Black, Chadwick, Gamble, Harger-Grinling, Macdonald, O'Reilly, Salama).

COLLABORATIONS WITH GOVERNMENT AND INDUSTRY:

– See Main Document.

CONNECTIONS BETWEEN SERVICE AND TEACHING:

OTHER ASPECTS OF SERVICE:

Many members of the department devote time year after year to this community-oriented activity (Ayles, Janis Black, Macdonald, O'Reilly, Salama, etc.). Dr. Salama serves as an executive member of the national organization of the Canadian Sephardic Federation.

6.0 DEPARTMENTAL ORGANIZATION AND HUMAN RESOURCES:

ADMINISTRATIVE POSITIONS:

Spanish Coordinator 3 years

SUPPORT STAFF:

Administrative Staff Specialist I
Departmental Secretary (Intermediate)

— See Main Document.

FACULTY INFORMATION:

CURRENT TENURED AND TENURE-TRACK FACULTY MEMBERS AND CREDENTIALS:

SPANISH:

Osorio, M.	B.A., M.A., Ph.D
Salama, M.	B.A., M.A., Ph.D

CONTRACTUAL AND PER-COURSE APPOINTEES:

For the last few years our Spanish Section has counted on a number of regular instructors. All of them are graduate students in the field; three of them are native speakers. Ms. K. Duarte is an experienced leader while Ms. Angéles Rodríguez and Mr. Mario Escobar are completing their M.A. degree in Linguistics and Education. Mrs. Frankel-Salama has an M.A. in Modern Languages in Education. She is also an experienced teacher and head of the Department of Modern Languages at a local high school. She is also a recipient of the Prime Minister's Award for Excellence in Teaching.

MAJOR COMPLEMENT CHANGES IN THE PAST SEVEN YEARS:

FACULTY AGE AND RETIREMENT PROFILES:

See Main Document.

SUPPORT STAFF:

— See Main Document.

ADMINISTRATIVE STAFF SPECIALIST:

See Main Document.

DEPARTMENTAL SECRETARY:

– See Main Document.

7.0 FINANCIAL SUPPORT:

– See Main Document.

EXTERNAL SOURCES:

Dr. M. Salama has received a number of internal and external grants to pursue his research. As a result of his specialization he has been requested to assess grant proposals (Canada and Israel) for promotions and tenureships for professors in other academic institutions (Simon Fraser, Universite de Montreal).

SCHOLARSHIPS, TEACHING AND RESEARCH ASSISTANTSHIPS PROVIDED BY THE UNIT TO STUDENTS:

The Spanish section has a limited number of scholarships to deserving students and to students travelling or studying in a Spanish-speaking country or University. Lately the new impetus initiated by the University has increased new sources of financial assistance to students.

– See Main Document.

8.0 PHYSICAL RESOURCES:

– See Main Document.

LIBRARY RESOURCES:

– See attached appendix by Ms. Marguerite Jones.

OTHER SERVICES AND ACTIVITIES:

Cultural awareness is a major component of our activities. The Hispanic section have organized group attendance to Hispanic activities. As with the French section, the Hispanic one has provided to our students and the University a series of cultural activities. Documentaries and videos about Spanish American and Peninsular history and culture have been shown periodically. (*La vida es sueño*, *Lázaro de Tormes*, *Fuenteovejuna*, *El burlador de Sevilla*, ...) together with a series of films provided by the Embassy of Spain (*Lufamilia de Pascual Duarte*, *volver a empezar*, *el Norte*)... In the past related events shown in town (Flamenco show ..., *El ballet folklorico de Mexico*...). Dr. Osorio initiated the celebration of the Day of the Dead in the Fall of 2003.

SPACE:

We share the same concerns with our colleagues in the French section. Our classrooms are spread throughout the campus. Some of these locations lack the proper technological equipment required to teach Modern Languages. Furthermore we are sorely missing a faculty room for professors and instructors to meet, discuss and share opinions between classes or during breaks.

– See Main Document.

9.0 FUTURE PLANS:

With the recent hiring of Dr. Myriam Osorio, a specialist in Spanish American Studies, and with the collaboration of instructors, the Hispanic section hopes to expand and solidify the course offerings and secure a regular roster of courses which will reduce the waiting period for the completion of a minor and major programme. Furthermore the continuation of the summer programme in Spain will stimulate and encourage the interest in this discipline, as well as expose our students to an immersion programme. This experience may inspire some students to pursue further studies in the International Communications programme and pursue graduate studies in our field.

Dr. Osorio is working on a project to establish an exchange programme with the University of Mantanzas in Cuba.

10.0 ADDITIONAL ISSUES AND DESIRATA:

A web page including detailed information of our courses and programme is in its finishing stages and soon to be incorporated in the University main web page.

Among the future plans there is a need to:

- expand the number of new scholarships to assist students.
- add some new courses as indicated previously in this report.
- establish internships or practicums with social, educational, business and government departments.
- solidify our language abroad programme and
- closely collaborate with emerging new initiatives (International Communications).
- attempt to reduce the period to complete our minors programme.