1- Do you have a system of academic advisors concerned with academic progress and professional development in place? Do you have individual advisors for individual students, or one or more faculty (e.g., EO, DEO, DGS) who serve this function for all students? Which do you think is optimal?

All students meet with the Executive Officer at least once a semester, usually at the beginning of the semester. In the revised Student Handbook (January 2020), it is stated that students choose an advisor in their first year for their Specialization Review. In most cases, the advisor chosen for the Specialization Review will stay the same throughout graduate studies. In addition, students form a committee of three faculty for the Second-Examination - Oral. The three faculty also serve as advisors.

2- Do you have a system of individual mentors for individual students, who can serve as counselors as well as guides for academic and professional development? Are these faculty members or students, or both?

The French Program is a small program. The Executive Officer and the Deputy Executive Officer serve as counselors and guides for professional development.

3- How are faculty/students assigned as mentors/advisors?

Students choose their advisor/mentor (and all committee members) after a discussion with the Executive Officer.

4- How often do students meet with their mentors/advisors throughout the semester? Does your program have a policy on this? Do you think the current frequency is optimal?

All students meet with the Executive Officer at least once a semester, usually at the beginning of the semester. There is not any policy on how often a student should meet with an advisor.

5. Does advising/mentoring continue when students select a supervisor for their dissertation/capstone/thesis project? Or does the supervisor take on the role of mentor/advisor?

The advising done by the Executive Officer continues after the choice of an advisor.

6. What system do you have in place to ensure that advisors/mentors (and students generally) are aware of what is expected of an advisor/mentor, and of academic requirements and regulations?
All students meet with the Executive Officer at least once a semester, usually at the beginning of the semester.

The Student Handbook, which has been recently revised, is now clear, succinct, and readable.

7. What system do you have in place to ensure that advisors/mentors (and students generally) are aware of resources and support services?

There is not a system in place. Students and advisors also have a responsibility to inquire about resources. The Executive Officer and the Program Administrative Assistant are available five days a week for questions.

8. Do you have systematic procedures in place for student and advisor/mentor reports on student progress?

Yes. A progress report is filled out by the EO after bi-annual meetings with students.

9. Do you have annual (or semester) evaluations of student progress, and how is this administered? By individual mentors/advisors, or a specific tasked committee? How is feedback communicated to students?

All students meet with the Executive Officer at least once a semester, usually at the beginning of the semester. In a small program like French, the EO acts as a Director of Graduate Studies.

10. Do you have separate teaching mentors? Faculty or students? How are these assigned?

The program organizes a teaching/pedagogy workshop each spring. The EO organizes the workshop, but it is student based.

11. How are your policies on mentoring/advising made available to students and faculty (e.g., are they made available in your student handbook or online)? Are such policies discussed at orientation?

The Student Handbook is online. The policies are discussed at orientation.

Final Assessment Report:

1. Summary of current Assessment Process, including:
   1. applicable questions addressed, and
   2. plan for implementing any changes to advising and mentoring procedures in the future
The French Program welcomes suggestions on mentoring, but the bi-annual meetings between the EO and the students work well.

The overhaul of the handbook (which was a 44 pages unreadable hodgepodge of rules and which is now a 14 pages succinct and clear document) is giving students a lot more autonomy. A straight-forward calendar of exams and requirements has been established, and it is widely used by students.

The process of rewriting the Handbook was done in consultation with students. My research assistant, who is a graduate student in French, collected and summarized more than a dozen of handbooks for French Program around the US. His work was the basis for the discussions of the Curriculum Committee.

Maxime Blanchard
Professor of French, City College & Graduate Center
Executive Officer (Chair), French Program, Graduate Center
The City University of New York (CUNY)