

**Notes from the School of Languages, Cultures, and World Affairs Retreat,  
2009**

The following are notes received from each of the 16 groups. Notes from the topics that were discussed by two groups were combined into one section. The original style of each group's notes was maintained, but they all have slight modifications.

## **Honors First Year: (Combination of two groups who discussed this question)**

How can the School expand its commitment to teaching in the Honors program and the First Year Experience? Is there a role for introductory and intermediate language courses in the learning communities? Should faculty in modern languages teach topical first year seminars in English?

### **Strategic Plan Statements:**

1. "Retention and graduation rates are considerably lower than those of our aspirational peers."
2. "Increase the retention rate to 87%..."

### **Action Plan (Steps):**

1. Change culture to recognize/encourage
2. Advertise
3. Develop networking opportunities to develop learning communities.
4. FYE-identify areas/departments with large freshmen enrollments-English, History, Philosophy
5. Engage w/Academic Affairs re: workload conceptualization- needs to be broadened
6. Suggest HONS World Civilization in rotation w/ Western Civilization.
7. Work towards Globalization w/in Gen Ed

### **Resources Required:**

1. Staffing, especially for FYE before 2012 Requirement.
2. Shift of Roster Faculty to lower level courses.
3. Flexibility. Several language departments are small and or limited in flexibility
4. "Mixers" for FYE
5. Allow greater flexibility with concept of workload

### **Policy or Procedure Changes:**

1. Change Dept culture to recognize contributions to FYE & HONS.
2. Have it formally added as a criterion for evaluating teaching.
3. Include as a goal in all program plans.
4. Encourage roster faculty to teach 101/102 courses, limit adjunct instruction further.

### **Success Factors:**

1. Within 3 years all programs should develop a plan to contribute to FYE.
2. Long term goal of being leading school (relative to our size) for contributing to FYE.

**Is there a role for introductory and intermediate language courses in the learning communities?**

1. Yes
2. Problem with adjunct staffing of lower levels.

**Should faculty in modern languages teach topical first year seminars in English?**

1. Teach FYSM in modern language as goal.
2. Yes
3. Challenges
  - a. Staffing issues
  - b. Culture issues
  - c. Department guidelines

All programs will develop a plan to offer FYE course within 3 years.

## **International Studies: (Notes from both groups)**

What should we be doing to ensure that the new international studies major is a success?

### **Strategic Plan Statements:**

1. "Interdisciplinary majors in ...International Studies...thrive."
2. "Expand the number of international faculty teaching and researching at the College..."
3. "Provide students the global and interdisciplinary perspectives necessary to address the social, economic, ethical, scientific, and political issues of the twenty-first century."

**Definition of the issue:** Desire for more resources and coordination of staff and programs towards building successful interdisciplinary events, courses, and study abroad opportunities for students and faculty.

### **Action Plan (Steps):**

1. Identify distinctive profile for International Studies Major
2. Academic focus on Facebook & Twitter outlets (not located on faculty/personal pages).
3. Standardized procedures and advising for study abroad within International Studies as well as International Ed. Make a catalog for international courses available
4. Increase number of study abroad options
5. Cultural Programming needs more advertising and coordination, central information repository so we can support each other more
6. Ensure theoretical grounding and/or foundational coursework to support praxis opportunities.
7. Inter-school cooperation: Recognize a need to normalize and institutionalize the inter-school character of the major where responsibility for the major (and some faculty) are in LCWA and the majority of courses are taught by faculty in other schools, especially HSS. Requires Deans to recognize the de facto partnership required from which both benefit if the major is successful. Could mean that the IS Major is a joint major between HSS and LCWA where the Provost holds both Deans accountable for the delivery of the curriculum required of the program. LCWA would continue to have administrative responsibility but the Dean of HSS would have an incentive to assure the successful delivery of the curriculum in the same way as delivering the curriculum for departmental majors;
8. Two actions might facilitate faculty involvement in the IS major: one is to write their historical and continuing contributions to the major both in IS courses and departmental curriculum into the description of their workloads. This would not in most cases change what they are doing but

would normalize their participation within the context of departmental workloads. This could be done for existing faculty and should be done for any incoming faculty where the expectation is that the course they teach would be part of the major. Second, if this is part of the teaching workload, then such contributions should be institutionalized in the criteria for tenure and promotion so that faculty working in the IS major are not regarded by their departments as providing "service" but that their contributions to the curriculum and professional growth related to IS are valued and rewarded in the same way those contributions are valued and rewarded for strictly departmental work.

9. To facilitate curriculum development and remove any argument about a faculty member's participation in teaching an IS course detracting from departmental offerings, consider establishing a virtual, floating adjunct or visiting line that could be divisible in course by course adjunct replacement costs that move from department depending upon need. A similar effect, more sustained, could be a floating visiting line say for two years at a time to allow a faculty member to concentrate on his/her contribution to IS or develop an area of concentration or develop a new thematic concentration.

10. Change the goal of promoting summer study abroad from generating revenue to developing student international capacity. At the moment none of the costs (except faculty salary) of summer programs are financed with a penny of tuition. All of the costs, including the cost of faculty travel and in some cases paying for a space to meet, are met by the program fee students pay in addition to tuition. A fraction of tuition should be used to defray the legitimate costs abroad just as it defrays the cost of classrooms at home.

11. All of the above will require action at the School level but they especially will require the involvement, intervention and changes in policy and authority at the level of the Provost at least, and possibly the President. Internationalization and the success of the flagship program, the IS major, require that the Provost expend specific time and effort on getting the pieces in place and holding the Deans accountable for the outcome. This includes the distribution of resources, hiring practices and evaluation. At the presidential level it requires that the President persistently put globalization and internationalization as a central goal of the College as a core value.

12. Over time the IS major will be success to the extent that its concentrations move beyond area studies and more systematically into thematic concentrations. One way this can develop is to identify themes currently a focus in more than one area study concentration and then facilitate a collaboration among area studies faculty to see if a thematic concentration across global regions might make sense. If so, it might not require a large number of new courses but rather an revision of existing

courses together with closer cooperation among faculty. In the longer run, new thematic concentrations independent of area studies should also be developed. In both cases the action needed now is to provide a regular forum or means for faculty from different area studies concentration to talk about what they do and how to develop thematic concentrations. Meeting once a semester? A workshop to start with?

13. Attention should be given to the articulation of the study abroad requirement with the academic courses in concentrations in the major in relation to student professional plans and interests. It could make a difference to the program chosen if a student was planning on going to graduate school as opposed to working right out of school for example. More generally, while there is general agreement that the study abroad requirement is a no-brainer in general (international experience can't hurt and can only help) there has not been much discussion about exactly how it articulates with the coursework and whether there should be some guidelines and policies regarding what might or might not qualify. This should be at least thought through.

14. Finally, for the major to be successful it is necessary to rethink the minor. The Minor was created when there was nothing else and its requirements have not changed significantly. It is rooted in Political Science, three of the three required courses can be in that department and two of three must be. The IS major shows no similar Political Science core nor should it. The Minor at present does not even require the new INTL 100 course and that needs to be changed pronto. More generally, it is important to rethink the minor and its purpose. Should it be designed as a gateway for the major? Should it be a mini-major? Should it serve a purpose related to internationalization and globalization for the wider student body in general education and therefore not be directly articulated to the major? The point is that now that the major is in place, the Minor needs early attention.

**Resources Required:** Money, Personnel, course assignment flexibility between departments and schools, administrative support for programming.

**Policy or Procedure Changes:** Consider alternate ways of "counting" students and faculty hours to create more flexibility in allocating faculty for IS supported opportunities in teaching and R&D.

**Success Factors:**

1. Numbers of students enrolled
2. Fostering of better administrative relationships between departments and schools to encourage International Studies' participation in double majors, or, for faculty, teaching opportunities.

3. More faculty involvement desirable
4. Students from International Studies will be truly prepared both in theory and praxis for global society (study abroad, coursework, internships)
5. Plentiful resources for students and faculty

### **How do we ensure success of International Studies Major?**

1. Study abroad relies on faculty recruiting, promotion less optimal because faculty overextended.
2. Ability to bring work outside classroom into the classroom
3. Desire to do more with India/Hindi classes should serve major requirements eventually.
4. Students love cultural activities. Have been hosting recital to encourage participation.
5. Raise awareness
6. Italian film festival, guest speakers, Spoleto, slow food & film partnership festival.

### **Success Measures:**

1. Numbers of students enrolled
2. See benefits of double major especially with language, business, and other majors; good relationships between departments.
3. More involved faculty in teaching & programming, especially abroad, where possible.
4. Students truly prepared in globalization, both in theory & praxis.
5. Plentiful Resources to support faculty and students: money, space, personnel
6. Recognizable profile and centerpieces of programs.
7. Cultural aspects-cultural programs need coordination and cross pollination; raise awareness; local repository for coordination; require study abroad; need more standard way of advising, funding, guiding, tracking, debriefing with international office; create catalog for courses available; highlight our programs but include all and explain resources, kinds of aid, etc.
8. Going to classes to discuss programs & recruit more majors
9. Use Facebook & Twitter to advertise dedicated academic vs personal pages
10. How can faculty be involved in study abroad/work releases
11. Increase number of study abroad opportunities – places, centers, etc. Link to other Universities, increase number of bilateral exchanges.
12. Capitalize more on faculty networks-Barbados? Money for travel and time to administrate.
13. US people finding jobs in India, China, etc. We can prepare students for future job opportunities like these.

14. Need more internships. Need to do more coordinating to prepare for real life experiences, academic, work, etc., both with local foreign nationals and abroad.

15. Need to ensure a theoretical component to study in intro and capstone, comparative cultures, literature, politics, economics of globalization in existing classes, also develop new courses

16. Some universities have prep courses which do this kind of theoretical foundation building.

17. Should students take this course or even certain number of courses before going abroad (so it is a richer and more complex experience of processing and contribution)?

18. Mediterranean and cultural studies provides social and cultural background. For example, theoretical approaches to agriculture, environment, politics. Areas should be developed w/specific attention to regionality beyond one nation-studies in Mediterranean vs Italian implies broader global approaches.

19. Internships should be structured. Dept. internships w/contracts vs. finding job/work on own. It's about work & culture- we shouldn't insist on requirements unless they are part of a structured internship or course.

20. Can we project a high profile for the International Studies Major? Make it distinctive...What elements will be its center? Connect w/consular officials, local businesses etc.

21. Visibility & Resources

22. Organize International Day regularly for all languages and programs, all international activity, multidisciplinary

### **Resources:**

1. Money to bring visitors, fund programs, etc. Is there a LCWA curriculum committee to regulate course content?

2. Program development-Mediterranean Studies, Language-business partnerships, Middle Eastern studies

## **Introductory/Intermediate: (Reports from both groups)**

How do we increase language proficiency in introductory and intermediate language courses for general education students and potential majors?

### **Strategic Plan Statements:**

1. "The study of languages remains a cornerstone of our general education program and provides a good foundation for our globalization efforts"
2. "Embed global competencies into general education..."
3. "Support foreign language initiatives that...intensify introductory and intermediate language courses..."

**Definition of the Issue:** Need for improvement in speaking. Aim at intermediate low (ACTFL )

### **Action Plan (Steps):**

1. Have class 4x a week for either three years or four years (either 12 credit total or 16 credit total)
2. Have coordinators & standardization (teaching, assessment, exams)
3. Bring back 150 & 250 (6 credits in one semester)
4. No TR & MW courses (more times a week needed).
5. Have students take a "how to study a foreign language" seminar as part of freshman seminar w/common book & exam
6. More foreign language media
7. 3 days for all levels
8. Each department will determine how to informally assess our 202 students' speaking abilities using a national scale.
9. Grade determination will include speaking ability.

### **Resources Required:**

1. How would it affect general education with 16 credits?
2. Classroom space, more Oral Proficiency Familiarization workshops for all faculty.

**Success Factors:** Students move into 300 and not abandon after 200 level.

## **Notes**

1. Proficiency at the lower levels-- after 4 semesters they can't speak; vocabulary is not enough.

2. Differences between Spanish, French, & German (because of High School)
3. Italian & Portuguese and other languages like Arabic: Hebrew 3 years, LCTL 4 times a week
4. Lab should be mandatory or conversation courses
5. Goal...aim for Intermediate low (in speaking)
6. ACTFL written, too. DELE, Goethe.
7. Coordinators for all languages.
8. Standardization of courses, assignments, exams.
9. Smaller classes (20-22) ... MLA recommendation
10. Do not offer TR or MW...MWF would be better.
11. Policy- What would happen if changed to 4 credit hours?
  - a. 3 courses X 4 credits = 12 credits or
  - b. 4 courses X 4 credit= 16 credits
12. In LCTL ... need resources:
  - a. Tutors
  - b. Speakers
  - c. TA's w/pay (peer teachers with pay)
  - d. More teachers & more instructors
13. Tutors
  - a. Certification to tutors beyond level 1 to 2 or 3
  - b. Student teachers would help faculty member's motivation to go higher
14. Bring back 150 (101+102 6 credits in one semester) and 250
15. Teach more cultural issues
16. Students move to culture courses in the 300 level
17. Using the computer more
18. Language Round Table
19. Chats, Facebook, more computer interaction.
20. 300 Hebrew – "This is my life" project
21. Everything is conducted in the L2
22. Raise number of hours they spend outside of class on computer homework.

**Action Plan:**

1. Seminar on how to study a foreign language either in conjunction with freshman seminar or skill seminar...maybe in First Year Experience.
2. More foreign business study skills.
3. How to learn a foreign language book and set test on it.
4. More involvement in freshman seminar.
5. More involvement in recruitment of students

## Proficiency for Majors

What external standards (Goethe, OPI, etc.) should we adopt to assess our students' proficiency? What levels and what kinds of proficiency can we expect for majors? For minors? For general education? What steps can we take to implement systematic testing of our students at all levels?

### Strategic Plan Statements:

1. "The study of languages remains a cornerstone of our general education program and provides a good foundation for our globalization efforts."
2. "Our academic programs emphasize the preparation for citizenship in a diverse, global society."
3. "A comprehensive and intentional plan for internationalization...reflected in major requirements for advanced achievement levels in language study."

### Definition of the Issue

We talked about curricular designs to increase proficiency. Research indicates that majors should reach Intermediate High/Advanced Low border, minors should reach Intermediate Mid, general education students should reach Intermediate Low.

What's most important is that we're not testing what we don't teach. To implement testing, we need to do a pre-test (upon declaration), provide feedback to students, and guide them, the final test is not a surprise, nor is it devoid of work toward a goal.

**Action Plan (Steps):** The College of Charleston has invested a significant amount of money in OPI training, and the German dept has done similarly with Goethe Institute training. We give tests already. Plan of action: keep doing what we're doing.

Again, if we're serious about this, pre- and post-tests are fundamental.

At the same time, we're unable to address proficiency with inadequate resources, particularly in terms of a language lab.

How do we help students with their proficiency? Course(s) that target desired skills are necessary; students must be engaged in analyzing their own production; a language lab is necessary to record monologues and dialogues for analysis.

**Resources Required:** OPIs cost \$150; OPIc costs \$50. We need a language lab

**Policy or Procedures Changes:**

Data needs to be collected over at least 2 years. Making some type of policy, like requiring testing and/or mandating a minimum level, without adequate data of the current state of affairs, is haphazard. Everything we do needs to be based on best practices and sound pedagogy.

## **Global Competencies**

What are global competencies? How might they be introduced into general education? How are they taught at various levels? How are they assessed?

### **Strategic Plan Statements:**

1. "The college has implemented a comprehensive and intentional plan for internationalization."
2. "Embed global competencies into general education and major requirements by 2013"

**Definition of the Issue:** Affective/attitudinal shift, self- reflection on compassion, understanding, awareness.

### **Action Plan (Steps):**

1. Engage faculty and students not already involved
2. Thematic FYE courses
3. More engagement of our students with international students.

**Resources Required:** Financial

**Success Factors:** A nationally named test to assess Cultural Competencies

## Study Abroad

What kinds of study abroad programs should the School support? What is the desired outcome of each study abroad program? How do they lead to the goals we have set for our general education and major programs? How will we assess our programs? How do we establish a requirement for study abroad for our different programs?

### **Strategic Plan Statements:**

1. "[Students] educational experiences have been deepened through an examination of the languages, history and cultures of the world."
2. "The college has implemented...a variety of study away opportunities [and] required semester-long study abroad for students in international studies, area studies, international business and languages."

**Definition of the Issue:** Study abroad as a requirement is a desired goal, classics perhaps an exception. French and Spanish are moving forward; our task is now to define specifics.

### **Action Plan (Steps):**

1. Extend options for distance learning so that students remain on track in majors.
2. Fund to support faculty in all phases of study abroad, program development, director stipends, etc.
3. More faculty incentives.

### **Resources Required:**

1. Financial, time for planning
2. Profit sharing between programs could help provide financial resources
3. Financial aid for enriching curriculum on site with extended educational visits and experiences

### **Policy or Procedure Changes:**

1. Ideas for incorporating service learning with an academic experience
2. Need to redefine how academic credit would be given for such projects
3. Need to work on system of approving bi-lateral programs

### **Success Factors:**

1. Ways to distinguish our programs from those of other institutions.
2. Internships, service learning would become more integral components.

## Asian Studies

What would a new major in Asian Studies look like? What is a viable timetable for the introduction of a major?

Timing: 2 year process after submission of application to Commission on Higher Education

Emphasis on global competencies: how would this look? --->

1. Requirements-intro course (3 credits) offered every term
2. Service/experiential learning such as internship abroad, could be combined with study abroad or separate
3. 18 hours of Asian language
4. 18 hours elective-3 disciplines
5. Chinese, Japanese or South Asian specialization could be possible
6. Capstone seminar critical: what would it involve?
  - a. Content- seminar with senior thesis with a professor/advisor and separate readers
  - b. faculty person leading course might be possible but complicated
  - c. Capstone experience; no ideas yet (political science model, paper model)
  - d. Priority need for program-top priority 09/10
7. Financial Aid needed, especially since study abroad will be required
8. We should offer (to start with) our own study abroad every summer 6 credits in one month, for example; meanwhile work on bilateral residence programs in China and India (already have 2 in Japan)
9. Courses in Arabic and Chinese film courses can be developed
10. What should different numbers in literature in translation (250, 350, 450, etc) mean/cover/contain: develop consistency across regions
11. Should students take 18 elective hours in different disciplines (departments) as well as areas/regions?
12. Other goals: experiential learning/service learning (as part of study abroad)
13. Specialization vs. cross-regional competency (6 hrs outside primary region) what shall we emphasize?
14. Asst 101 mandatory for a major (starting flexible/ Staffing issues)
15. Study abroad:
  - a. scholarships for study abroad necessary to attract students
  - b. enhanced/modified commitment (IE program)
  - c. own programs preferred in partnership w/Asian institutions (summer)
  - d. duration; one month
16. Strategy Plan:



**LIT translation:**

**LTAR 250, 350, 450: Arabic Literature in Translation**

**LTCH 250: Chinese Literature in Translation**

**LTJP 250; 350; 450: Japanese Literature in Translation**

**LTHI 250: Hindi Literature in Translation**

**TOTAL**

**36 HOURS**

**QUESTIONS:**

**Should we require World History rather than Western Civilization?**

**What other courses would we need?**

**What courses in other programs are we missing?**

**What areas/ programs do we need to develop, and how?**

## **Interdisciplinary**

What is interdisciplinary study? How has it evolved at the College of Charleston? How might various interdisciplinary study majors, minors and programs be strengthened?

### **Strategic Plan Statements:**

1. "Create policies and structures that support and facilitate the development of interdisciplinary programs."
2. "Increase significantly the numbers of and enrollments in innovative, interdisciplinary courses and programs..."
3. "Interdisciplinary majors...thrive"

**Definition of the Issue:** Truly interdisciplinary study is more than multi-disciplinary, but moves to some kind of integrative understanding. It is desirable because it breaches and shows the artificiality of disciplinary boundaries.

### **Action Plan (Steps):**

1. Specific hires needed, not in place of departmental hiring, but additional.
2. Administration commitment-making sure department chairs get credit if faculty teach in interdisciplinary programs
3. FYE, especially if focused on internationalizing the curriculum
4. Resource commitment-need funds for faculty development, sabbaticals, etc.

### **Resources Required:**

1. Administrative Support-office space. More designated hires need to be made. We desperately need administrative assistance & office space.
2. Administrative commitment--hammer out letters of joint appointment.
3. Acknowledge work being done gratis and out of goodwill, especially in T& P decisions. The Administration ought not to rely on or take advantage of faculty goodwill.

### **Notes:**

What has driven what success we have now are student interest (via rapid filling up of international studies 101, AFST 101, etc.) and faculty initiatives across disciplinary boundaries. We need to continue to support faculty initiatives. To do so will require additional resources (designated hires, administrative assistance, etc.), as well as top-level administrative

commitment to relieve pressure at departmental/chair level. Faculty will need to be given opportunities to move beyond their existing disciplinary home. Interdisciplinary programs need to be acknowledged in curricular reform.

## **Pre-professional Proficiency for Content Majors**

How do we continue to develop approaches in our foreign language majors that emphasize a pre-professional component comprised of appropriate speaking and writing skills and cultural competencies so students can pursue careers in government, business, etc.

### **Strategic Plan Statements:**

1. "Support foreign language initiatives that combine language skills with professional education..."
2. "The study of languages remains a cornerstone of our general education program and provides a good foundation for our globalization efforts."
3. "Our academic programs emphasize...the preparation for citizenship in a diverse global society."

### **Action Plan (Steps):**

1. Students should be able to operate at a high level of language proficiency in a career – aptitude & experiences and skill.
2. Link language & careers

### **Resources Required:**

1. Find a coordinator to link languages and careers.
2. More grant money to pursue companies that would be willing to collaborate
3. Computer programs to track students' careers.

### **Policy or Procedure Changes:**

1. Implement a Service Learning component as part of the College requirement so students know this is expected.
2. Start changing the culture so students know there is a service learning component.

### **Success Factors:**

1. Must have Service Learning for graduation like Bailey College.
2. Career Fair w/language skills

### **Notes:**

#### **What areas:**

1. biology and language (pre-med/health)
2. communications & language
3. psychology & language

4. Pair up languages w/careers: law, education
5. Identify most desired tracks

**Action plan:**

1. Keep better track of what our students do when they graduate. Track w/a database? Facebook page?
2. Alumni Service needs to be more pro-active to keep up with the students
3. Faculty can be more pro-active
4. Linked-In website-professions
5. Create a sub-group for classes (or majors)
6. A system where students have a permanent e-mail to keep connections
7. Identify the most desired career tracks for students.
8. Offer more service learning: Maybe in 313 or 314 bring in career people and students
9. Have a one hour service learning component-Just for majors

## Promoting Interdisciplinary/International Studies

Summary of Discussion-“What campus initiatives will make the College a global University? What is the Role of LCWA in promoting international and interdisciplinary studies across the College community.”

1. The group discussed the roll of LCWA in view of Strategic Plan strategy 6 of establishing “new administrative structures for internationalization,....” This was a rather inconclusive discussion given the awareness of the history of the LCWA. Some thought that the school was supposed to be that structure in the first place. It was recognized that such a view was not universally held at the College or in the School. It was mentioned that the job of internationalization of the College goes beyond the School - must touch staff, administration, students and faculty. All agreed that it must be something that is given top priority by the administration with requisite resources. It was argued that even if the School were to be a Center with the role of internationalization that the same impediments would exit if the administration did not actively support/enforce it.

2. The role of LCWA was discussed with regard to international interdisciplinary programs at the college. It was pointed out that while we should promote interdisciplinary programs our focus should be in international and area studies. It was thought that the School could not legitimately promote this College-wide if it did not promote it within the school itself. The languages departments in particular do not engage the international/interdisciplinary programs in their own curriculum. Strategies to accomplish this were discussed ranging from linking course together for the first year experience to dialogue between language teachers and those in the international/interdisciplinary programs to promote interdisciplinary leaning in the languages programs. It was suggested what we need is an International/area studies across the curriculum program.

3. International faculty exchanges were discussed in a number of contexts - first, related to #2, foreign faculty could be brought in from schools we have bilateral agreements with to teach disciplinary courses in foreign languages. These courses would have to be set at the appropriate level and we would have to get disciplines to agree to accept them for credit as such - this would be a good way to collaborate. Second, opportunities for CofC faculty to teach - both in

foreign languages and English could be developed at foreign universities

4. In this context, the group discussed the need to have greater numbers of foreign students on campus. It was recognized that we have no systematic organized effort to do this and the school should take the lead. Principal impediments were cited as lack of an ESOL program and students housing and support. Some thought that technology could be one way to link our students with foreign students more. Development of common on-line courses or some other kinds of on-line collaboration. Experiential programs like the international OAS would give languages students greater international exposure and link disciplinary studies particularly in HSS (but also new IS program) to languages study and facilitate collaboration among faculty.

## **Events Cross-Campus**

How might the School (better?) sponsor presentations, performances, events, and lectures that reinforce global studies and interdisciplinary themes generally? How might the School use such programs to reach the wider Charleston community?

### **Strategic Plan Statements:**

1. "Campus-wide programming and themes reinforce the connections that interdisciplinary and global studies promote."
2. "Each year the College features an annual theme reflected in convocation and commencement activities, the First Year Experience, capstone courses, and presentations, performances and events sponsored by various college departments and units."

### **Action Plan (Steps):**

1. Event coordinator-someone who does the paperwork, PR, etc., for events. Look at the School of the Arts & School of Business model
2. Liaison w/community press
3. Advance planning from departments and programs
4. LCWA public lecture series-theme each year; naming opportunity
5. Faculty Research Series
6. Visiting Instructor/Senior Scholar-teach & public events (i.e.: Darlene Clark Hine)
7. Student Study Abroad Forum-returning students share experiences
8. International Coffee Hour

### **Resources Required:**

1. Space-somewhere consistent-suitable for public events
2. \$\$\$ for outside lecturers
3. Mailing list of community members

### **Policy or Procedure Changes:**

1. Recognition/credit (t&p evaluation) for faculty participation
2. Branding-LCWA brand should be on all events sponsored by school; announcement of other events at events
3. Study Abroad scholarships should require demonstration of ongoing interest in global/interdisciplinary studies.
4. Schedule events earlier in the day – keep in mind that we are a commuter school

**Success Factors:**

1. Need for success-incentives for students & faculty participation
2. \$\$ for lectures, coordinator
3. LCWA lectures recognized and anticipated in community.
4. Student/Community/Faculty participation up by 50%

## **Jewish Studies**

What would a new major in Jewish Studies look like? What is a viable timetable for the introduction of a major?

### **Strategic Plan Statements:**

1. "Interdisciplinary majors....in Jewish Studies...thrive"
2. "Provide students the global and interdisciplinary perspectives necessary to address the social, economic, ethical, scientific, and political issues of the twenty-first century."
3. "Increase significantly the numbers of and enrollments in innovative, interdisciplinary courses and programs..."

### **What would a new major in Jewish Studies look like? (33-36 Credit Hours)**

1. Hebrew (HBRW 101, 102, 201, 202)
2. Ancient and Modern Jewish History (JWST 210-JWST 215)
3. Introduction to Jewish Studies (JWST 200)
4. Capstone/ Honors Thesis (JWST 400)
5. Nine or twelve additional hours to be specified.

**What is a viable timetable for the introduction of a major?** One year through CofC internal review process, then six months through state

**Definition of the Issue:** Secure the major/Secure resources for the major

### **Action Plan (Steps)**

1. JWST faculty committee designing the major
2. Adding courses to JWST curriculum/Ten JWST courses have already been listed.
3. Reaching out to other departments for support of the major
4. Increase number of FYE courses and Honors courses taught by JWST faculty
5. Reach out for community financial support.
6. Secure comparable data about other institutions with majors
7. Increase the number of minors

**Resources Required:** An additional faculty line, secured by outside funding.

**Policy or Procedures Changes**

1. Allowing students to study in Israel without withdrawing from College of Charleston, by signing a waiver.
2. Elevate JWST Program to JWST Department status.

**Success Factors**

1. Approval of major by departments, committees, the College, and South Carolina.
2. Number of students enrolled in Jewish Studies courses.
3. Ability of Jewish Studies majors to compete in Jewish Studies-related fields, including graduate programs.

## Less Commonly Taught Languages

### What is the future for Less Commonly Taught Languages at CofC?:

1. Growing rapidly:
  - a. Chinese had 2 students in 1989 and 50 students in the fall of 2008.
  - b. Chinese added the first tenure track position in the Fall of 2009
  - c. Japanese added a minor
  - d. Chinese minor expected to be applied for in near future
  - e. Arabic also has the first tenure track faculty since last year, increased its enrollment.
  - f. Trend reflects many aspects, one of which is national security.

### What special problems, if any, does instruction in this area have and how might they be overcome?

1. Problems:
  - a. How to tie in these languages in an interdisciplinary approach?
  - b. Do we want to emphasize proficiency teaching so students can study at foreign universities? Two-year language requirement with three contact hours weekly is not sufficient
  - c. How to locate international students to tutor our students?
  - d. How can Development Office be part of these efforts?
2. Proposed solutions:
  - a. Language course meeting MWF is a necessity (not TR); LCTL need to have more than three contact hours a week to attain satisfactory proficiency level. Adding the requirement of the "C" courses is a model to follow but insufficient. Encourage faculty in different languages to be certified proficiency testers.
  - b. Hindi needs to expand to offer 201 and 202 courses
  - c. School-wide support for LCTL's; creation of new positions,
  - d. Offer language for special purposes such as Business Chinese, Arabic, Japanese, Russian, etc.
  - e. Encourage study abroad programs
  - f. a floor wing of dormitory dedicated to our languages as a language house where students meet and hold target or culture based activities.
  - g. Need support for foreign exchange programs, but need to increase our students' proficiency level first
  - h. Offer courses in cultural studies in English (resources are needed). Team-teaching is recommended.
  - i. Advisors need to know more about languages and languages offerings at CofC
  - j. Finding outside funding: consulates and businesses

- k. to increase enrollment and decrease attrition rate, different programs involved directly with students in including languages will need to explain to students how studying other languages can help them in their careers.
- l. seeking federal funding and looking for ways to maximize chances for acquiring funding for Arabic and Chinese in particular are needed, inviting officers from granting agencies to campus
- m. Connecting with other schools and programs that promote language teaching and learning
- n. Languages need to think of ways to connect among themselves and other related programs

**What other Languages should be offered? Urdu**