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Executive Summary:

The department of French, Francophone and Italian Studies (FFIS) continues to grow both as a department and as two different programs. Until only recently, it used to be a department of French and Francophone Studies (FFS), but now the Italian program has been sufficiently integrated into the unit to give the department its new profile. The FFS program offers a full range of language, literature and culture classes which appropriately include the cultures and literatures of the francophone world, thus recognizing the contribution of the former French colonies to what is now known as the French cultural and literary heritage. The program also offers Business language courses. Although the Italian program does not offer a major at this time, it is a thriving unit which also includes the Italian Studies component. Both the Italian and French programs offer Literature in Translation courses.

The department recognizes that culture defined broadly is an important component of a language. The FFS’s emphasis in business language is a reflection of the status and future of language study in today’s world but also recognition of the inseparable nature of culture and language which both inform not just business practices but many areas of human endeavor. For that and other reasons, the department stresses not just language competence but cultural awareness and analysis. A new cultural studies course has been introduced to complement existing courses with cultural components. The FFS continues to offer General Education language courses and participates in the First Year Experience (FYE) courses. At every level of our undertaking, the goal is to produce a reasonably well-rounded individual with linguistic competence and cultural and global awareness. Although at a different level, the Italian program also provides visible cultural context in the courses it offers.

The study of language and literature has been the “default setting” of any foreign language program and ours is no exception. While the study of literature is vigorously pursued in our program, the breadth, depth and diversity of the study helps to provide a contextualization of the French and francophone legacy which enables our students to engage in a more in-depth reflection of themselves and their own culture in the context of the larger world. It is not a surprise that of late an increasing number of our students have been exploring themes and topics in the francophone world for their special projects or senior thesis. This was also the case with students in the capstone seminar course last spring. Interestingly, more students than previous now want to study in francophone countries outside France.

Faculty in our department participate in programs and activities outside the department and some are engaged in interdisciplinary collaborative initiatives and at least three are holding administrative positions outside department while remaining active in departmental activities. Our faculties participate in the First Year Experience (FYE) and in the Convocation Conservation. They serve in college-wide committees and actively participate in the governance structure of the department. As the record of faculty accomplishments indicates, our faculties engage in research and professional activities. During the period under review, two book projects have been accepted for publication, 1 already published, 3 are in progress. In addition, 9 articles of varying qualities have been published in relatively good to very good refereed journals. Numerous other articles are in progress. Faculty members presented scholarly papers in a number of local, regional, national and international conferences.
Despite its achievements, the department is aware of its challenges. One of them is the study abroad experience which is an important component of our program. Last year we had to reject the applications of about five students for a semester in La Rochelle (LR) because of lack of space. We desperately need another site in France to cater to the growing needs of students to study abroad. What makes this need more compelling is the fact that the department has made semester abroad a requirement for all French majors although minors in an increasing number want to participate in the semester abroad program. Until another site is approved, we will continue to have more students than the present facility (LR) can accommodate. The department is eagerly hoping that the administration will approach our request for a study abroad in Avignon to complement LR.

Another problem relates to smart classrooms. The department needs smart rooms for the basic and intermediate instruction because the textbooks we use are now all web-based. We also need a line to enable us to deliver the curriculum without compromising standards. Last year, a faculty member retired but was not replaced; we lost the line. Next year, another faculty member would be leaving us due to negative tenure decision. It is imperative that we hire a replacement to avoid a break in the coverage of some core courses. Despite these challenges, we have a program we can all be proud of. Last year, 15 students participated in a summer abroad in Paris and nearly 10 students did a summer program in Morocco. We are proud of the growth of the majors (56) and near explosion in the number of declared minors (90). Faculty members will continue providing our students an enriching learning experience while engaging in productive professional development initiatives. They will continue to engage in campus-wide activities and events and make visible contribution as needed.

**State of French from a National Perspective:**

According to the most recent MLA enrollment survey (2006 and 2009) the study of French language in America is not in decline. If anything, it is in a fairly good shape and still remains the second most taught language in the world and the third in the U.S. behind Spanish. In the entire US, the French enrollment in 2006 was 206,426, and in 2009, the enrollment was 216,419 (4.8% increase). In the State of South Carolina, the 2006 enrollment was 4565 and 4676 in 2009, representing a modest 2.43% increase. According to the same survey data, the French program at the college of Charleston has every reason to be proud of its accomplishment. A quick glance at the table below explains why.

[http://www.mla.org/cgi-shl/docstudio/docs.pl?flsurvey_results](http://www.mla.org/cgi-shl/docstudio/docs.pl?flsurvey_results)

<table>
<thead>
<tr>
<th>STATE</th>
<th>INSTITUTION</th>
<th>ENROLLMENT</th>
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</thead>
<tbody>
<tr>
<td>S.C.</td>
<td>College of Charleston</td>
<td>1101*</td>
</tr>
<tr>
<td></td>
<td>Clemson</td>
<td>609</td>
</tr>
<tr>
<td></td>
<td>USC</td>
<td>736</td>
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<tr>
<td>Georgia</td>
<td>UGA</td>
<td>894</td>
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<td></td>
<td>Georgia Southern State U.</td>
<td>711</td>
</tr>
<tr>
<td>N.C.</td>
<td>UNC Chapel Hill</td>
<td>1064</td>
</tr>
<tr>
<td>Virginia</td>
<td>University of Virginia</td>
<td>1119</td>
</tr>
</tbody>
</table>
The data above shows that the French program at the College of Charleston is clearly a leader in the undergraduate study of French language in the Southeast. Of all the 36 institutions of higher learning in SC offering French, none comes close. In 2009, the CofC enrollment represented 32.8% of the total SC enrollment in French. The MLA data is not available but our own internal data indicates that from 2009 to 2012, the French enrollment at the College of Charleston has had an appreciable increase: from 1101 (2009) to 2384*. Of the 7 institutions in the four States mentioned above, only the University of Virginia seems to be at par with the College of Charleston. Data for the peer institutions (for French) is not easily available but it is reasonable to assume that their enrollment will not be anywhere close to French enrollment at the College of Charleston.

In terms of the emerging trend, the College of Charleston appears to be ahead of the curve. We switched from the department of French to that of French and Francophone Studies. Many are now doing that. Earlier on, we included the business language in our curriculum. Others are now doing that.

Although it does not offer a major, the Italian program at the College of Charleston is not lagging behind. The Italian enrollment in the US from 2006 (80,752) to 2009 (77368) grew at a modest rate of 3%. In the States we referenced above, the CoFC Italian enrollment of 283 in 2009 not only ranked 3rd behind USC (916 in 2009) and Clemson with (307 in 209) but showed 20.9% increase over the 2006 enrollment. The University of Georgia enrollment was 680 and Chapel Hill 584 in 2009. No other institution in the four States came any closer. Again, the data indicates that the Italian program nation-wide is enjoying a relatively healthy growth. The two programs constituting the Department of French, Francophone and Italian Studies, enjoy an enviable profile in the region.

*The AY 2011-2012 CofC enrollment is 2384. Figure cited by MLA is conceivably for a semester.

The Program

As has been indicated above, the relative dominance in the region of the College of Charleston French program can hardly be disputed even though it is only an undergraduate program. The satisfaction index of our former students seems to correlate with the growth in the major and minor as the table below indicates.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Major</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Spring 2007</td>
<td>47</td>
<td>66</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>47</td>
<td>65</td>
</tr>
<tr>
<td>Fall 2008</td>
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<td>79</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>49</td>
<td>75</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>52</td>
<td>77</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>61</td>
<td>76</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>62</td>
<td>60</td>
</tr>
</tbody>
</table>
Average number of degree awarded (AY 2007 – 2011): 20.7

The Italian program has two minors: minor in Italian and minor in Italian Studies. As indicated last year, the Italian minor enrollment has not exhibited any consistent pattern except that it goes up and comes down although it reached a peak of 14 in 2012. Although the enrollment in the Italian minor has either been holding steady or zigzagging somewhat, (see the Table below) enrollment in the Italian Studies minor has been trending up from 10 in 2009 to 18 in 2010 to 19 in 2011 with an all-time high of 27 in spring 2012.

**Trend in the Italian minor**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>15</td>
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<tr>
<td>Spring 2007</td>
<td>12</td>
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<td>Fall 2008</td>
<td>11</td>
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<td>Spring 2008</td>
<td>11</td>
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<td>Fall 2009</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>11</td>
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<tr>
<td>Fall 2010</td>
<td>10</td>
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<td>Spring 2010</td>
<td>6</td>
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<td>Fall 2011</td>
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<tr>
<td>Spring 2011</td>
<td>9</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>14</td>
</tr>
</tbody>
</table>

The problem highlighted last year regarding the challenge in recruiting qualified Italian adjusts for the elementary level courses still persists. The resultant effect is that the roster faculty cannot be freed to concentrate on building the minor. That said, it must also be mentioned that the department has not actively sought to grow the minor because of its awareness of the reality of the job market already alluded to.

**Mission Statement:**

The department seeks to ensure sufficient knowledge base to build fluency in the major and minor and to enhance the experience of non-majors/minors by providing skills that complement their chosen fields. The department aims at promoting global awareness and cultural literacy through linguistic and cultural immersion abroad, and expanding interdisciplinary collaborations by promoting opportunities to apply language skills to other kindred disciplines in response to job market and changing needs and times.
Program Goals:

To paraphrase a recent MLA report, our goal should be to develop both the linguistic and cultural competence of our students in order to create a less ethnocentric and less patronizing global citizen less ignorant of other cultures. The mission of LCWA is “to prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.” The program goals of FFIS identifies with both the MLA goals and the LCWA mission. The department’s program goals can be summarized as essentially providing students with language skills to cope with the challenges of an increasingly changing landscape.

The Strategic Plan of the College emphasizes the study of languages “as cornerstone of the general education program [and a means of providing] “a strong foundation for globalization efforts.” The plan also calls for “providing students the global and interdisciplinary perspectives necessary to address the social, economic issues of the 21st century.”

The elements of the LCWA’s mission and the College’s Strategic Plan are all embodied in the mission and program goals which we thrive to attain through well-defined strategies:

- Strong undergraduate student-centered language teaching that emphasizes fluency in oral and written communications
- A broadened curricular initiative that encompasses Italy, France, and the Francophone world
- Interdisciplinary collaboration and active participation in FYE
- Focus on Business language courses that interface with the International Business program
- Study Abroad opportunities for majors and minors but required of all majors
- Language and Culture taught in the target language (French)
- High-impact learning experience exemplified in Independent Study, Bachelor’s Essays, Study Abroad, and internships (when possible), and capstone seminar.
- An Assessment instrument that outlines student learning outcomes in specific behavioral terms.
- Faculty involvement in the Global Studies program

Priorities:

The strategies listed above define the program of FFIT and basically reflect our curriculum, understandably more so in the French than in the Italian program. But they are identified priorities the pursuit of which continues to strengthen our programs.

Basic Language instruction: We place high premium on the elementary and intermediate language instruction because it is at this level the foundation is laid. The major areas of focus are class size and IT infrastructure.
• The average class size for French is 19.97 although the number is higher (about 26) in the lower level Italian courses. Even with the aid of technology, a large class size antithetical to the effective study of a foreign language. The goal is to reduce the size to 20 to make for more interaction and better learning environment.

• The absence of or inadequate supply of smart or equipped classrooms drastically work against teaching and learning given that ALL the textbooks used at these levels are web-based. The request is that all teaching at the basic level of instruction be in smart classrooms.

*Upper-level Curriculum Delivery:* The deliberate switch from the department of French to the department of French and Francophone Studies (FFS) and eventually to the department of French, Francophone and Italian Studies (FFIS) means a change of vision and direction. The department is running short of faculty to effectively deliver the curriculum, especially at the upper-level courses. Even in the Italian program without a major, upper-level courses are not offered as needed due to limited qualified personnel.

• Recent loss of a professor and an imminent loss of another means an added pressure on a department apparently operating on a shoestring at the upper-level instruction. The problem of shortage of staff is exacerbated by the reduced teaching load of the roster faculty due to administrative functions in other units outside the department. At the very least, the department needs three faculty lines: 1 for the Italian and 2 for the French (one of which could be a visiting line).

• There is no faculty qualified to teach the 17th century French literature or the Medieval or 16th-century French literature. Professors formally teaching them retired but were not replaced.

*Semester Abroad Experience:* Study abroad is the cornerstone of our program. Unless and until students go to study abroad and in our case, live with host families for an extended length of time and experience cultural immersion first hand, the goal of cultural literacy and global awareness will be hard to attain. Besides, the goal of fluency that is at the core of our mission can hardly be realized in the classroom setting alone. This is why we consider semester abroad an area of high if not critical priority.

• The department now requires study abroad program for its majors. In order to credibly enforce this requirement, the department needs a second site (Avignon) for our students in France. The department is reluctant to accept a situation where students seek alternative options that may not meet our own standards of study abroad experience.

• The Semester Program in La Rochelle (LR) has effectively maxed out. Although the LR infrastructure allows for 10 students for maximum and efficient operation, the department has been sending about 12 students on the average which makes it hard to provide varied enriching opportunities outside the campus. An unsustainable situation happened last year when the department regretfully turned down the applications of about 5 qualified students. *These are motivated students we had all along strongly encouraged to study abroad!*

• To address the program of limited facilities in LR, the department identified a similar program in Avignon where students who could not make LR in the fall could go in winter. Based on the interest generated in the study abroad program, we determined that two programs were
warranted. A proposal has been submitted but no reaction has been received one way or the other. The department would very much request the administration to approve the program in Avignon.

Student Learning Outcomes:

The department measures student outcomes of the major through two basic instruments:

- Oral Proficiency Interview (OPI) which is not required of all majors
- Capstone seminar experience also required of all majors

Inserted below is a) Rubric for Program-Level Learning Outcomes for the French program and b) the department Assessment Template:

Rubric for Program-Level Learning Outcomes:

- Speaking: OPI official score. Administered through LCWA.

- Graduating French Majors speak at the Intermediate-High level or higher on the ACTFL scale. They handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.

- Writing, faculty will use the ACTFL descriptions below on an in-house designed rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. This will be done either in addition to the coursework graded by the professor of the course, or as part of the coursework and grade for the course, with the paper and the grade scanned and filed for reference.

- Cultural Literacy, faculty will use an in-house rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. This will be done either in addition to the coursework graded by the professor of the course, or as part of the coursework and grade for the course, with the paper and the grade scanned and filed for reference.
Graduating French majors demonstrate knowledge of literary and cultural texts at the Advanced-Low level. They interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in understanding the traditions of the cultures. They cite key cultural perspectives and provide support through descriptions of products and practices.

Assessment Template for the department

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed:</th>
</tr>
</thead>
</table>

Please copy completed form into Compliance Assist. Thank You.

Program Name and Type: Major in French, Undergraduate Degree  
Contact information for Program Assessment Coordinator: Shawn Morrison  
Email: morrisonsh  
Phone: 953-4266  
Office address: 325 Jewish Studies Center  
Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates: Dean Cohen

Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)? (Yes) X (No)

Name of the accrediting organization ________________________________

Date of last program review for the accrediting organization __________________________

Date of next program review for reaccreditation __________________________

Program/Department Mission Statement:
The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.

<table>
<thead>
<tr>
<th>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal or Student Learning Outcome</td>
<td>Assessment Method and Performance Expected</td>
</tr>
<tr>
<td>What will students know and be able to do when they complete the program? Attach Curriculum Map.</td>
<td>How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.</td>
</tr>
<tr>
<td>Assessment Results</td>
<td>Assessment Results</td>
</tr>
<tr>
<td>What does the data show?</td>
<td>Who reviewed the findings? What changes were made after reviewing the results?</td>
</tr>
<tr>
<td>Use of Results</td>
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</tr>
</tbody>
</table>
1. Graduating French Majors speak at the Intermediate-High level or higher on the ACTFL scale.

Graduating French majors take the Official OPI test, administered by ACTFL, during their senior year. Their test will be rated by the official raters through LTI, Language Testing International. They will be rated at the Intermediate-High level or above.

2. Graduating French majors write at the Advanced-Mid level on the ACTFL scale (or higher).

Faculty will use the ACTFL proficiency guidelines rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. They will score at the Advanced-Low level or higher.

3. Graduating French majors demonstrate knowledge of literary and cultural texts.

Faculty will use the ACTFL rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year.

4. 

5. 

Additional Outcomes or Comments:

**Narrative Summary: Analysis of Department/Program**
As previously indicated, the reaction of recent graduates is clearly an important indicator of strength lack thereof. Satisfaction index as contained in the supporting data from the Academic Affairs can be summarized thus:

**2010**

- Overall academic experience in the department…..100%
- Satisfaction with major program of study..............100%
- Satisfaction with instruction in the major..............98.3%

**2011**

- Overall academic experience in the department…..100%
- Satisfaction with major program of study..............92%
- Satisfaction with instruction in the major..............97.7%

**Success in Meeting Departmental Goals:**

A measure of our success in meeting our goals is the satisfaction index as stated above. By and large, our recent graduates think that their educational experience in the department as well as the instruction received in their courses was positive. Beyond that, there are other measures:

- All our majors are now required to do a semester program abroad. Non-majors are also craving to study abroad which indicates that the courses we offer appear meaningful to them and foster their curiosity to want know more.
- Every graduating major (basically all La Rochelle alumni) is required to participate in the Oral Proficiency Interview
- Every graduating senior is required to take a capstone seminar course.
- There is sustained progress in the number students declaring French as their major
- There is a strong and steady increase in the number of students declaring French as their minor
- Courses are taught in the target language and in the upper-level courses, student-student and instructor-instructor interaction is now the norm.

**New course development/Courses Streamlined:**

- C-Courses: The 1 credit hour conversation courses (C-Courses) are being revamped and an online text being developed to add needed web-based component to the course. A faculty member is working with Greatriver, a Digital Publishing Company for this project.
- FREN 491: Topics in Contemporary French and Francophone Cultures. The new course developed to address the curricular need for cultural studies
- FREN 313/314: French 313 is added to FREN 314 as two gateway core requirements for the Minor to inject more rigors in the program.
• FREN 363 added as one of the electives for the minor/major to provide additional choices for students and this led to a reconfiguration of 300-level electives for the major/minor.

**Distance Education (DE):**

The department has have been doing some kind of a hybrid model of DE. The faculty director of the La Rochelle program for example, teaches a portion his course face-to-face in La Rochelle, and continues on-line when he gets back to campus. The web-based textbooks currently in use provide opportunity to have students do group work online as perhaps a prelude to an eventual DE model. However, last spring, a faculty member attended a DE workshop in preparation for an online summer teaching. The jury is still out on this pilot measure. The outcome will be addressed in next year’s Annual Report.

**Interdisciplinary Collaborative Initiatives:**

• BLFR: Business Language French minor: A new minor essentially targeting international business students needing language skills to enhance their competitiveness in the job market.

• GLTR: A new minor developed in collaboration with the International Business program specifically for language students interested in basic international business and economic courses to broaden their knowledge base and hone their competitive edge.

**Enrollment Information (trend, class size, SCH, and instructional cost):**

As has been noted elsewhere, the French language and culture enjoys a healthy enrollment that far surpasses that of many other colleges and universities in the region and beyond, including of course its peer aspirated institutions. In terms of other metrics like average class size, number of students taught by faculty type, credit hour production, the department is on sound ground.

During the last 5 years (2008 to 2012), enrollment in the department held steady the first two years, went up the third year, and has been trending up since then: 1143 (2008), 1146 (2009), 1353 (2010), 1235 (2011), 1238. Over the same period, average enrollment per class has remained at 19.97 with the highest numbers recorded at the basic and intermediate instruction. The average enrollment per class compares favorably with other language units within the department. The enrollment per class is understandably a little higher in Classics (24.77) given that they offer some of core courses in English, but in the Hispanic Studies, the number is 20.67 which is not far removed from our number . In the German and Slavic Studies where some courses are also taught in English, the average enrollment per class is 16.75, quite below our average.

In terms of distribution of enrollment per faculty, our curriculum is delivered by 69.2% of our roster faculty, the highest in the school besides the Jewish Studies program. Correspondingly, our adjunct usage is the lowest in the school outside the Jewish Studies. The low adjunct utilization appears to explain in part the strength of our program since roster faculty members are as equally involved in the lower-level as in upper-level instruction.

From fall 2010 to spring 2012, the student credit hour (SCH) produced has relatively remained stable (7533 in AY 2010-2011 and 7407 in AY 2011-2012) although there is a slight drop of SCH this past year.
But overall, from 2007 to 2011, the SCH remained either steady or slightly on the increase. In terms of direct instructional expenditure, the department’s average expenditure of $167.00 per SCH is not only in line with Classics with less number of roster faculty, but also lowers than German and Slavic Studies with even lower number of roster faculty. Both the cost per SCH as well as the average cost of instruction per FTE student of $4.98 is also lower than that of Classics and German & Slavic Studies.

**Teaching Workload:**

The workload in French has not significantly changed from what it was previously. The bulk of instruction is still taught by the roster faculty (69.2%) and adjunct dependency remains relatively low at 30.8% but the loss of a line coupled with a previous loss that was not replaced means that the workload is going to be under some strain. Another factor in the faculty workload is the involvement of our faculty in assignments outside the department. This may be an area of potential challenge in the immediate future unless there are hires at least at the visiting level to address the issue. In the Italian program, workload is an issue. The average class size is usually 26 at the basic and intermediate instruction and sometimes, the roster faculty teaches additional classes in order to cover listed courses or classes created at the last minute to meet demands. A staff request has already been made to the dean. Below is additional workload information:

- **Tenured and tenure-track faculty:** The teaching load is normally 3-3 meaning 6 courses annually. During the period under review, variations in the teaching load was inevitable because a) a faculty member directing the M.Ed. in Language program taught 3 -2 or 5 courses; b) a faculty member serving as associate dean taught 2-2 or 4 courses for the department; and c) a faculty member directing the semester abroad program taught 5 courses including an express course taught in the spring.

- **Instructors and senior instructors:** As is the practice on campus, the instructors and senior instructors teach 8 hours annually. In our own case however, a faculty member with an administrative duty as director of Student Learning Center normally teaches 3-2 or 5 hours annually. A senior instructor was on a 3-3 course load due to a new administrative assignment with the WGST program.

- **Adjunct faculty:** Last year as in the year before, 6 adjunct faculty members—4 in French and 2 in Italian—taught in the department. The 4 adjunct faculties in French taught a total of 18 hours for the year. Adjunct utilization in French stays at 30% but in Italian, it is 50%. This definitely underscores the importance of a change in the staffing structure especially as the program appears to be growing.
**Instructional Contribution to other programs/departments:**

As in the previous year, the department is heavily invested in programs outside the department.

**FYE**

The following faculty member participated in the First Year Seminar (FYE) last year:

- Dr. Lisa Signori taught FREN 101 with Dr. Bill O of the History department for the Learning community last fall.
- In the previous year, Dr. Morrison and Dr. John Walsh both taught the FYE

**COMPLIT**

- Dr. Martine Hiers developed and taught a highly demanding Com Lit course....
- Dr. Hiers is Director of the Com Lit. program

**WGST**

- Dr. Alison Smith is the Associate Director of the Women's and Gender Studies Program
- Dr. Alison Smith taught WGST 200 last fall

**EDFS**

- Dr. Morrison taught EDFS 456: 3 credit method's course last fall
- Dr. Morrison taught EDFS 460: 12 credit student teaching course last spring.

**TEDU**

- FREN 341: Phonetics and Advanced Language Study
- FREN 342: Advanced Grammar

(Although taught with French rubrics, above courses are required for Teacher Education certification in French and are therefore the department’s contribution to the Teacher Education program)

**M.ED. IN LANGUAGES**

- Dr. Robyn Holman heads the interdisciplinary M.Ed. in Education program
- Dr. Holman and Dr. Morrison served in Student Exit Committee for the M.Ed. program

**SNAP**

- Dr. Alison Smith taught two sections of SNAP course in French but counseled faculty of other languages on SNAP issues
- Dr. Alison as in previous years collaborated with the Center for Student Disabilities for coordinated activities in behalf of SNAP students.
Collaboration with Faculty of other Discipline:

- **Overseas Internship**: Discussions with Dr. David Desplaces of the School of Business to explore internship links in France leveraging his contacts.

- **Global Scholars’ program**: FFS faculty were involved in language testing and mentoring Global Scholars (which on occasion includes faculty members)

- **Versailles Screening Committee**: Department participates in the screening of candidates for a teaching assignment at the University of Versailles in France. Members include Bill Olejniczak, Amy McCandless, and Trish Ward.

- **Global Trade minor**: Collaborated with Dr. Renée Mueller in developing a new minor in Global Trade specifically for language majors.

- **Convocation Conservation**: Four of our faculty members (Alison Smith, Viviane Békrou, Lisa Signori, and John Walsh) participated in this activity.

Outreach Activities and Events:

- **Sponsored Lecture**: Collaborated with the Alliance Française of Charleston to sponsor a lecture by Rohlhac Toledano, author of *Cory: Fragrance, Power and Mondy*.

- **International Poetry Evening**: Organized by Dr. Attafi and Dr. Maggiari in behalf of the department. Poems of Jacques Prévert and Léopold Sédar Senghor featured as well as a variety of other poems, dances, and songs. Attended by College faculty and students as well as community members.

- **Molière Monologue**: Department sponsored lively and highly interactive performance on Molière’s Plays by Tim Mooney. Attended by faculty, students and community members especially, of the Alliance Française.

- **Co-sponsored Lecture**: With the department of Philosophy for the visit and lecture of Dr. Robert Zaretsky on “From Edingburg to Algiers: Hume and Camus on philosophical modesty.”

- **For the Moroccan Children**: Leadership of Dr. Attafi inspired the Alliance Française of Charleston to organize a successful fundraising event to purchase supplies for poor school children in Morocco to be delivered by cofc students on summer program in Morocco.

- **Alliance Française Film Festival**: Faculty member guest speaker at the Alliance Française Film Festival “la tête en friche.”

Student Accomplishments & Scholarships:
Students Accomplishments

<table>
<thead>
<tr>
<th>Name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Williams</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Haley Zdybel</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Daniel Fuerst</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Alexa Borghi</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Adam Dexter</td>
<td>Department Honors Award. Completed a Bachelor’s Essay.</td>
</tr>
<tr>
<td>Daniel Fuerst</td>
<td>French Club Award</td>
</tr>
<tr>
<td>Eliza Morrison</td>
<td>Service Award</td>
</tr>
<tr>
<td>Thomas Pavia</td>
<td>Outstanding Student Award (Italian)</td>
</tr>
</tbody>
</table>

*Adam Dexter attended a national academic conference in N.Y. and presented a juried scholarly paper

*Special Award: Language and International Business Award: Alexi Borghi

*Intermediate Language Achievement Award:

Certificates of recognition presented to over 30 highly performing students at the French & Italian intermediate levels.

Scholarship Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Scholarship</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peri Hipps</td>
<td>Stephanie Sheffield</td>
<td>$3300.00</td>
</tr>
<tr>
<td>Maria Tsolias</td>
<td>Stephanie Sheffield</td>
<td>$3300.00</td>
</tr>
<tr>
<td>Michelle Robles</td>
<td>Beatrice Stiglitz</td>
<td>$1400.00</td>
</tr>
<tr>
<td>Alicia Petit</td>
<td>Huguenot</td>
<td>$3100.00</td>
</tr>
<tr>
<td>Sivanna Liguori</td>
<td>Kathleen Hudson Rivers</td>
<td>$1200.00</td>
</tr>
</tbody>
</table>

Diversity among Faculty:

As indicated in last year’s report, the department does not seem to have any problem of diversity among faculty. In fact, diversity seems to define the character of the department hence our commitment to attracting highly qualified faculty at all levels. In 2011-2012, the department had 15 women and 6 men. The 21 faculty members in the department represent seven different nationalities and include one black female of African descent, a black male of African descent, and a male of North African origin. Our strength derives from our capacity to attract and nurture diversity of thoughts, orientation, outlook, temperament, and national origin. Diversity is also reflected in the nature of our research and professional development efforts.

One issue which could potentially threaten our commitment to diversity is the denial of tenure of the only black female member of the faculty. The denial itself will not undermine our commitment to diversity if we hire a qualified replacement of more or less similar profile.
Summary Analysis of Research and Professional Development:

As indicated in the executive summary, a number of our faculties are fairly active in research and professional development. Certainly newer faculties are understandably more productive research-wise. Two books were completed last year and one book (a novel) published. One of the books completed is awaiting publication by a University Press. Four other book-length projects are in progress and one nearing completion. At least 9 articles have been published some of them in reputable refereed journals. A number of other scholarly articles are in progress. There are also quite a few other writings undertaken including encyclopedia entries, etc. Two of the faculty members in the department have interest in creative writing. Faculty members attended conferences and workshops, some local, some regional, and a few national or international and basically in each case, they presented scholarly papers.

Weakness: The weakness is that with few exceptions, quite a few faculty members are not engaging in academic research that could lead to serious publications. Some attend less conferences and request less R&D money out of deference to the younger faculty who need the funds the most. But there are those who genuinely would like to be evaluated based on their teaching and service rather than on research.

Summary Analysis of Service:

Records will show that our faculties are very active in service at different levels. In fact some our faculty members stretch themselves thin in their involvement in service. Basically every colleague is involved in the departmental governance structure although some more so than the others. Most of the faculty department-related service are student-centered—recruiting for and directing the French House, directing the French Club, supervising TA’s teaching C-courses, advising students wanting to study abroad, evaluating transcripts for courses taken abroad, evaluating courses to be taken elsewhere, directing independent projects, advising students on career options, and the list goes on. At the college level, a few serve in the faculty standing committees. Despite appearance to the contrary, those who do not serve may not have been selected to serve when they apply. (Preference is usually given to newer faculty). Faculty members are either organizing international conferences or sponsoring one community event or the other or hosting invited guest speakers. Some are members of one screening committee or the other. We have faculty members directing programs and engaged in service activities related to those programs and beyond. At least two faculty members periodically engage in the time-consuming Film Festival. We have faculty playing leadership role in national organizations and we have a colleague who routinely participates in Alternative Spring Break activity outside the country. Last year, this faculty member took students to Costa Rica; the previous year it was to another Latin American country.

Weakness: The only weakness I can detect is that there are one or two faculty members who are not as active in service as the others. The only other thing is that in general, few faculties in this department enjoy high visible/high profile role in the Senate although that will change as newer faculty members get tenured.
Faculty Productivity

A. Research and Professional Development

Books
- *Free and French in the Caribbean: Toussaint Louverture, Aimé Césaire and Narratives of Loyal Opposition*, will be published by Indiana University Press (IUP) in February 2013. (Dr. John Walsh)
- *La fortezza di cristallo*. Published by the Alpine Studio in Lecco (Mi) and was commissioned by the publisher. (Dr. Massimo Maggiari)

In Progress
- *Coming of Age with an Ak-47: Child Soldiers in Literature and Film*. (Dr. John Walsh)
- *Collected Works of Toussaint Louverture*. Editor and contributor with Nick Nesbit, Laurent Dubois, and Deborah Jenson. (Dr. John Walsh)
- *Harsh Spectacle: The Mafia in Italian and American Cinema*. Completed two chapters in an on-going book project. (Dr. Giovanna DeLuca)
- D.A.F. Sade: New Approaches on the Bicentennial of his Death. Editor and contributor with Kate Parker (Norbert Scippa)

Journal Articles in refereed journals
- “Vers une revitalization du film africain par les téléfimls des cinéastes femmes amateurs” accepted for publication by Nouvelles Etudes Framcophones, 2011. (Viviane Békrou)
- “Mirrors in the Text in Amélie Nothomb’s *Mercure.*” Accepted for publication by *Studies in 20th & 20st. Century Literature* (Lisa Signori)
- “Quilts, Coverlets, and Customs, as Depicted in Old French Texts,” has been accepted for publication by The South Carolina Modern Language Journal. (Dr. Robyn Holman)
- “Césaire Reads Louverture: The Haitian Revolution and the Problem of Departmentalization.” *Small Axe* (Marsh 2011) A peer-reviewed journal on Caribbean literature. (Dr. John Walsh)
- “Toussaint’s Mémoire” (an earlier version of the chapter in the book) appeared in the latest volume of the *Journal of Haitian Studies (JHS 17.1)* (Dr. John Walsh)
- "Toussaint Louverture at a Crossroads: The Mémoire of the First Soldier of the Republic of Saint-Domingue". *Journal of Haitian Studies, 17* (1). (Dr. John Walsh)
- “From Western to Gangster: The Evolution of a Genre” Published last May by *Le Tribun International des Langues Vivantes*, a French journal. (Dr. Giovanna DeLuca)
- “Mediterraneanism and Ironic Postmodern Nostalgia in Sergio Rubini’s Puglia” Accepted for publication by the peer-reviewed *Journal of Italian Cinema and Media Studies* and the publication is forthcoming. (Dr. Giovanna DeLuca)
• “Seeing Anew: Children in Italian Cinema, 1944 to the Present” will appear in a forthcoming The Italian Cinema Book. (Dr. Giovanna DeLuca)

• “Sufism in Cette aveugle absence de lumière” Accepted for publication in Nouvelle Etudes Francophones, a peer reviewed journal. (Dr. Abdellatif Attafi)

Conference Presentations

• Chaired a session, “Birth of a Nation,” at the conference of the Society for French Historical Studies. Charleston, South Carolina: Spring 2011. (Dr. Robyn Holman)

• South Carolina Foreign Language Teachers Association Annual Conference, "NCATE Assessment Results: Now What?" South Carolina Foreign Language Teachers' Association, Columbia, SC. (February 2012). (Dr. Shawn Morrison)


• The annual American Associates of Teachers of Italian (AATI) conference held in Erice, Sicily. (Dr. Giovanna DeLuca)

• The Canadian Society of Italian Studies conference in Venice. (Dr. Giovanna DeLuca)

• An invited speaker at the University of Bologna (title of the lecture: “La mafia secondo il cinema americano” and Université Paris Ouest, Nanterre La Defense (Paris). (Dr. Giovanna DeLuca)

• An invited speaker at the annual International Women’s Forum of Bologna where you gave a lecture entitled “Mafia in the Movies: Stars and Martyrs.” (Dr. Giovanna DeLuca)

Other Publications/Achievements

• “Official program reviewer for ACTFL/NCATE. (Lead Reviewer each fall and spring for 2 – 3 national program assessments for the National Council for the Accreditation of Teacher Education. (Dr. Shawn Morrison)

• Consultant for ACTFL for the Professional Teaching Assessment Project. (Spring) (Aligned ACTFL/NCATE Standards with new Rubrics for PTA) (Dr. Shawn Morrison)

• NCATE Board of Program Reviewers (Dr. Shawn Morrison)

• Committee member, College-Wide Assessment Committee (Dr. Shawn Morrison)

• Presenter at the South Carolina Foreign Language Teacher Association’s Annual Conference. “NCATE Assessment Results: Now What?” (Dr. Shawn Morrison)

• Edwidge Danticat’s Create Dangerously: The Immigrant Artist at Work, to the PMLA. (Dr. John Walsh)

• “The Artist and her Ghosts,” which includes analysis of Danticat’s debt to Albert Camus

• Essay on the Congolese novelist, Alain Mabanckou, will appear in Francophone Afropean Literatures, edited by Dominic Thomas and Nicki Hitchcott, and published by Liverpool University Press. (Dr. John Walsh)

• Essay on Toussaint’s Mémoire (an earlier version of the chapter in the book) appeared in the latest volume of the Journal of Haitian Studies (JHS 17.1) (Dr. John Walsh)

• Attended technology training sessions and done tutorials here on campus on Windows 2010, Power Point 2010, and OAKS (Dr. Allison Smith)

• Attended a language instruction workshop offered by Pearson publishing company in the Charleston area. (Dr. Allison Smith)
• Presented and introduced the film *The Diving Bell and the Butterfly* (*Le scaphandre et le papillon*) and led the question and answer session following the film.  *(Dr. Allison Smith)*

• Served as a reviewer for the journal *Frontiers: A Journal of Women Studies*, a publication of Arizona State University. *(Dr. Allison Smith)*

• Invited Manuscript Reviewer or Referee, "Mosaic," University of Manitoba, Canada. (February 2011 - December 2012). *(Dr. Lisa Signori)*


• “Dubrovnik, A Medieval Crossroad” is scheduled to appear in volume 44 (2011) of the *Journal of Croatian Studies*. *(Dr. Anna Ballinger)*

• “Dubrovnik, A Medieval Crossroad” is scheduled to appear in volume 44 (2011) of the *Journal of Croatian Studies*. *A collection of articles on George Deem for publication and are awaiting response.* *(Dr. Anna Ballinger)*

• “Taste and Smell in the Works of Marquis de Sade.” *(Dr. Norbert Sclippa)*

• “Les Vies de Sade”, for the Eighteenth-Century Fiction and reviewed another article, “Renouncing the Taboo Mother in Sade’s Juliette”. *(Dr. Norbert Sclippa)*

• Contributing to the Encyclopedia of Cultural Anthropology of Africa with two entries of 1000 words each on the Berbers (now accepted ) and another one on the Rif Wars of 1920 (still under review). Dr. Attafi work on the theme of immigration in Ben Jelloun’s work is on-going. *(Dr. Abdellatif Attafi)*

• Participated in one-week intensive Technology Workshop to learn Distance Education *(Dr. Godwin Uwah)*

**Grants Received**

• *From the* Global Scholas Program, College of Charleston, awarded $2,000.00 to work on an article. *(May 2011 - June 2011). (Dr. Lisa Signori)*

• *From the* Faculty R&D, College of Charleston, awarded $500.00 to work on an article. *(Dr. Lisa Signori)*

• From LCWA, College of Charleston, awarded $1,000.00 for summer research. *(Dr. John Walsh)*

• From Department R&D, College of Charleston, awarded $1500.00 for summer research. *(Dr. John Walsh)*

**B. Service**

• **Department**

• Member, Department Advisory Committee and Departmental Assessment Committee *(Dr. Robyn Holman)*

• Chair, Department’s Research and Development Committee *(Dr. Robyn Holman)*

• Advisor for French majors *(Dr. Shawn Morrison)*

• Advisor for students seeking teaching certification in foreign languages *(Dr. Shawn Morrison)*

• Advisor, National French Honor Society *(Dr. Shawn Morrison)*
• Sole writer of report on Foreign Language Education program for NCATE for the College of Charleston (Dr. Shawn Morrison)
• Coordinator, 100-Level French courses, French Department (Dr. Shawn Morrison)
• Curriculum Committee, French, Francophone & Italian Studies Department (Dr. Shawn Morrison)
• A review of a proposal from Focus Publishing making recommendations for a new intermediate level textbook in Francophone Studies (Dr. John Walsh)
• Developed a cultural studies course: Topics in Contemporary French and Francophone Cultures /FREN 491 (Dr. Godwin Uwah)
• Coordinating the intermediate French courses and assisting in the use of the web-based text. (Dr. Abdellatif Attafi)
• Co-chaired the group that worked on requiring study abroad of our majors. (Dr. Abdellatif Attafi)
• Faculty advisor for students studying in France or any other French-speaking country (Dr. Abdellatif Attafi)

• College
• Program Director, M.Ed. in Languages (Annual report to follow) (Dr. Robyn Holman)
• Member, Graduate Council (Dr. Robyn Holman)
• Member, Interdisciplinary Linguistics Minor Committee (Dr. Robyn Holman)
• Served on three faculty panels for promotion/tenure/instructor review in the Department of Hispanic Studies (included writing evaluative letters) (Fall 2011) (Dr. Robyn Holman)
• Chair, exit (=portfolio evaluation) committee for 6 graduate students (Dr. Robyn Holman)
• Advised approximately 35 graduate students (Dr. Robyn Holman)
• Supervised a graduate assistant (Dr. Robyn Holman)
• Committee Member, College-Wide Assessment Committee (Dr. Shawn Morrison)
• Department of German and Slavic Studies Member (Dr. Shawn Morrison)
• Assessment committee for SACS, Department of FFIS.
• Faculty Sponsor (Dr. Shawn Morrison)
• French Honor Society organize and facilitate initiation ceremony (Dr. Shawn Morrison)
• Senior Instructor Review (Dr. Shawn Morrison)
• Serving in the Committee on General Education Committee (Dr. John Walsh)
• Attended College wide functions like Convocation and Commencement ceremonies. (Dr. John Walsh)
• Serve in the working group chaired by Simon Lewis for hosting of the African Literature Association meeting in Charleston next year. (Dr. John Walsh)
• Offer mentoring and guidance to the Spanish adjunct (Alison Zaubi) taking over the Spanish SNAP courses College (Dr. Allison Smith)
• Coordinator of the Conversation courses (C-Courses) (Dr. John Walsh)
• Training French colleague to teach the 101-102 French SNAP courses as needed. (Dr. Allison Smith)
• ILSA Small Grants Committee (those who serve on the committee are known for “excellence in teaching” (Dr. Allison Smith)
• Women’s and Gender Studies executive committee (Dr. Allison Smith)
• Enhance expertise in the field of learning disabilities. (Dr. Allison Smith)
Informally mentor faculty in areas of pedagogy, observing classes and offering suggestions should they request that I do so. (Dr. Allison Smith)

Helped to organize a lecture co-sponsored by the English Department of a renowned Italian writer and journalist, Andréa di Robilant. (Dr. Giovanna De Luca)

Advise International Business students with French option (Dr. Godwin Uwah)

Director of Language and International Business Program (Dr. Godwin Uwah)

Contact person/Advisor for students going to Strasbourg Business School (Dr. Godwin Uwah)

Developed Business Language Minor (BLFR) (Dr. Godwin Uwah)

Collaborated with International Business to develop Global Trade minor (Dr. Godwin Uwah)

Member, screening committee for selection of Versailles Teaching Assistants (Dr. Godwin Uwah)

Constantly reviewing and evaluating Transfer Credits for the Admissions and Registrar’s Office (Dr. Godwin Uwah)

Leadership in coordinating LCWA activities such as Selections for the Awards Ceremony (Dr. Godwin Uwah)

French Club, Student Org Advisor (Non-Professional Org), Other. Advise the activities of the French Club. (Dr. Lisa Signori)

Bachelor's Essay Advisor. (Dr. Lisa Signori)

Comparative Literature Steering Committee, Committee Member. (Dr. Lisa Signori)

International Studies Committee, Committee Member, Member. (Dr. Lisa Signori)

Serving on the Library, Committee. (Dr. Lisa Signori)

Faculty Senate, Faculty Senate Service, Member. (Dr. Lisa Signori)

Convocation Conservation, Faculty Volunteer. (Dr. Lisa Signori)

Directing the Comparative Literature Program. (Dr. Martine Cuvillier-Hiers)

CPLT Study Abroad for summer 2011, other. (Dr. Martine Cuvillier-Hiers)

Alliance Française de Charleston, Liaison. (Prof. Bridgette Codron)

Planning of Foreign Languages Final Exam Reviews, Director FLTL. (Prof. Bridgette Codron)

Alliance Française de Charleston, Secretary-Book Club. (Prof. Bridgette Codron)

Alliance Française de Charleston, Webmaster. Wrote a web page for AF site (Prof. Bridgette Codron)

Director of the French House. (August 2007 - Present). Recruiting residents of the French house and co-organizing cultural events pertaining to the house. (Ms. Viviane Bekrou)

Serve on the Faculty Curriculum Committee (Dr. Anna Ballinger)

Serve in the department R&D committee and the Advisory Committee. (Dr. Norbert Sclippa)

Last Spring, served as a replacement advisor for students wishing to study abroad (Dr. Norbert Sclippa)

Serve as editor of “Congress Sad,” an online journal. (Dr. Norbert Sclippa)

Served as a SURF evaluator for the School of Languages, Cultures and World Affairs and the department Library liaison. (Dr. Norbert Sclippa)

Member of the department advisory committee (Dr. Abdellatif Attafi)

Community

Organized three well-attended Italian cultural events in Charleston. (Dr. Massimo Miggiari)

Co-organized a World Poetry event at the Alumni Hall with a colleague where poems from different parts of the world were read in different languages. (Dr. Massimo Miggiari)
- **National/Regional**
  - Organizer and host of the American Association of Italian Studies (AAIS) annual conference for the year 2012. *(Dr. Giovanna DeLuca)*
  - Organized “Cinema Italiano: Southern Perspectives” last year which involved securing the support of several key outside sponsors. *(Dr. Giovanna DeLuca)*
  - Participated in the Alternative Break projects, which took me and a group of ten students to an agriculturally sustainable organic farm in Costa Rica spring (2012). *(Dr. Allison Smith)*
  - Participated in the Alternative Break projects, which took me and a group of ten students to an agriculturally sustainable organic farm in Costa Rica spring (2012). *(Dr. Allison Smith)*
  - Igbo Interpreter for Telelanguage (paid consulting) *(Godwin Uwah)*
IV. Plans for the next three years:
- A fully functioning second study abroad program in France, preferably in Avignon.
- Overseas internship program for our majors and minors
- Teaching all basic and intermediate courses in fully equipped smart classroom
- Develop one additional Cultural Studies courses
- Assume regional leadership role based on our strength
- Hire a person of *international stature* for the Francophone African literatures and cultures
- Work with International Studies and African American Studies programs to explore creative collaborative projects
- Offer a literary and/or cultural (or hybrid) course in *English* for wider campus audience
- Hire two faculty members preferably on visiting lines one for Italian and one for French.

Resources Required:
- For a semester program in France (Avignon), all that is required is the approval of the program. Usually, program is basically revenue neutral unless we open it up to students from other schools.
- The hire for a professor of stature for the Francophone African literature and cultures will come from an existing line. (From a professor who’s denied tenure).
- Hiring for the Italian program and for French is about overdue. The resource required is that of two visiting lines.
- Resources for converting ordinary rooms to smart rooms should come from the IT budget. Presumably IT is aware of this problem.
- Other priorities do not require any additional resources other than ‘faculty time.”

Concluding Remarks

The main challenge facing the department at this time is triple: a second study abroad program in France; enough smart classrooms, and additional lines to effectively deliver the curriculum. Of course there is the question of hiring a well-qualified and suitable person to replace the faculty member denied tenure. The issue of a second semester program in La Rochelle is important because we have required semester abroad for our majors. If these three priorities are addressed, the department will be in a better position to handle other issues attendant to a unit of our size.