

Department of French Studies—Strategic Plan 2011-2020

Mission

The mission of the Department of French Studies is to create a research and learning environment in which undergraduate students, graduate students, and faculty can achieve excellence. The department teaches and studies French and Francophone language, literature, culture, and society in a broad sense: spoken and written communication; the history, meaning, and significance of French and Francophone literature, language, culture, and linguistic communities; the history meaning, and significance of French and Francophone intellectual, philosophical, and theoretical traditions, especially insofar as these form foundations for several disciplines in the humanities and social sciences; the history, legacy, and transformations of French colonialism and neocolonialism throughout the world, including the Caribbean and Louisiana. The department guides students and faculty toward outstanding career achievements, meaningful impact on communities, and lifelong enrichment, while serving Louisiana and the nation by working for the preservation and development of the state's unique Francophone heritage.

Vision

The department will retain and enhance its standing as one of the nation's leaders in research productivity in French Studies. It will work toward improving the national prominence of its already highly ranked graduate program. It will maintain and continue to develop, through pedagogical innovation and special opportunities for students, its successful undergraduate program, which is among the largest in the United States.

Values

- Academic Excellence
- Academic Integrity
- Academic Freedom
- Methodological, Theoretical, and Disciplinary Pluralism
- Professionalism
- Cooperation and Service to Communities
- Social Commitment

Goals

1. *Discovery Goal:* To support research productivity and scholarly activity at a level commensurate with our department's status as an LSU Foundation of Excellence and a program ranked highly in the National Research Council's Survey of US Doctoral Programs; to maintain or elevate our Research Activity Dimension ranking in the next NRC survey (current ranking: 12th among all US universities and 2nd among US public universities).

Performance indicators:

- *Publications (single-authored books, articles in refereed journals, scholarly editions of primary literary and cultural texts, edited books, journals, and essay collections, translations, etc.)
- *Invited lectures, conference presentations, colloquia participation
- *Conference papers presented and panels organized
- *Grants, fellowships, honors, and awards
- *Evidence of national and international significance of work (citations, membership on editorial board, invitations to serve as referee or reviewer for tenure and promotion, program review, manuscript submissions, etc.)
- *Number of grant proposals submitted/awarded
- *Amount of grant proposals submitted/awarded
- *Fundraising from private donors to support the department's research mission
- *Journals (including electronic) sponsored by the DFS or edited by DFS faculty
- *Amount of funding available for travel to conferences and other universities

Strategies:

- *Hire at least three new faculty members with already well-established national and international reputations as scholars and with promise for long-term research productivity
- *Monitor performance indicators annually to see whether there are trends over time that should be of concern
- *Create faculty group to identify funding opportunities and/or to write grant proposals
- *Update website to better advertise faculty accomplishments; ensure full participation in the College of Humanities and Social Science's Faculty Bookshelf (publicity webpage)
- *Train faculty to take full advantage of advances in research methods made possible by 21st century technology
- *Provide new computer equipment and upgrades in a timely manner
- *Continue support for and development of the department-sponsored electronic journal *mondesfrancophones.com*
- *Provide incentives for grant writing and for service to the profession
- *Invite major figures in the field to lecture at LSU

*Explore the possibility of an LSU Press book series in French Studies (perhaps a series for “Emerging Scholars,” which would consider for publication the best revised dissertations produced in the field)

*Restore funding for international travel; increase total funding amount available for faculty travel

2. *Learning Goal:* Continue to provide and expand an undergraduate and graduate curriculum that advances students’ understanding of the French and Francophone world in a wide range of cultures, historical periods, and intellectual, social, artistic, and linguistic contexts—in order to prepare them for successful lives and careers in an increasingly interconnected and globalized world.

a. To maintain and strengthen the largest and one of the most successful undergraduate programs in French in the United States, by developing opportunities for French language acquisition and opportunities for critical thinking among undergraduates.

Performance indicators:

*Evidence of language proficiency and critical thinking skills (as ascertained by assessment including exit exams) in written and multi-media work in DFS courses.

*Increased participation in ASPIRE (Arts & Sciences Program in Research)

*Low class size for skills-based, written, and research courses

*Number of students enrolled in DFS courses

*Number of DFS majors, minors, and other interested students

*Retention and graduation rates of French majors

*Number student scholarships and awards; total annual funding of scholarships and awards

*Number of undergraduate courses offered

*Number of distinct undergraduate courses offered (diversification of curriculum)

*Number of BA degree graduates

*Time to degree for French BA graduates

*Increased SCH/FTE ratio.

*Fundraising from private donors to support the undergraduate program

*Enrollment maximum limits per section for language acquisition courses

Strategies:

*Organize pedagogical workshops for DFS faculty to explore new methods of language acquisition pedagogy and techniques for teaching topics in literatures and cultures.

- *Increase participation in campus-wide initiatives, such as CxC
- *Maintain adequate faculty to keep classes small in order to fully enhance student learning and outcomes
- *Increase number of students enrolled in DFS courses
- *Intensify student recruitment efforts
- *Maintain and continue to develop French 4003, the capstone seminar for majors
- *Continue to redesign the language acquisition curriculum and maintain faculty pedagogical expertise
- *Increase use of technology for instruction
- *Decrease enrollment maximum limits for language acquisition courses
- *Institute an Exit Survey to be given to all undergraduates upon graduation
- *Improve Student Learning Outcome assessment procedures
- *To retain excellent staff through increases in salary

b. To maintain and develop opportunities for interdisciplinary learning and for learning outside the classroom, including alternative pedagogical experiences

Performance indicators:

- *Number of Study Abroad opportunities, including DFS-based programs in the Ubaye Valley and in Paris; number of programs and number of participants
- *Number of participants in semester and year-long study abroad
- *Number of student concentrations emphasizing interdisciplinarity (such as International Business and International Studies) which require courses in other departments and colleges
- *Number of applicants for (and participants in) the French Government's Teaching Assistantship in France Program (post-BA assistantships to teach English in France)
- *Number of interdisciplinary course offerings
- *Number of courses taught by DFS faculty for other units (e.g., WGS, Honors, Comparative Literature, etc.)
- *Number of courses offered that do not require knowledge of French (e.g., "French Film," "French Classics in Translation"); number of students enrolled in such courses.

Strategies:

- *Maintain and seek to increase University and College support for faculty development
- *Maintain and seek to increase University and College support to expand curriculum
- *Maintain and develop community connections to support DFS (e.g. Friends of French Studies and other private funding for student scholarships, awards and special extra-curricular events, projects, and activities)
- *Continue to support and develop extra-curricular events and projects that create a sense of community among students, such as the annual fashion show, fine arts cabaret, literary magazine, dramatic productions, etc.
- *Increase use of e-mailing list to keep French majors and minors aware of and engaged in departmental activities and opportunities

- *Exploration of unique Louisiana languages and cultures in a French context (e.g. Cajun and Creole)
- *Reinstitute French Immersion Residence Hall or develop some other opportunity for intensive French Immersion on the LSU campus
- *Develop a semester or full year abroad LSU program based in Paris
- * Fundraising from private donors to support interdisciplinary, extra-curricular, and alternative pedagogy

c. To maintain and develop a highly successful graduate program (PhD and MA) with a national reputation for excellence.

Performance indicators:

- *Total number of PhD/MA students
- *Number of PhD/MA degrees awarded per year
- *GRE scores/GPA for entering PhD/MA students
- *Number and amount of Graduate Assistantships/Fellowships Awarded
- *Number and amount of awards, scholarships, and prizes awarded to graduate students
- *Ranking in NRC Survey of US Doctoral Programs
- *Semester credit hours (SCH) generated per academic year by graduate courses
- *Job or academic placement of PhD/MA graduates
- *Number of conference papers presented by graduate students per year
- *Number of publications by graduate students per year
- *External grants applied for/won by graduate students
- *Number of graduate courses offered
- *PhD/MA student retention and graduation rate
- * Fundraising from private donors to support the graduate program
- *NRC ranking of Doctoral Program

Strategies:

- *Maintain and seek to increase University and College support for faculty development
- *Consult with Dean on possibilities to hire new and replacement faculty; *in order to maintain our high NRC ranking, it is imperative that we hire multiple faculty with already established national reputations well before 2020.*
- **Return GA Budget to its level prior to the Spring 2009 budget cuts; make all GA funding part of the permanent MRB; increase total GA funding*
- *Maintain travel funding for graduate students
- *Increase graduate assistantship stipends and supplements/enhancements
- *Increase recruiting efforts
- *Maintain and develop annual Graduate Student Conference
- *Increase number of Research Assistantships for graduate students
- *Re-institute Proseminar with a revised format
- *Improve DFS website and keep it updated continually

- *Organize workshops for graduate students on topics such as dissertation writing and presenting at conferences
- *Consider instituting a mandatory seminar on teaching pedagogy for all new Graduate Teaching Assistants
- *Maintain and increase opportunities of graduate student participation in international exchanges and study abroad
- *Institute an Exit Survey to be given to all PhD/MA graduates upon graduation
- *Increase publicity (traditional mailings, posters, and online)
- *Increase number of and funding for invited guest lectures
- * A comprehensive approach (based upon a close analysis of NRC methodology) aimed at elevating our doctoral program's overall ranking in the next NRC survey (current ranking: 17 [up from 20 in the 1995 NRC Survey] among all US universities, 5 [up from 8 in the 1995 Survey] among public universities in the US).
- *To adopt and maintain program degree requirements that facilitate retention, graduation rates, and timely progress toward degree

3. *Diversity Goal: To Increase the diversity of faculty, staff, and graduate students and to continue to support curricular and extra-curricular diversity.*

Performance indicators:

- *Number of faculty and students of diverse backgrounds and ethnicity
- *Retention of ethnic and minority students and faculty
- *Number of courses with a significant element involving cultural, ethnic, and socio-economic diversity
- *Number of faculty teaching for programs, such as Women's and Gender Studies, Comparative Literature, and African and African-American Studies, which emphasize diversity
- * Number of programs and events (including lectures and other extra-curricular activities) with a significant element involving cultural, ethnic, gender, sexual, and socio-economic diversity
- *Number of exchange agreements with universities in the Francophone world (outside of France)
- *Grants applied for/awarded that involve cultural, ethnic, gender, sexual, and socio-economic diversity
- * Fundraising from private donors to support diversity

Strategies:

- *Increase the diversity of faculty through hiring

- *Hire a major literary figure representing the Francophone world (in the mold of Edouard Glissant [Martinique] and Assia Djebar [Algeria], who were members of our faculty from the late 1980s through the 1990s)
- *Identify and encourage potential candidates for the Huell Perkins Graduate Fellowship
- *Emphasize recruitment at colleges and high schools with significant minority and ethnic populations
- *Sponsor lectures and other events with a significant element involving cultural, ethnic, gender, sexual, and socio-economic diversity
- *Develop student and faculty exchanges and study abroad opportunities in the Francophone world, (e.g., North Africa, Sub-Saharan Africa, or the Caribbean)
- *Ensure that the department's faculty includes specialists in all of the major areas of Francophone literature and culture
- *Continue to support and develop faculty research and teaching in fields such as Postcolonial Studies, Women's and Gender Studies, and Queer Theory.

4. *Engagement Goal: To continue and augment a public service outreach effort that involves faculty and students and that emphasizes ongoing discovery and development of Louisiana's French and Francophone heritage.*

Performance indicators:

- *Number of courses with service-learning requirements; number of faculty who use service-learning in their courses
- *Diversity of service-learning concepts
- *Number of, and attendance at, at DFS/ CFFS sponsored cultural events, such as French Cinema Night, Annual Fashion Show, Literary Cabaret etc.
- *Number of, and attendance at, Friends of French Studies events, such as the Annual Meeting, Fall Festival, etc.
- *Number of, and attendance at, joint projects with Hill Memorial Library
- *Number of, and attendance at, DFS / CFFS sponsored academic lectures and presentations open to the public
- *Number of, and attendance at, DFS / CFFS outreach efforts aimed at high schools, such as Rally Day
- *Number of, and amounts won in, grants won with local, state, federal, and international agencies for cultural and pedagogical outreach
- *Number of students doing internships related to our department's curriculum

Strategies:

- *Explore ways to improve incentives and support for service-learning
- *Continue and improve upon working relations with Friends of French Studies

- *Continue and improve upon working relations with international agencies such as the AUF and the Cultural Services bureaus of the French Embassy (NY and Atlanta)
- *Continue and improve upon working relations with local, state, and federal agencies, such as EBR Mayor's Office, LA departments of Tourism and Economic Development, Louisiana Endowment for the Humanities, Louisiana Public Broadcasting, National Endowment for the Humanities
- *Continue and improve upon working relations with local, state, and national private organizations such as the Alliance Française, Franco-American Chamber of Commerce, American Association of Teachers of French, the Modern Languages Association, etc.
- *Resume radio spots featuring Louisiana French language and culture
- *Explore possibility of offering Continuing Ed courses, including courses with a travel component, on Louisiana French culture; these courses would be meant for the public, including groups and visitors from out-of-state and from abroad.
- *Explore possibility of hosting summer institutes for teachers on topics such as Louisiana French
- *Actively seek to work with local organizations on public events
- *Develop internships related to our department's curriculum