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## MEMORANDUM

ATTENTION: Senate

TEL

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

A handwritten signature in blue ink, appearing to read "Peter Keller".

RE: External Review Mid-Cycle Report for the Department of French (SCUP 18-21)

DATE: April 30, 2018

TIME

At its April 25, 2018 meeting, SCUP reviewed the Mid-Cycle Report for the Department of French which resulted from its 2014 external review. The report is attached for the information of Senate.

## MEMORANDUM

ATTENTION: Peter Keller, Chair, SCUP

TEL

FROM: Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic

RE: External Review Mid-Cycle Report for the Department of French



DATE: February 15, 2018

TIME

The External Review of the Department of French was undertaken in February 2014. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. The mid-cycle report, together with a copy of the Action Plan approved by Senate, and the mid-cycle report on the Unit's assessment of its Educational Goals are attached for the information of SCUP.

c: Christian Guilbault, Chair, Department of French  
 Jane Pulkingham, Dean, Faculty of Arts and Social Sciences



MEMO

Department of French

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<b>ATTENTION Glynn Nicholls</b>	<b>TEL</b>
<b>FROM Christian Guilbault</b>	
<b>RE Dept. of French Mid-Cycle Report</b>	
<b>DATE February 5, 2018</b>	<b>TIME</b>

Please find attached the Mid-Cycle report regarding the action plan of the Department of French.

Regards,

Christian Guilbault

## External Review Update for the Department of French

Action	Progress Made
<b>1. Programming</b>	
<b>1.1.1 Undergraduate</b>	
a. Language	
<ul style="list-style-type: none"> <li>Dept. will consider the possibility of migrating more of its Level 1 courses to on-line delivery</li> </ul>	<ul style="list-style-type: none"> <li>At the time of the review, Fren 120 had one section offered entirely online. Since then, the next level, Fren 121, has also migrated one section to on-line delivery.</li> </ul>
<ul style="list-style-type: none"> <li>Dept. will continue to review course descriptions as part of the current educational development</li> <li>Dept. will change course titles and descriptions to clarify pathways for students</li> </ul>	<ul style="list-style-type: none"> <li>The content of all language courses is currently under review:                             <ul style="list-style-type: none"> <li>-Course titles and course descriptions</li> <li>-Educational goals</li> </ul> </li> <li>Several changes should be implemented during the 2018-2019 academic year; more changes will be implemented at a later date if needed.</li> </ul>
<ul style="list-style-type: none"> <li>Dept. will look into incorporating more blended-learning and flexible learning in courses to align with SFU's vision</li> </ul>	<ul style="list-style-type: none"> <li>A blended version of 2 second year courses, Fren 210 and Fren 211, is currently being developed. The new blended version of Fren 210 will be offered in September 2018, and Fren 211 in January 2019.</li> <li>Instructors of Italian have recently met to further discuss better ways to improve the program in the near future.</li> <li>Changes will be implemented during the 2018-2019 academic year.</li> </ul>
<ul style="list-style-type: none"> <li>Dept. will address current lab structure by rethinking the use of the space and the creation of a new Active-Learning environment ("Active classroom"/portable computer units)</li> </ul>	<ul style="list-style-type: none"> <li>One of the labs (WMC1607) went under major renovations in the summer 2016 to be converted to an active classroom.                             <ul style="list-style-type: none"> <li>-The computer stations were removed</li> <li>-4 six-seat-pods with screen were installed; each pod has a capacity of 6 laptops.</li> <li>-the furniture was replaced by mobile and flexible tables and chairs for quick transitions from one teaching mode to another.</li> <li>-a digital whiteboard was installed</li> </ul> </li> </ul>

	<p>-students have been using their own laptops so far, but the department is in the process of acquiring some so that students without laptops can still join in on all activities in class.</p>
<ul style="list-style-type: none"> <li>• Dept. will discuss how to introduce (earlier in the curriculum) students to basic linguistic structure and textual analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Basic linguistic structures have been introduced to first year courses.</li> <li>• Fren226 has been offered as an introduction to literary analysis but registration has been a struggle; this is probably due to the fact that it is not part of our minors or major programs. The curriculum committee will find a better way to integrate this course or eliminate it.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will participate in more workshops on pedagogy toward the ongoing integration of new technologies in the content and delivery of courses</li> </ul>	<ul style="list-style-type: none"> <li>• The Lecturers and some faculty members attended the following workshops and conferences on technology in the last 3 years: <ul style="list-style-type: none"> <li>-AQEFLS</li> <li>-CALICO</li> <li>-CASLT/ACPLS</li> <li>-SFU Symposium on teaching and learning</li> <li>- Canflip: conference on the flip learning and teaching (TRU, BC</li> <li>-STLHE: Innovative learning Scapes, e-Scapes, Playscapes, and more</li> <li>-2-day symposium on teaching and learning: Provocative pedagogy at SFU (SFU)</li> </ul> </li> <li>Workshops: <ul style="list-style-type: none"> <li>-E-textbooks, adaptive platforms, and open education resources (SFU)</li> <li>-How to create educational videos (SFU)</li> <li>-Rethinking teaching (Teaching and Learning Centre, SFU)</li> <li>-Going Visual (Teaching and Learning Centre, SFU)</li> <li>-Educational media Protégé program (Teaching and Learning Centre, SFU)</li> <li>-ISW</li> </ul> </li> <li>They were also involved as presenters at the following events: <ul style="list-style-type: none"> <li>-CASLT /ACPLS: paper: "Using blogs to go beyond the classroom Walls"</li> <li>-SCOLA: paper: "Social Media Supported activities in two intermediate French courses"</li> <li>-SCOLA: paper "To Use or Not to Use Translation in Language Teaching"</li> </ul> </li> </ul>

<b>b. Linguistics</b>	
<ul style="list-style-type: none"> <li>• Dept. will work toward a consensus on learning outcomes in its courses</li> </ul>	<ul style="list-style-type: none"> <li>• Consultations have been held and some courses already have common and learning outcomes specified in their syllabus.</li> <li>• Other, more advanced, course will integrate learning outcomes more systematically in the near future.</li> <li>• Please see attached document regarding Learning Outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will review the introductory course content of FREN 275</li> </ul>	<ul style="list-style-type: none"> <li>• The content of Fren275 is constantly being revised to keep it current and interesting to students.</li> <li>• For instance, a newer version of this course will be taught in the spring of 2018.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will look into the possibility of giving credits to students who take introductory courses in SFU's Linguistics Dept. exempting them from taking the FREN 275 prerequisite</li> </ul>	<ul style="list-style-type: none"> <li>• It is now stated in Fren 275 syllabus that this course is not available to those who already took or are taking Ling 222. The department will look at other introductory course in linguistics to add to this list.</li> </ul>
<b>c. Literature</b>	
<ul style="list-style-type: none"> <li>• Dept. will adjust course titles and descriptions at the 300 level for clarity of purpose and in light of suggestions made in the report</li> </ul>	<ul style="list-style-type: none"> <li>• The Dept. decided all 300-level courses would be survey courses in French and Québécois literature.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will offer two courses: one in Québécois Literature (300 level) and another at the 400 level. FREN 343 (World Literature in French) will be eliminated</li> </ul>	<ul style="list-style-type: none"> <li>• The Dept. created 340: Survey of Québécois Literature. And also 430: Topics in Québécois Literature.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will continue to encourage students to take advantage of the Western Deans' Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• This is being done on a case-by-case basis when relevant and is on-going.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will need a new position in the growing field of Francophone Literatures to cover areas mentioned in the report: Acadian and Canadian Francophone communities or the literature of the Maghreb and sub-Saharan Africa</li> </ul>	<ul style="list-style-type: none"> <li>• The Dept. has a pressing need for a tenure-track position in Literature—especially with the departure of Dr. Palacio. Students taking our minor and major programs require more specialists in Literature to properly complete their requirements. This is also important for the development of the graduate program.</li> </ul>

<ul style="list-style-type: none"> <li>• Dept. will investigate the creation of new offerings aimed at enhancing cross-cultural literacy at Surrey and Vancouver campuses</li> </ul>	<ul style="list-style-type: none"> <li>• The Department hasn't yet offered any courses in literature at Surrey or Vancouver campuses.</li> <li>• It is our intention to explore this avenue in the next two years.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will forge new connections and collaborative projects across the university and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Projects with other units at SFU or the community haven't been developed by the Department.</li> <li>• Discussions are on-going with BAFF/OFFA to find a proper format for such initiatives.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will encourage students to participate in COOP and Exchange Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Every year, approximately 15 to 20 students do the TAPIF (Teaching Assistant Program in France) exchange.</li> <li>• The Department also offers the Minor for Prospective Teachers which send about 5 students to Tours, France, every year in an exchange program. This program is likely to grow in numbers.</li> </ul>
<b>d. Advising</b>	
<ul style="list-style-type: none"> <li>• Dept. will improve the way students are advised of existing opportunities to study at neighboring institutions; exchanges are already in place</li> </ul>	<ul style="list-style-type: none"> <li>• The department has an advisor who keeps up to date on exchanges and other programs of interest to students at the undergraduate level.</li> <li>• A survey of services offered to students will be completed in the 2018 academic year and appropriate changes will be made to improve student services.</li> </ul>
<b>1.1.2 Graduate</b>	
<b>a. General</b>	
<ul style="list-style-type: none"> <li>• Dept. will continue to develop a niche for our MA program</li> </ul>	<ul style="list-style-type: none"> <li>• The department is currently revising the MA program in order to make it more relevant and appealing to prospective students. Discussions have been initiated among Dept. members to collaborate with the Faculty of Education to offer a joint MA.</li> </ul>
<ul style="list-style-type: none"> <li>• Students will continue to be encouraged to share their research inside and outside the Department</li> </ul>	<ul style="list-style-type: none"> <li>• The department is teaming up with the UVic and UBC's Departments of French to organize an annual graduate students' colloquium. The venue of the colloquium will rotate between the three universities. The first one is scheduled for May 2019, at the University of Victoria.</li> </ul>

<ul style="list-style-type: none"> <li>• A capstone seminar/symposium for the MA with Thesis will be explored as a forum for individual students and the group as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• There is no follow-up on the capstone seminar/symposium for the MA with Thesis.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will keep the 400/800 model in place for the time being as it has hardly had the opportunity to be tested and because it is a model that best corresponds, at this point, to available teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>• The 400/800 model has been kept in place. It is for the time being the more viable solution for providing graduate training to our students due to the department's limited teaching resources. But the department plans on reviewing its graduate program in the near future.</li> </ul>
<ul style="list-style-type: none"> <li>• The feasibility of a core course at the graduate level will be examined</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty members agreed on a core course at the graduate level that could be taken either at SFU or UBC. Steps remained to be taken if the department wants to offer this course.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will continue to draw on faculty from Western Universities for students who wish to study areas currently unavailable in the Department (e.g., Francophone Literatures)</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate students have successfully benefited from the Western Deans Agreement. Closer collaborations have been initiated with the French departments of UVic and UBC in order to make each respective graduate program better known to graduate students from the three institutions.</li> </ul>
<ul style="list-style-type: none"> <li>• Dept. will continue to work with Grad Studies on strengthening graduate supervision</li> </ul>	<ul style="list-style-type: none"> <li>• The department is regularly in contact with Graduate Studies but no change to the graduate supervision of our students has been implemented at this point.</li> </ul>
	<ul style="list-style-type: none"> <li>• The departments of French and English have agreed to terminate the joint MA in English/French that was created with the goal of appealing to the bilingual population, and of facilitating a comprehensive study of Canadian literature. The decision to terminate the program was based on students' low enrollment since its creation. The last student was enrolled in the program in 2006. The proposal for the termination should put on the FASSGSC agenda for February 2018.</li> <li>• Since August 2017, a \$10,000 scholarship has been offered to attract a qualified graduate student who wishes to pursue a MA in French linguistics and/or sociolinguistics. The success of this new initiative will be evaluated in the next few months.</li> <li>• Since September 2017, the department of French is the home department of 2 students enrolled in the Special Arrangements (SAR) PhD program.</li> </ul>



	<ul style="list-style-type: none"> <li>The department is planning on submitting its revised calendar to the FASSGSC meeting in February 2018. The revisions include the following: FREN 896 – Thesis Proposal (3 credits), FREN 898 – MA Thesis (15 credits) and FREN 998 – Extended Essays (6 credits).</li> </ul>
<b>b. Linguistics</b>	
<ul style="list-style-type: none"> <li>Faculty members in linguistics will continue to investigate collaborative opportunities with faculty members in SFU's Linguistics Department</li> </ul>	<ul style="list-style-type: none"> <li>This remains on the agenda.</li> </ul>
<ul style="list-style-type: none"> <li>The possibility of co-teaching with members of the Linguistics Department may be revisited: currently teaching and workload systems are different</li> </ul>	<ul style="list-style-type: none"> <li>This may be unrealistic. The language of instruction, too, is different, which makes it a challenging task --since our objective is to train students so they become more fluent in French, it would be a disservice to them to teach in English; unfortunately, students from the Linguistics Department are rarely fluent enough in French to take our courses.</li> <li>The SFU policies related to the recognition of co-teaching for each instructor also somewhat hinders such initiatives.</li> </ul>
<b>c. Literature</b>	
<ul style="list-style-type: none"> <li>The recent appointment of a Literature faculty member in Theatre and Performance Studies will help with the creation of new offerings at the graduate level</li> </ul>	<ul style="list-style-type: none"> <li>Now that Dr. Joy Palacios has left the Department to take a new position at the University of Calgary, it will be almost impossible to accept new MA students who want to work in literature. Dr. Palacios was active in MA committees, and she was supervising 2 students when she left the Department.</li> </ul>
<b>1.1.3 Italian</b>	
<ul style="list-style-type: none"> <li>Phasing out of the Italian Certificate</li> </ul>	<ul style="list-style-type: none"> <li>As it is engaged in a revision of the entire Italian offering, the Department is carefully considering the best course of action regarding the Italian Certificate.</li> </ul>
<ul style="list-style-type: none"> <li>Implementing the Italian Minor</li> </ul>	<ul style="list-style-type: none"> <li>This minor has been implemented.</li> </ul>
<ul style="list-style-type: none"> <li>Develop a 400 level course to give students a more balanced program (language and culture) and a more advanced level of proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Ital 400 is now offered. Another course with emphasis on Italian culture is also offered—Ital 300.</li> </ul>

<ul style="list-style-type: none"> <li>• Create a teaching track position to provide unit with continuity and stability especially when the senior lecturer who runs the program retires.</li> </ul>	<ul style="list-style-type: none"> <li>• The department is still expecting this tenure track position.</li> <li>• However, it must be noted that a limited-term tenure-track at 37% has been appointed to the department and he is actively teaching Italian courses in the program.</li> </ul>
<ul style="list-style-type: none"> <li>• Promote the Italian Minor in the community (Burnaby North school district particularly) to attract more students and to serve the needs of teachers who lack proficiency in Italian</li> </ul>	<ul style="list-style-type: none"> <li>• Promotional activities have been and are regularly being held. This will be continued and expanded.</li> </ul>
<b>2. Research</b>	
Dept. will add to its research profile by:	
<ul style="list-style-type: none"> <li>• actively encouraging faculty to seek funding sources that support graduate training</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the faculty members have been granted funding (more than \$15,000) to initiate research in the community (Maillardville French project); some of those funds were spent on undergraduate student training.</li> </ul>
<ul style="list-style-type: none"> <li>• drawing on the Office of Research Services for its expertise with granting agencies</li> </ul>	<ul style="list-style-type: none"> <li>• This is usually being done on a case-by-case basis.</li> </ul>
<ul style="list-style-type: none"> <li>• continuing collaborative efforts in the Department and elsewhere</li> </ul>	<ul style="list-style-type: none"> <li>• The Dept. has 7 faculty members (including one who needs to take on the position of chair). Collaborative efforts are somewhat difficult given the small number of members and their diverse fields of expertise.</li> </ul>
<ul style="list-style-type: none"> <li>• mentoring our new Assistant Professor in Literature</li> </ul>	<ul style="list-style-type: none"> <li>• This new faculty member had access to mentoring but she has now left for another university.</li> </ul>
<ul style="list-style-type: none"> <li>• requesting considerations for a faculty position in Language Didactics (specializing in new technologies and language acquisition) to extend research to the Language section of the Department, and to enrich the existing collaboration with the Faculty of Education</li> </ul>	<ul style="list-style-type: none"> <li>• There has been a discussion with Dean Pulkingham regarding the department's future positions. The departure of our newest member in literature (which left us with only two faculty members) is forcing us to review our priorities and request a position in French literature first and foremost.</li> </ul>
<ul style="list-style-type: none"> <li>• developing research projects on the French Legacy in BC: Past, Present and Future</li> </ul>	<ul style="list-style-type: none"> <li>• The research project on French in Maillardville Settlers is ongoing. Results from the linguistic analyses have already been presented at international conferences.</li> </ul>

	<ul style="list-style-type: none"> <li>Also, this is part of the mandate of the research Centre Québec-Pacifique that has applied for a renewal of its mandate in the fall of 2017.</li> </ul>
<b>3. Administration</b>	
<ul style="list-style-type: none"> <li>No specific recommendations were made in the report. Since the report, the Grad/Undergrad/Receptionist/ Departmental Secretary has accepted a full-time position in the Department of Chemistry. The Dept. hired a new secretary. Since the review, the department has learned that its Manager, Academic and Administration is retiring in September. A replacement has been found through a successful search and will begin at the end of August 2014.</li> </ul>	<ul style="list-style-type: none"> <li>The new Manager has since been integrated in the department.</li> </ul>
<b>4. Working Environment</b>	
<ul style="list-style-type: none"> <li>Dept. will organize meetings and retreats as necessary to strengthen cohesion around a common vision. Further agreement on educational goals will also be discussed at these occasions as well as ways to enhance support for research.</li> </ul>	<ul style="list-style-type: none"> <li>One department retreat has been held in the spring of 2017 and one special meeting is held every semester to discuss important issues for the department. More meetings will be scheduled in the near future.</li> </ul>
<b>5. Relationship with OFFA</b>	
<ul style="list-style-type: none"> <li>Draw expertise from OFFA to communicate and support research in the Department of French</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to work with OFFA on events and guest speakers during "Le printemps de la francophonie" and participate in OFFA's 10<sup>th</sup> anniversary in 2014-15</li> </ul>	<ul style="list-style-type: none"> <li>Every year, the Department of French works with OFFA to bring several guest speakers. This is encouraged and will continue.</li> <li>Some of those talks by guest speakers were part of the 10<sup>th</sup> Anniversary celebration.</li> </ul>
<ul style="list-style-type: none"> <li>OFFA is set to contribute \$40,000 toward the delivery of language courses in the department for 2014-15; seek renewal of same amount or similar amount for 2015-16 and 2016-17</li> </ul>	<ul style="list-style-type: none"> <li>OFFA's contribution is maintained and is currently \$43,270.</li> </ul>

**Department of French**  
**Educational Outcomes Report**  
**Progress Report**  
**February 2018**

The work on educational goals has been ongoing in the Department of French. This report presents the progress made since 2014.

**Governance**

In the midst of the submission of the Assessment Plan in 2014, the Department of French recognized the importance of this initiative and the significant amount of work that was going to be necessary to implement new and coherent educational goals both at the program and course levels. Therefore, it set up a new governance structure: The Educational Outcomes Committee. This committee reports directly to the Department of French during our departmental meetings.

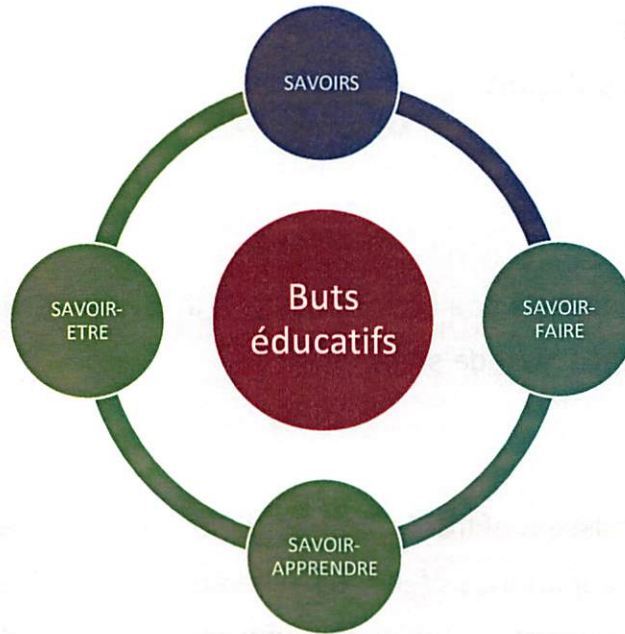
**Phase 1**

In order to remap the current educational goals according to the terminology used in the CEFR (The Common European Framework of Reference for Languages)—a framework<sup>1</sup> largely used in educational contexts—the Educational Outcomes Committee first focused on two 'Savoirs': *Savoirs* and *Savoir-faire* (*content-based knowledge* and *know-how*).<sup>2</sup>

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<sup>1</sup> <https://rm.coe.int/16802fc3a8> pp.16-17

<sup>2</sup> The two other 'Savoirs' (*knowing how to learn* and *learning how to be* or human skills) will be included in a later stage with the objective to refine the goals in our courses.



To achieve this objective, the committee detailed the educational goals in collaboration with the course instructors. Two courses were selected to serve as a starting point to develop the relevant educational goals in accordance with the programs' goals: FREN 221 French Writing 1 and FREN 301W Advanced French Composition.

These particular courses were chosen because they are core courses in our programs and, therefore, compulsory for our major and minor students.

A series of meetings with the courses' instructors were carried out during which each course's specific educational goals were discussed and outlined.

#### 1. FREN 221 French Writing 1

##### **FREN 221**

By the end of the course, students will be able to:

- Describe, in writing, people, landscapes and places while using clear and detailed vocabulary.
- Make use of their sense of observation and their creativity in descriptions of familiar people and places.
- Apply rules of coherence and organization typical of descriptive texts.
- Produce a clear text of several paragraphs while respecting linguistic quality.

- Use of dictionaries and correction software as aides and for self-correction in the production of written compositions

## 2. FREN 301W Advanced French Composition

### **FREN 301**

By the end of the course, students will be able to:

- Write a 500-word document in a limited time (2hours), which is clear, organized, and shows an understanding of French complex structures, connectors and discourse. (Typically, this text follows detailed instructions on how to organize and articulate arguments in a short document.)
- Write a 1000-to-1500-word document over a longer period of time (several weeks to several months). This text could be a book review, a piece of creative writing (such as a short story), a magazine article, but in all cases, it is an organized and meticulously written document that shows accurate use of complex sentences and ability to organize a text in French.
- Improve their texts by using varied self-correcting strategies, instructors' comments and available linguistic support provided by the department and the university.
- Write a variety of texts (critical analysis of a commercial, a book review, a film critique, a short story, etc.) using organizational instructions adapted to each specific genre.

### **Phase 2**

The committee will submit these new educational goals to the members of the department at our next meeting in March of 2018 and will recommend that they be used as a template for other courses (including the 400-level courses which will become part of the summative assessment the following year).

Feedback from both instructors and students will be gathered in both FREN 221 and FREN 301W during the academic year 2018-2019 via questionnaires and short interviews with students.

In addition, a summative assessment will be carried out the following year in a selection of our 400-level courses in literature and linguistics. Samples of term-papers will be used in order to determine if the educational goals, especially the ones pertaining to *Language* (as detailed in the original Assessment Plan), are acquired by students who have taken both FREN 301W and 400-level courses.

Based on the results of this assessment, the French Educational Outcomes Committee will then reevaluate the learning goals as formulated in FREN 221 and FREN 301W and the implementation of program-wide learning goals.

During the following stages, human resources and expertise will be needed in order to collect and analyze data. Financial assistance, should there be any available, would allow the department to hire an educational consultant.

By the end of these later stages, all courses will have educational goals defined and reevaluated according to the agreed framework.



MEMORANDUM

ATTENTION: Stephen Steele, Chair, Department of French	TEL
FROM: Glynn Nicholls, Director, Academic Planning and Quality Assurance	
RE: External Review Mid-Cycle Report for the Department of French	
DATE: June 12, 2017	TIME

As per Senate guidelines, the Department of French is to report on progress being made in the implementation of the Action Plan that resulted from its external review in February 2014. This report will be presented to SCUP and Senate for information. The Chair will be asked to attend the SCUP meeting to provide comment and answer any questions about the update on the Action Plan. The Dean may choose to attend the meeting at her discretion.

In addition, as per the agreement with Senate, mid-cycle reports in 2017, following the requirement to develop Educational Goals for programs in the Department of French, are expected to have conducted an assessment of those goals/outcomes. Please include as part of this mid-cycle report submission a 2- to 4-page narrative description articulating the assessment process undertaken by the academic unit, and any changes or adjustments to the established educational goals, the assessment process, and/or the program curriculum that may have arisen as a result of the findings of the assessment. Should you require any assistance in preparing this part of your report, please contact your Educational Consultant from TLC.

Please submit your progress report, using the attached template, by Thursday, November 30, 2017 to Bal Basi at [bbasi@sfu.ca](mailto:bbasi@sfu.ca). Also attached, for ease of reference, is the Action Plan that was approved by Senate on January 5, 2015.

Please contact me at 2-6702, [glynn\\_nicholls@sfu.ca](mailto:glynn_nicholls@sfu.ca), or Bal Basi at 2-7676, [bbasi@sfu.ca](mailto:bbasi@sfu.ca), if you have any questions or concerns regarding the external review update process.

Thank you.

Attach.

cc: J. Pulkingham, Dean, Faculty of Arts and Social Sciences



## EXTERNAL REVIEW – ACTION PLAN

<b>Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director</b>			
<b>Unit under review</b>  Department of French	<b>Date of Review Site visit</b>  Feb. 26- 28, 2014	<b>Responsible Unit person,</b>  Catherine Black, Chair  .....	<b>Faculty Dean</b>  John Craig  .....
<b>Notes</b>  <ol style="list-style-type: none"> <li>1. <i>It is <b>not</b> expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.</i></li> <li>2. <i>Attach the required plan to assess the success of the Educational Goals as an addendum (Senate 2013).</i></li> <li>3. <i>Should any additional response be warranted, it should be attached as a separate document.</i></li> </ol>			
<b>1. PROGRAMMING</b>			
<b>General</b>  The following points draw on the recommendations made in the report. Interdisciplinary programming is unique in the West. Our Faculty members will continue to build connections with other departments at SFU and with other universities in the West. The Department understands that it needs to find more ways to communicate its unique characteristics and to foster its visibility within SFU and the wider community. The Department understands that it has to continue to carve out a niche for itself. The Department needs to spread and publicize its many areas of success: Faculty research, undergraduate and graduate programming, exchange or co-op initiatives. This can be done on the website and through outreach activities with the help of BAFF/OFFA, drawing on its experience in public relations.			
<b><u>1.1 Action/s (description of what is going to be done):</u></b> <b>1.1.1 Undergraduate:</b>			

**a. Language**

- Dept. will consider the possibility of migrating more of its Level 1 courses to on-line delivery
- Dept. will continue to review course descriptions as part of the current educational development
- Dept. will change course titles and descriptions to clarify pathways for students
- Dept. will look into incorporating more blended-learning and flexible learning in courses to align with SFU's vision
- Dept. will address current lab structure by rethinking the use of the space and the creation of a new Active-Learning environment ("Active classroom" / portable computer units)
- Dept. will discuss how to introduce (earlier in the curriculum) students to basic linguistic structure and textual analysis
- Dept. will participate in more workshops on pedagogy toward the ongoing integration of new technologies in the content and delivery of courses.

**b. Linguistics**

- Dept. will work toward a consensus on learning outcomes in its courses
- Dept. will review the introductory course content of FREN 275
- Dept. will look into the possibility of giving credits to students who take introductory courses in SFU's Linguistics  
Dept. exempting them from taking the FREN 275 prerequisite

**c. Literature**

- Dept. will adjust course titles and descriptions at the 300 level for clarity of purpose and in light of suggestions made in the report
- Dept. will offer two courses: one in Québécois Literature (300 level) and another at the 400 level. FREN 343 (World Literature in French) will be eliminated
- Dept. will continue to encourage students to take advantage of the Western Deans' Agreement
- Dept. will improve the way students are advised of existing opportunities to study at neighboring institutions; exchanges are already in place
- Dept. will need a new position in the growing field of Francophone Literatures to cover areas mentioned in the report: Acadian and Canadian Francophone communities or the literature of the Maghreb and sub-Saharan Africa.
- Dept. will investigate the creation of new offerings aimed at enhancing cross-cultural literacy at Surrey and Vancouver campuses
- Dept. will forge new connections and collaborative projects across the university and the wider community
- Dept. will encourage students to participate in COOP and Exchange Programs

**1.1.2 Graduate:****a. General**

- Dept. will continue to develop a niche for our MA program
- Students will continue to be encouraged to share their research inside and outside the Department
- A capstone seminar/symposium for the MA with Thesis will be explored as a forum for individual students and the group as a whole
- Dept. will keep the 400/800 model in place for the time being as it has hardly had the opportunity to be tested and

because it is a model that best corresponds, at this point, to available teaching resources

- The feasibility of a core course at the graduate level will be examined
- Dept. will continue to draw on faculty from Western Universities for students who wish to study areas currently unavailable in the Department (e.g. Francophone Literatures)
- Dept. will continue to work with Grad Studies on strengthening graduate supervision

**b. Linguistics**

- Faculty members in linguistics will continue to investigate collaborative opportunities with faculty members in SFU's Linguistics Department
- The possibility of co-teaching with members of the Linguistics Department may be revisited: currently teaching and workload systems are different

**c. Literature**

- The recent appointment of a Literature faculty member in Theatre and Performance Studies will help with the creation of new offerings at the graduate level.

**1.1.3 Italian:**

- Phasing out of the Italian Certificate
- Implementing the Italian Minor
- Develop a 400 level course to give students a more balanced program (language and culture) and a more advanced level of proficiency
- Create a teaching track position to provide unit with continuity and stability especially when the senior lecturer who runs the program retires
- Promote the Italian Minor in the community (Burnaby North school district particularly) to attract more students and to serve the needs of teachers who lack proficiency in Italian.

**1.2 Resource implications (if any):**

**a. Language**

- One new position in Language Didactics specializing in new technologies and language acquisition is needed to increase research in the scholarship of teaching and to support the development of more on-line courses

**b. Linguistics**

- No new resources needed

**c. Literature**

- One new Faculty position is needed to provide courses at the graduate level in Francophone literatures and to direct grad research in this area

**d. Italian**

- One teaching track position to replace the senior lecturer position when she retires

**1.3 Expected completion date/s:**

- Within the next five years; some earlier
- The Active Classroom within the next 3 years
- The portable units with 10 laptops in the next year
- New Italian Minor: as early as January 2015
- New Italian Teaching Track Position in 2015
- Promotion of Italian to secondary school teachers as early as Fall 2014
- New Italian course offering: Fall 2015

## **1. RESEARCH**

**2.1 Action/s (what is going to be done):**

The level and variety of research conducted in the Department is not accurately reflected in the report, which suggests that book reviews may be given a higher priority than peer-reviewed articles (p. 28). Since the last review, tenure-track faculty members have produced, in number, monographs, edited volumes of essays, edited journal issues, peer-reviewed articles and peer-reviewed book chapters, textbooks as well as book reviews. This publication list includes single-authored and multi-authored publications as evidence of collaborative efforts inside and outside of the Department. Projects currently underway include all of the above.

Research development - Dept. will add to its research profile by:

- actively encouraging faculty to seek funding sources that support graduate training
- drawing on the Office of Research Services for its expertise with granting agencies
- continuing collaborative efforts in the Department and elsewhere
- mentoring our new Assistant Professor in Literature
- requesting considerations for a Faculty position in Language Didactics (specializing in new technologies and language acquisition) to extend research to the Language section of the Department, and to enrich the existing collaboration with the Faculty of Education
- developing research projects on the French Legacy in BC: Past, Present and Future

**2.2 Resource implications (if any):**

- Re-allocate some internal dept. funds to facilitate development of individual and team-based research initiatives
- University: funding for a new position in Language didactics and a new position in Francophone literatures

**2.3 Expected completion date/s:**

- **h** and **e** (above), in 2015; other items, ongoing

### **3. ADMINISTRATION**

#### **3.1 Action/s (what is going to be done):**

No specific recommendations were made in the report. Since the report, the Grad/Undergrad/Receptionist/Departmental Secretary has accepted a full-time position in the Department of Chemistry. The Dept. hired a new secretary.

Since the review, the department has learned that its Manager Academic and Administration is retiring in September. A replacement has been found through a successful search and will begin at the end of August 2014.

#### **3.2 Resource implications (if any):**

- The above-mentioned secretarial position was full-time until the recruitment of the exiting Secretary, two and a half years ago, when it was reduced to 80% to partially fund a part-time student advisor. The student advisor, a French speaking grad student, was appointed in 2013.
- However, the department feels that a 100% position would be appropriate to fulfill the duties of the secretary. It would also be appropriate at this time to review the other staff positions and include in the descriptions, language that accounts for technological skills currently required and the increasing number of the graduate students
- Replacement of faulty two-way mirror (in lab WMC1607/1621b) to allow observation of TAs and new instructors. The lighting in the observation room needs to be improved to allow for satisfactory observation

#### **3.3 Expected completion date/s:**

- Dept. is currently reviewing the situation with the Dean's office in the hopes that a solution may be found this summer.
- A reexamination of position descriptions should be done within 2014-15 as this is an opportune moment.
- Two-way mirror and lighting by 2016 at the latest, earlier if possible.

### **4. WORKING ENVIRONMENT**

#### **4.1 Action/s (what is going to be done):**

- Dept. will organize meetings and retreats as necessary to strengthen cohesion around a common vision. Further agreement on educational goals will also be discussed at these occasions as well as ways to enhance support for research.

#### **4.2 Resources implications (if any):**

- some funding will be necessary for the retreats

#### **4.3 Expected completion date/s:**

- ongoing or until the department has reached its goals

## 5. Relationship with OFFA

### 5.1 Action/s (What is going to be done):

- Draw expertise from OFFA to communicate and support research in the Department of French
- Continue to work with OFFA on events and guest speakers during "Le printemps de la francophonie" and participate in OFFA's 10th anniversary in 2014-15
- OFFA is set to contribute \$40,000 toward the delivery of language courses in the department for 2014-15; seek renewal of same amount or similar amount for 2015-16 and 2016-17

### 5.2 Resource implications (if any):

### 5.2 Expected completion date/s:

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

<b>Unit Leader (signed)</b>	<b>Date</b>
Name <u>Stephan Blais</u> Title <u>Chair</u>	<u>October 21, 2014</u>

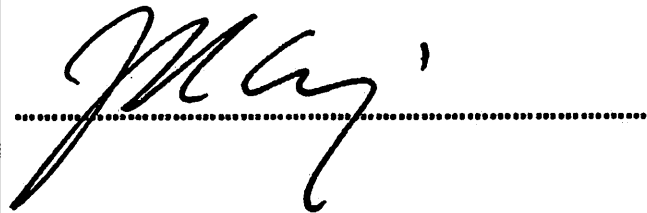
**Section 2 - Dean's comments and endorsement of the Action Plan:**

I met with both Catherine Black, the outgoing Chair of the Department of French and with Stephen Steele, the incoming Chair, on 15 August 2014 to discuss the external review prepared by Professors Crosta (McMaster University), Elkabas (University of Toronto) and Côté (Laval). I met a second time with Stephen Steele on 17 November 2014 for a further discussion.

Our office has given close consideration to the external review and to the detailed response from the Department of French. The external reviewers have produced a thoughtful assessment, capturing many of the strengths found in the Department and identifying some of the challenges it faces.

In principle, our office is in full agreement with the actions proposed by the Department. Specifically, we will work closely with the Department to secure the necessary funding for the renovation of the language labs into Active-Learning spaces. We acknowledge the request for positions in Language Didactics and Francophone literatures.

**Faculty Dean**



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**Date**

24 Nov 2014  
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## **Additional Response to the External Review of the French Department**

**The External Review of the Department of French was conducted in February, 2014. We are pleased that overall the Report of the External Reviewers is positive. The Reviewers have conducted a thorough assessment of the department and provided detailed recommendations addressing the various components of our programs, our academic and scholarly activities, as well as the level of administrative support and resources provided to the department.**

**Their recommendations are entirely in agreement with the department's priorities: maintaining our reputation for excellence in the teaching of French; promoting student bilingualism in a largely non-francophone environment; innovation in instructional methods; multi-disciplinary program content integrating both literature and linguistics as full and equal partners; and, not least, maintaining and promoting our status as an academic unit committed to the pursuit of knowledge both in our students and in our personal and collective research agendas.**

**On one hand, the External Reviewers have made it very clear that all sections of the department are doing well in many areas, but their main recommendation concerns the "branding" of the department. The External Reviewers clearly stated that we need to "brand" ourselves better as an interdisciplinary program relatively unique in Western Canada.**

**On the other hand, the Department feels that the reviewers did not fully understand some points. They are presented in the order of the review report.**

- FREN 198 is not an "anomaly", and is not a Level 1 course; it is a reading course for graduate students from other departments. It also attracts graduate students from UBC. Changing its number will help avoid the confusion.**
- The 400/800 courses are not a departmental initiative. The model comes from the Dean of Graduate Studies and is in the early stages of implementation at SFU.**
- The report mistakenly identifies our MA program as custom-tailored. All aspects of the program are designed according to specific guidelines that apply across the University.**
- The Minor in French started in September 2013, hence the low enrolment. It**



- **The "Chair's attempt to be equitable is perceived as discriminatory" by some. This is an unfair statement. The assignments of TAs and Sessional appointments have always been handled in close consultation with the two Senior Lecturers and one Lecturer, who actively work as course chairs with the TAs. Some of our TAs and Sessionals have been with us for a long time and we always try to give them the best arrangement possible. We also have to acknowledge the new comers who may arrive with abilities not shared by all: i.e., working with new technologies.**
- **The "French Assistants" are not exchange students. They come to us via the French CIEP (*Centre international d'études pédagogiques*) with the mobility program: *Programme des assistants français à l'étranger*.**

**Assessment Plan  
Department of French**

Program EGs	Data Source*	Assessment**	Trimesters of data collection	Evaluation of results
<p><b>Language:</b> Regardless of their level of entry, students will develop intermediate to advanced skills to complete oral and written assignments in French. The language level will depend on their program (Honors, Major, Extended Minor, Concentrated Minor in French).</p>	<p>Selection of courses: Beginner (level 100); Intermediate (200) and Advanced (300)</p>	<p>Language quizz (writing skills) and oral presentation (oral skills)</p>	<p>1151 &amp; 1157</p>	<p>1161 (with possible discussion at yearly Dep. retreat)</p>
<p><b>Cultural dimensions of the Francophone world:</b> Students will develop intercultural and crosslinguistic literacy through an analysis of French-related materials in their social, political, and historical dimensions.</p>	<p>Selection of courses: one 33- (Linguistic) and one 34- (Literature) course</p>	<p>Assessment of text analysis skills</p>	<p>1151 &amp; 1157</p>	<p>1161 (with possible discussion at yearly Dep. retreat)</p>
<p><b>Critical thinking and analytical skills:</b> Students will be able to critically read and analyse French academic and cultural material in language, literature, and linguistics. Students will acquire domain knowledge or concepts and theories in literature, linguistics and culture and will then be able to synthesize and apply that knowledge in academic assignments.</p>	<p>Selection of courses: one 42- (Linguistic) and one 44- (Literature) course</p>	<p>Assessment of Critical Analysis capacities (e.g. written text sample)</p>	<p>1151 &amp; 1157</p>	<p>1161 (with possible discussion at yearly Dep. retreat)</p>
<p><b>Research and methodology:</b> Students will investigate topics related to French Studies, and evaluate and criticize different perspectives in French and Francophone literatures, cultures and linguistics. Students will use this knowledge in fundamental and applied research projects.</p>	<p>Selection of courses: one 42- (Linguistic) and one 44- (Literature) course</p>	<p>Assessment of investigative capacities</p>	<p>1151 &amp; 1157</p>	<p>1161 (with possible discussion at yearly Dep. retreat)</p>
<p>* See current Curriculum Mapping for further details</p>				
<p>** Assessment tools need to be discussed with Faculty.</p>				

FREN: Educational Goals - Curriculum Mapping

Courses (* = mandatory)	Beginner Oral	Beginner Writing	Interm.-Oral	Interm.-Writing	Advanced-Oral	Advanced-Writing	Intercultural Literacy	Crosslinguistic Literacy	Text-analysis	Social Dimension	Historical Dimension	Political Dimension	Critical Reading-Litt. Ling.	Critical Reading-Out.	Critical Analysis-Litt. Ling.	Critical Analysis-Out.	Knowledge-Litt.	Knowledge-Ling.
Language			Cultural Dimension of the Francophone World										Critical thinking and analytical skills					
120	x																	
121	x																	
122	x	x																
Intermed. FR(1) 210																		
211			x	x														
212			x	x														
*215			x															
*217			x				x							x				
221				x										x				
222				x														
226													x	x	x		x	
*245					x	x			x	x	x		x		x		x	
*275					x	x				x	x				x			x
300					x													
*301W						x												
304						x												
307						x												
330						x	x			x	x			x			x	
331							x	x	x					x				x
332							x	x	x					x				x
333							x	x	x					x				x
334							x	x						x				x
340						x	x		x	x		x	x		x		x	
341						x	x		x	x	x	x	x		x		x	
343						x	x		x				x		x		x	
344						x	x		x	x	x	x	x		x		x	
352						x	x		x	x	x	x		x			x	
407W					x	x												
416						x			x					x				x
417						x		x	x					x				x
420						x		x						x				x
423						x		x			x			x				x
424						x		x						x				x
425						x		x	x					x				x
430						x	x		x	x	x	x	x		x			x
440						x		x	x	x				x	x			x
441						x	x		x	x	x	x	x		x			x
442						x		x	x	x				x				x
444						x		x	x		x	x	x		x			x
452						x		x	x	x	x	x		x				x
476						x		x					x		x			x
491 ou 491						x												
492 or 492						x												
Field School																		
320																		
321																		
322																		
800-level courses																		
Bru - Ling																		
Vert - Litt.																		
Violet - Lang.																		
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